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تصفح حلول الكتب مباشرة لجميع المراحل التعليمية المختلفة

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MEGA

GOAL 2

MANUEL DOS SANTOS
JILL KOREY O'SULLIVAN
ELI GHAZEL - DANAE KOZANOGLOU

Mc Graw Hill

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MegaGoal 2 Student Book

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Scope and Sequence

	Unit Title	Functions	Grammar
	Connect **Pages 2–5**	Express opinion, feeling and preference Agree and disagree Ask for and give information and instructions Warning and advice	*Had better* Recycling/using familiar verb forms, prepositions, modifiers, inversion, conditionals
1	Connected by Technology **Pages 6–19**	Ask for clarification and confirm Discuss using technology for communication Talk about personality characteristics	Auxiliary verbs: *do*, *have*, *be* The comparative and superlative Needs to be done; have/get something done Past participles as adjectives
2	Crime Doesn't Pay **Pages 20–33**	Discuss crime and punishment Read and discuss newspaper articles Explain steps in a process	The passive Past perfect and past perfect progressive Simple past tense: *be*, regular and irregular verbs *Used to* and *would* Past progressive tense
3	Far and Away **Pages 34–47**	Talk about travel experiences and travel dreams Discuss hotels and services Make and decline special requests	Adverbs of degree Sentence adverbs Future with *be going* to and *will* Information questions Present progressive
4	TV Around the World **Pages 48–61**	Discuss types of TV programs Express and explain preferences Express certainty Talking about festivals	Direct and indirect objects *To* and *for* before indirect objects Articles Adjective clauses and relative pronouns Relative pronouns as subjects and objects
	EXPANSION Units 1–4 **Pages 62–71**	**Language Review** **Reading:** Computer Viruses: A Headache for Humans **Reading:** The Psychology of Color	
5	Working 9 to 5 **Pages 72–85**	Talk about jobs Ask for favors, make requests and ask for information Express obligation, necessity and lack of necessity	Subjunctive *I'd like you* + infinitive / *I want you* + infinitive Tag questions
6	Going Green **Pages 86–99**	Evaluate how "green" you are Discuss ways to be environmentally responsible Make suggestions Express preferences with *I'd rather*	Gerunds after verbs Infinitives after verbs Simple present tense versus present progressive Conditional sentences with present and future forms
7	There's No Place Like Home **Pages 100–113**	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

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Listening	Pronunciation	Reading	Writing
Listening for fact, speaker attitude, relationship			
Listen for specific details about a cell phone bill	Syllable stress on numbers	Amazing Internet Connections	Write an essay comparing ways of socializing and state your preference Write about and evaluate things you can do on the Internet (Project)
Listen for specific details in a lecture on safety	Linking adjacent consonant sounds	Crime Puzzles	Write a story for a newspaper or web article Research and write about Famous Crimes, Frauds, or Blunders (Project)
Listen for specific details about packing for a trip	Stress on compound nouns	Ecotourism: See the World While Saving It	Write a letter about places to visit in Saudi Arabia Research and make a poster promoting ecotourism in your country (Project)
Listen for specific information about a game show	Reduction of *going to* and *want to*	A Brief Overview of the History of Television	Write a book review Write, direct, and film your own TV episode (Project)
	Language Plus: Words ending with *load* **Tools for Writing:** Capitalization **Writing:** Write about a problem or difficult situation you have experienced		
Listen for specific information about a survey on job satisfaction	Syllable stress on words ending with *-tion*, *-cian*, and *-sion*	You Do *What* For a Living?	Write about an unusual job that you might like to have Research and write a presentation on Great Jobs and Careers (Project)
Listen for specific information about glass recycling	Thought groups	Living Off The Grid	Write a letter to a newspaper Design and make posters promoting "Going Green" in your school
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)

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Scope and Sequence

	Unit Title	Functions	Grammar
8	The Sporting Life **Pages 114–127**	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
	EXPANSION Units 5–8 **Pages 128–137**	**Language Review** **Reading:** Can You Believe They Believed It? **Language Plus:** Idioms with colors **Tools for Writing:** Common errors with prepositions	
	Update **Pages 138–141**	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
9	Laugh Out Loud **Pages 142–155**	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*
10	You Are What You Eat **Pages 156–169**	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*
11	Amazing Animals **Pages 170–183**	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...*
12	What Would You Do? **Pages 184–197**	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 9–12 **Pages 198–203**	**Language Review** **Reading:** Mind Over Matter **Language Plus:** Idioms with *mind*	

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Listening	Pronunciation	Reading	Writing
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)
	Writing: Write about cultural meanings of color, symbols, customs or gestures **Language Plus:** Idioms about sports **Tools for Writing:** Avoiding wordy sentences **Writing:** Write about a hoax		
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 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 Power-Point presentation (Project)
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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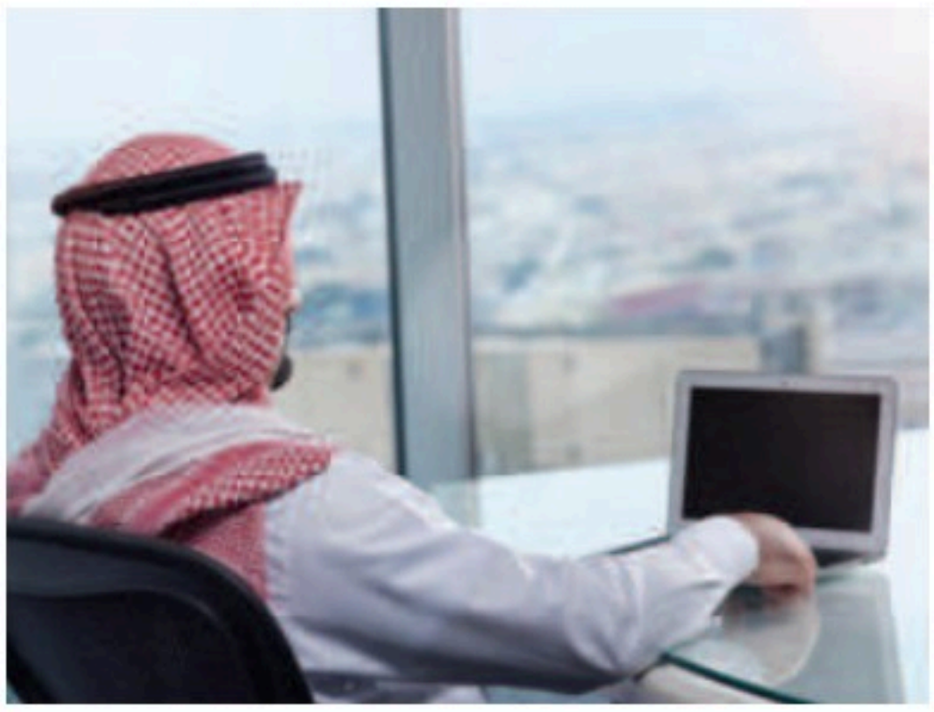
Update

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 Wrangham, controlling and using fire to cook was instrumental to the development of modern man. What do you think? *

** Adapted from: Organ, C. (2013). Origins of cooking. AccessScience. Available at: https://www.accessscience.com/content/article/aYB130033.*

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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?

** Adapted from: Schultze, H. (2019, December). Coelacanthiformes. AccessScience. Available at: https://www.accessscience.com/content/article/a757501.*

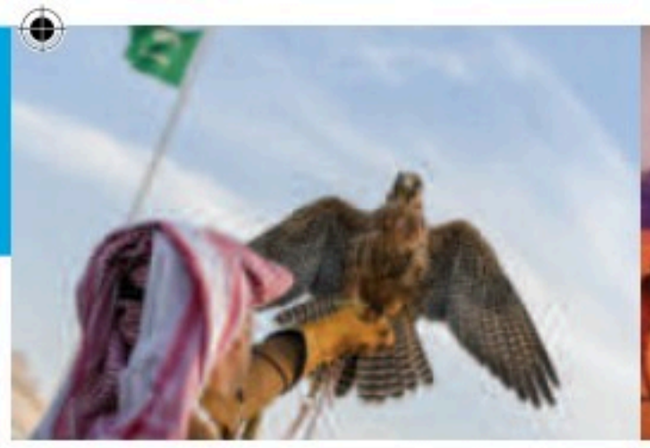
2 Pair Work

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 and/or 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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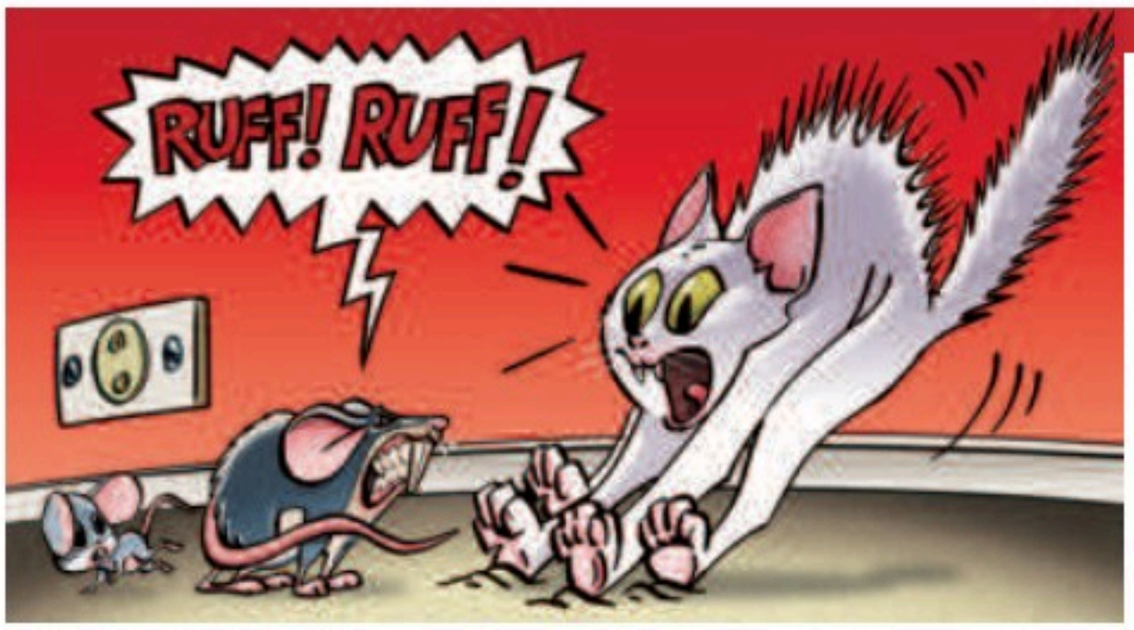
9 Laugh Out Loud

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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 148 and 149. 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 two 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.

HA! HA!

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

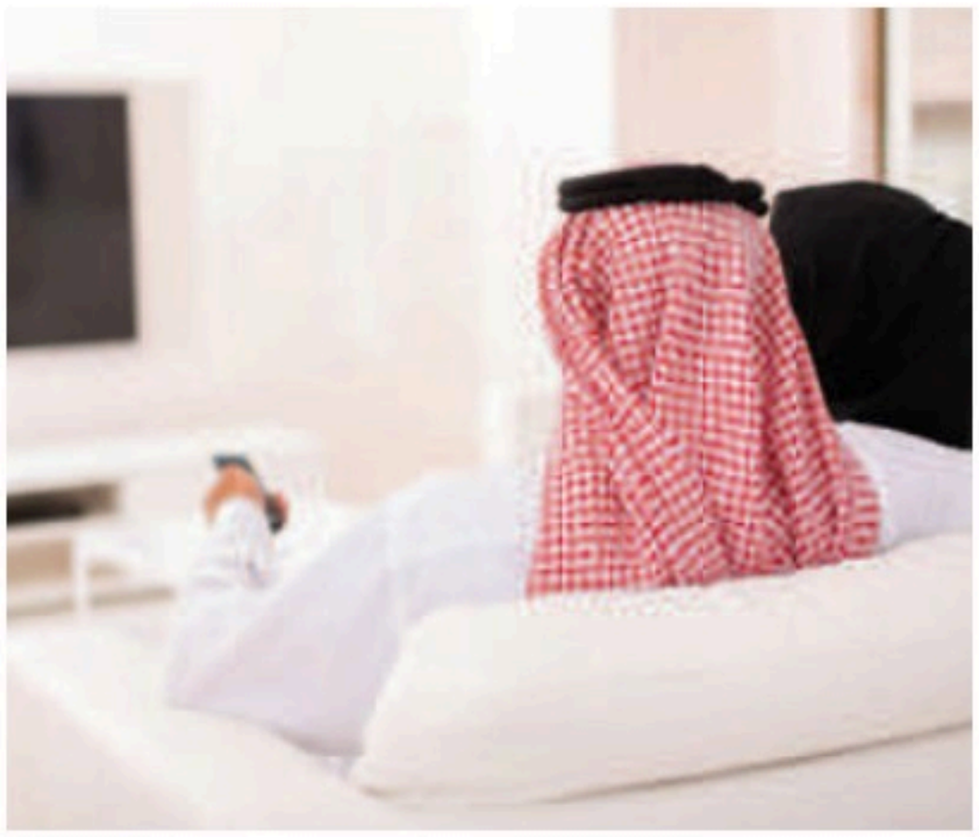
A. What is a sitcom?

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:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Episode 8, ACT ONE, Final scene

_____ – _____ (Day _____) (_____)

(place) (time of day) (names of characters)

_____ IS STANDING/SITTING IN THE

_____

WEARING HIS _____

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 9:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 9:	Things that I found difficult in Unit 9:
_____	_____
_____	_____

Unit 9 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 9:	If you're still not sure about something from Unit 9:
_____ _____ _____	• 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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10 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 162 and 163. 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.

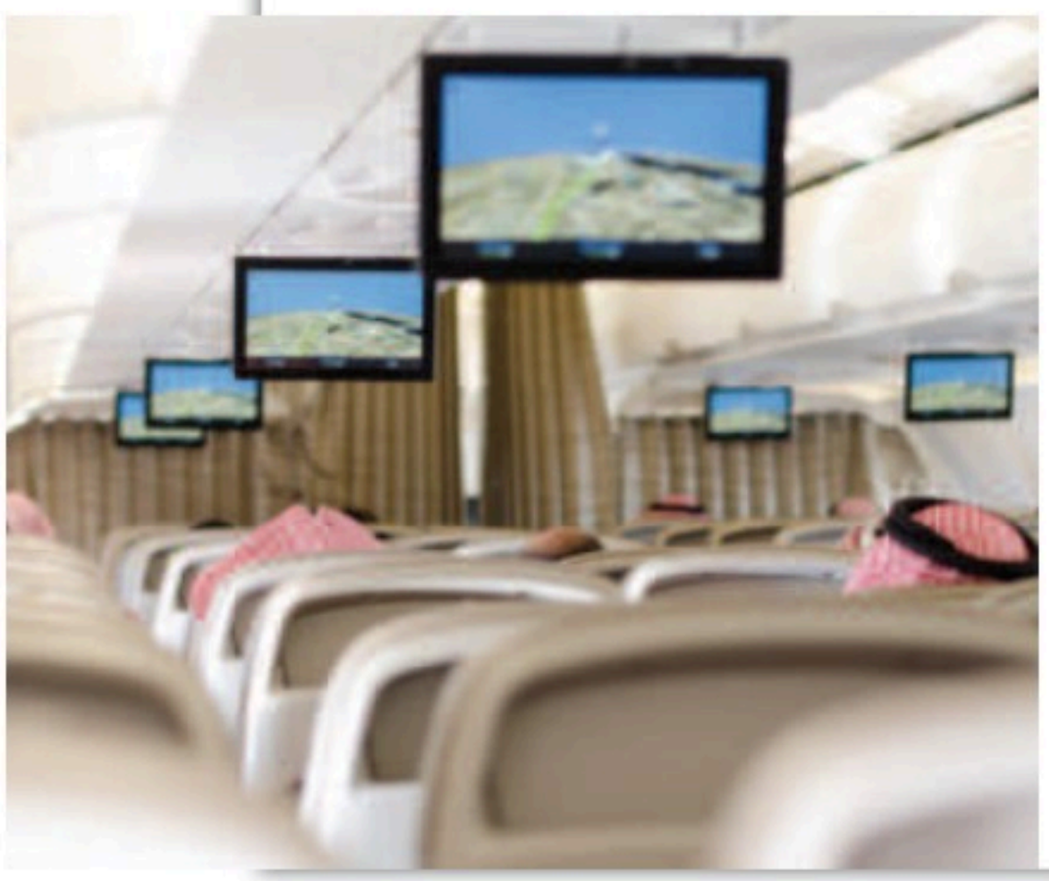
2. Would you have felt differently? How would you have reacted in each case?

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.

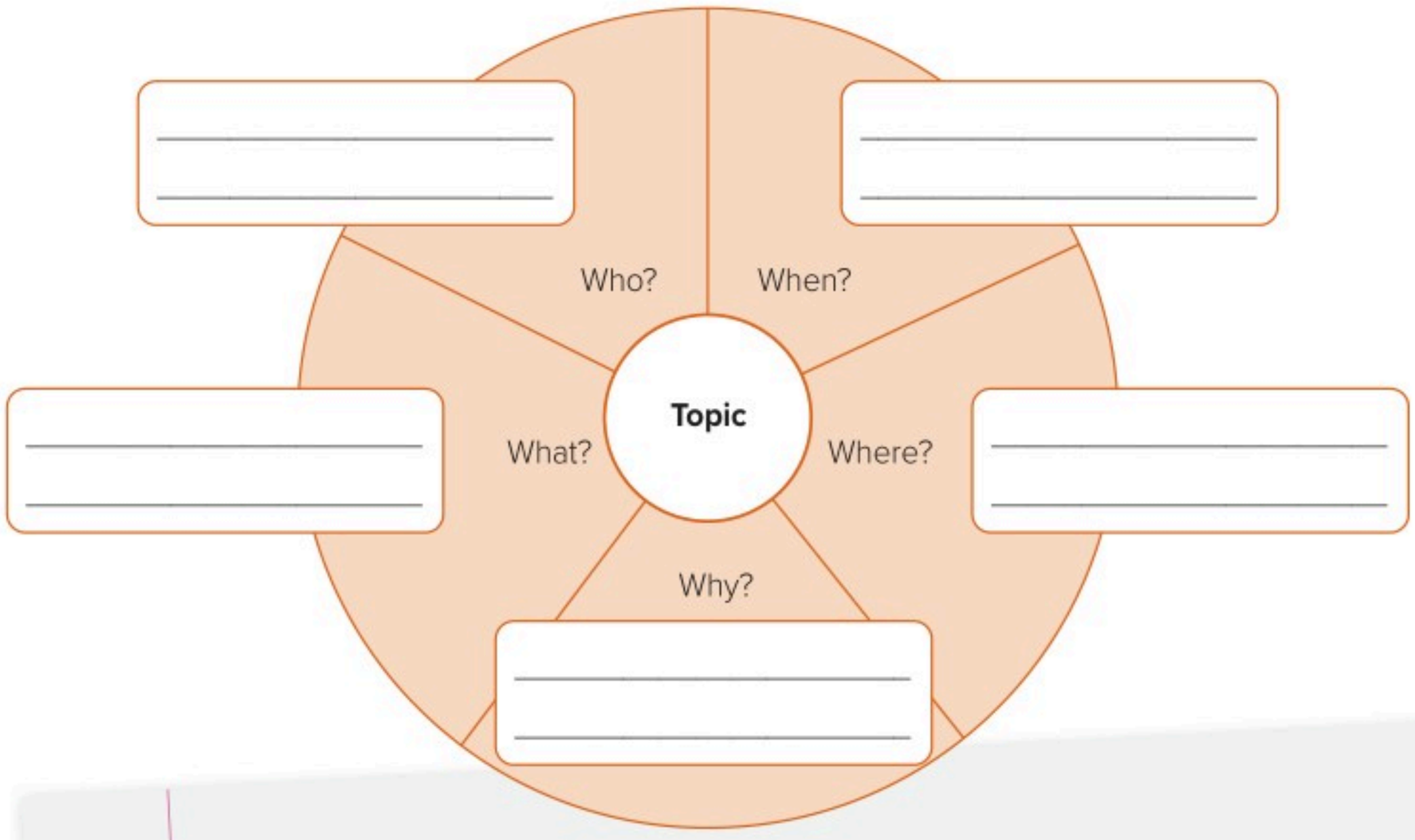
immense	**gobble down**	**extravagant**	**waft**	**famished**
feast	**exorbitant**	**skip a meal**	**succulent**	**appetizing**

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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!



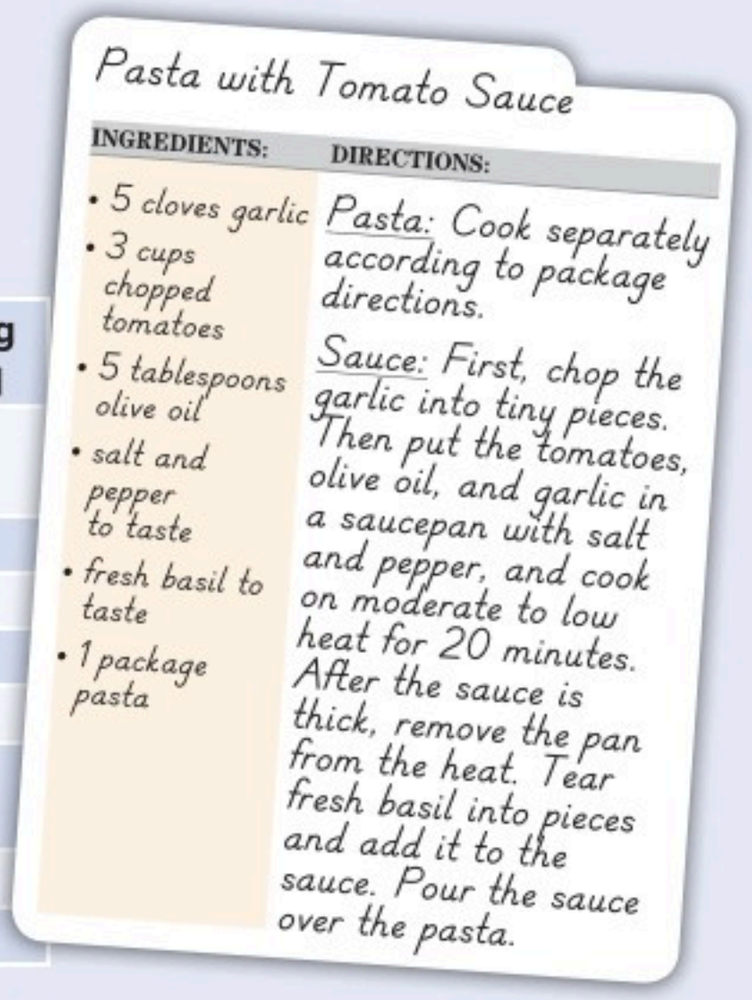
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Words Connected with Recipes

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		


Pasta with Tomato Sauce

INGREDIENTS:

- 5 cloves garlic
- 3 cups chopped tomatoes
- 5 tablespoons olive oil
- salt and pepper to taste
- fresh basil to taste
- 1 package pasta

DIRECTIONS:

Pasta: Cook separately according to package directions.

Sauce: First, chop the garlic into tiny pieces. Then put the tomatoes, olive oil, and garlic in a saucepan with salt and pepper, and cook on moderate to low heat for 20 minutes. After the sauce is thick, remove the pan from the heat. Tear fresh basil into pieces and add it to the sauce. Pour the sauce over the pasta.

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).

HOW TO MAKE A PIZZA



(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



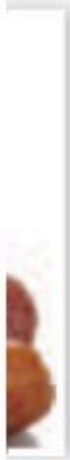
1. Work in pairs or groups. Make a list of snacks and desserts in your country and research snacks and desserts in other countries of the Arab world. Add two more countries.
2. Gather information and make notes in the chart about the:
   - name of the dessert/snack
   - origin
   - ingredients used
   - 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 10:	Things that I didn't like very much:

Things that I found easy in Unit 10:	Things that I found difficult in Unit 10:

Unit 10 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 10:	If you're still not sure about something from Unit 10:
	• 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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11 Amazing Animals

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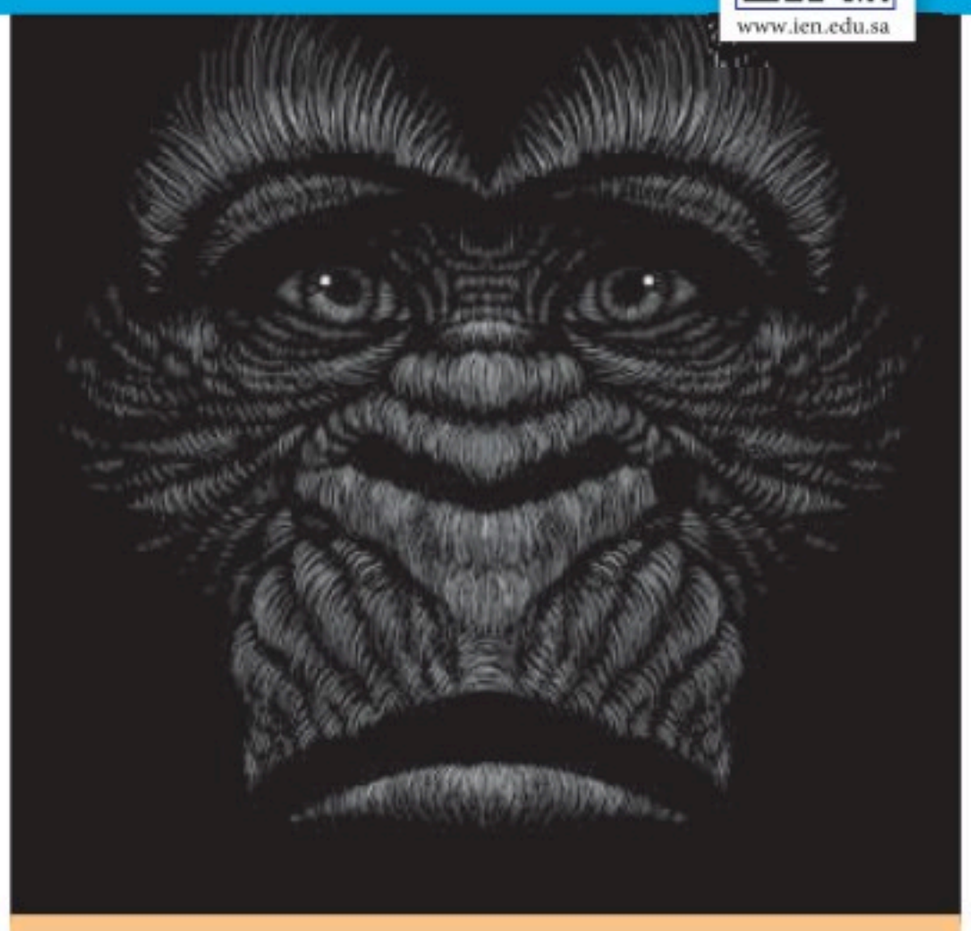
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1 Listen and Discuss

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.

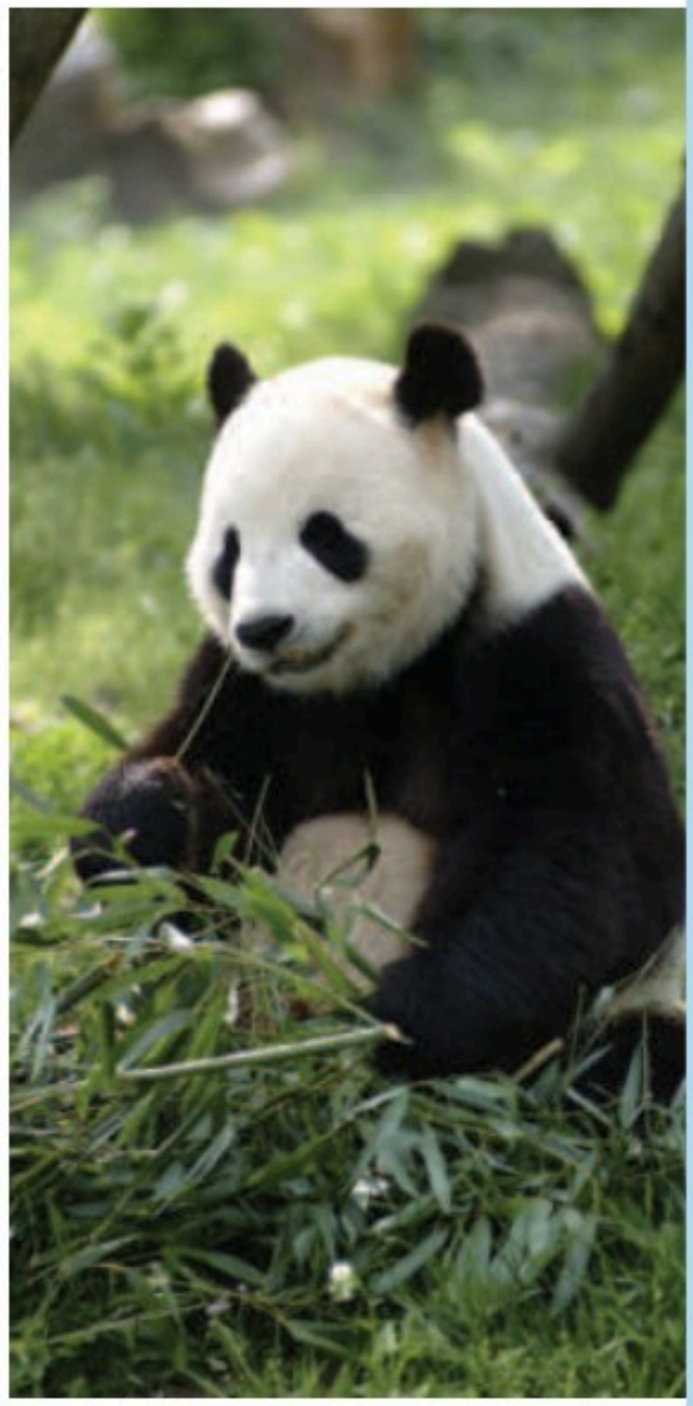
1. If possible, people should adopt cats in pairs.
2. You must vaccinate cats against diseases.
3. You should feed cats daily.
4. You can train your cat not to bite or scratch.
5. People should never allow cats indoors.
6. You can find a lot of good information about caring for cats on the Internet.
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?

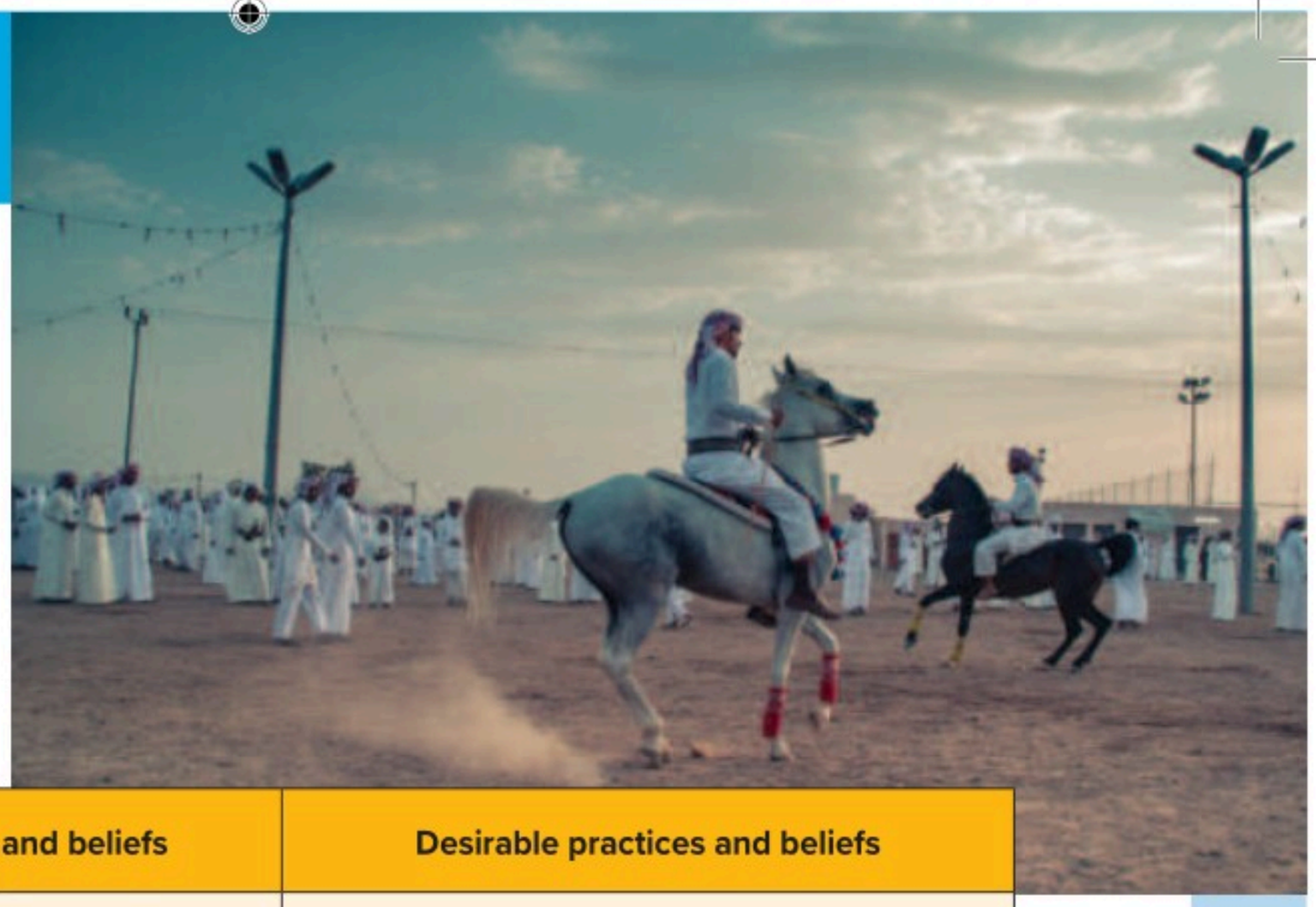
Your Turn

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 176 and 177. 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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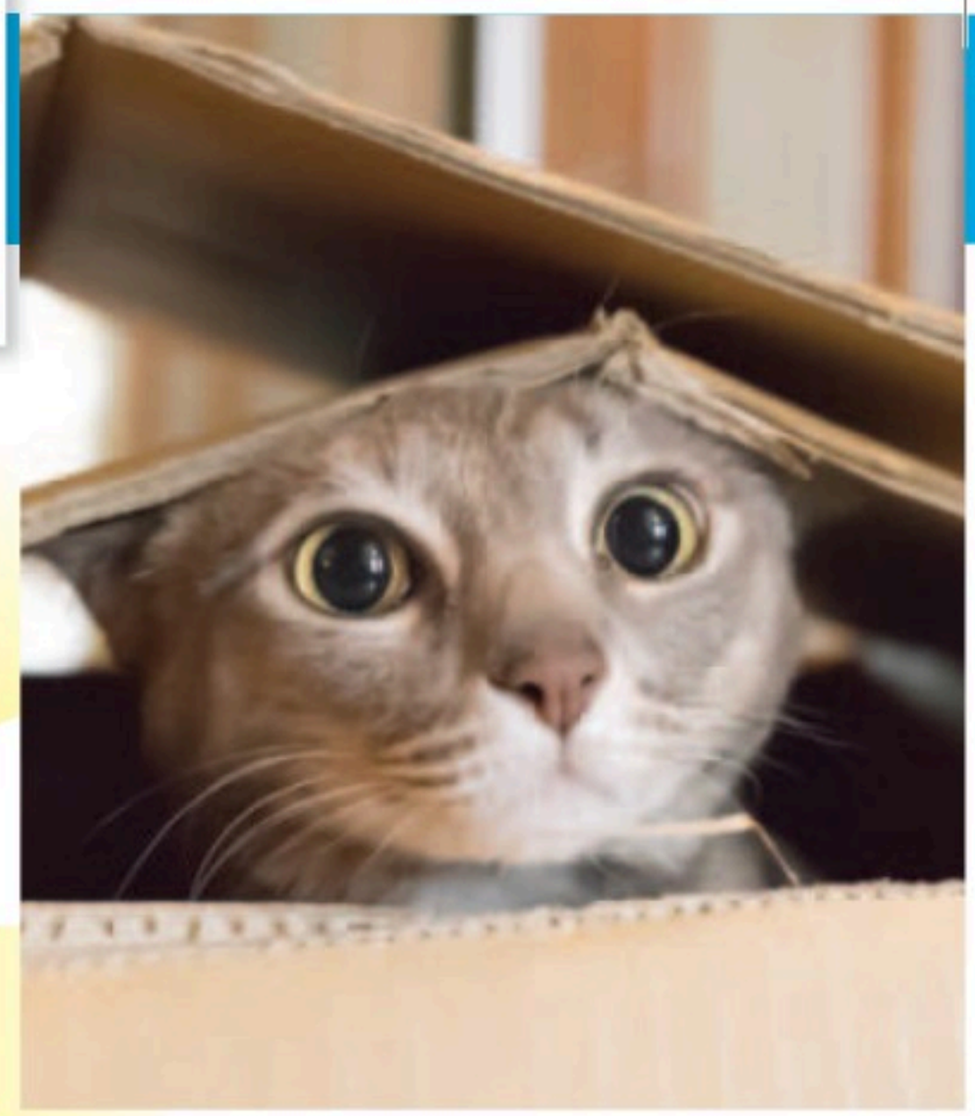
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8 Reading

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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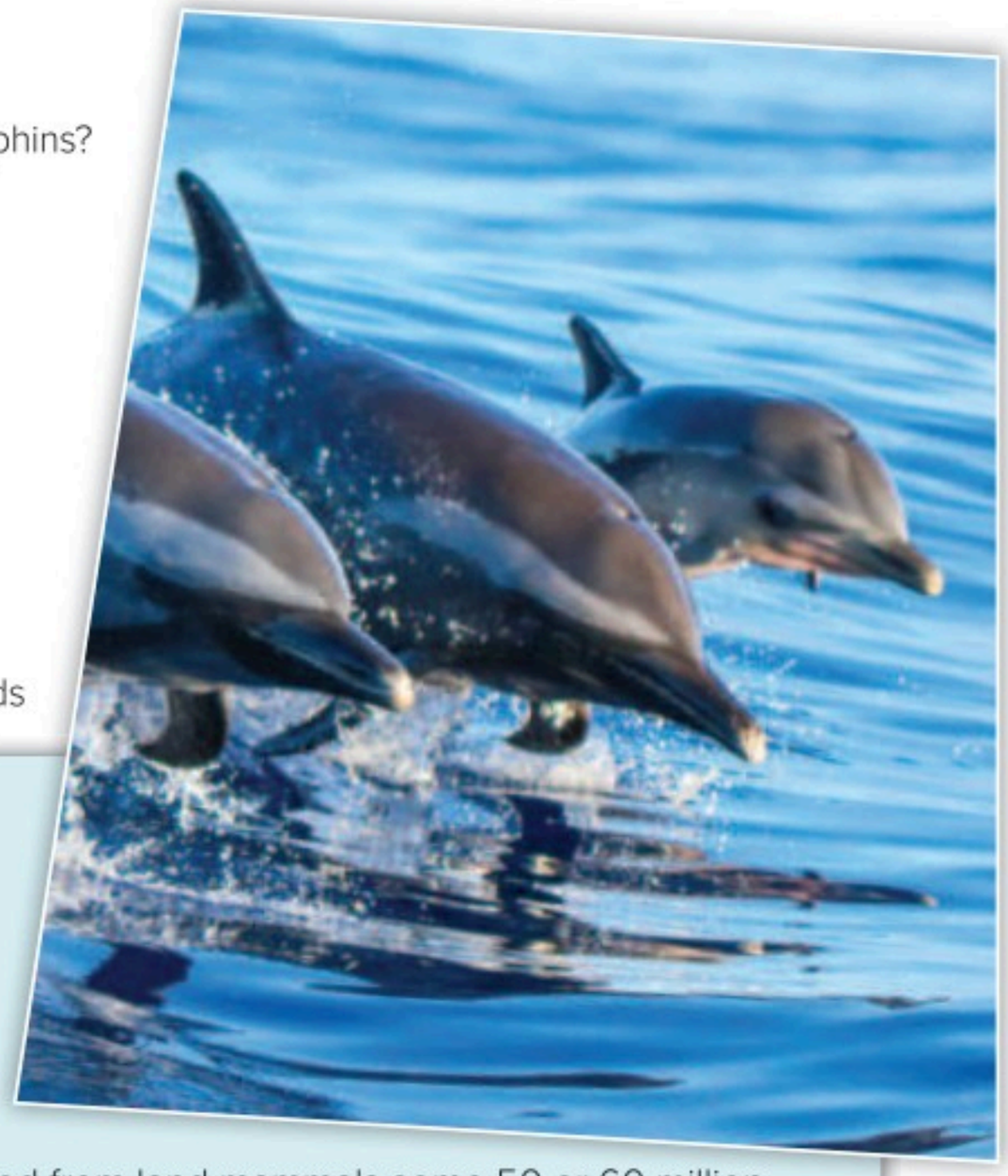
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10 Writing

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.

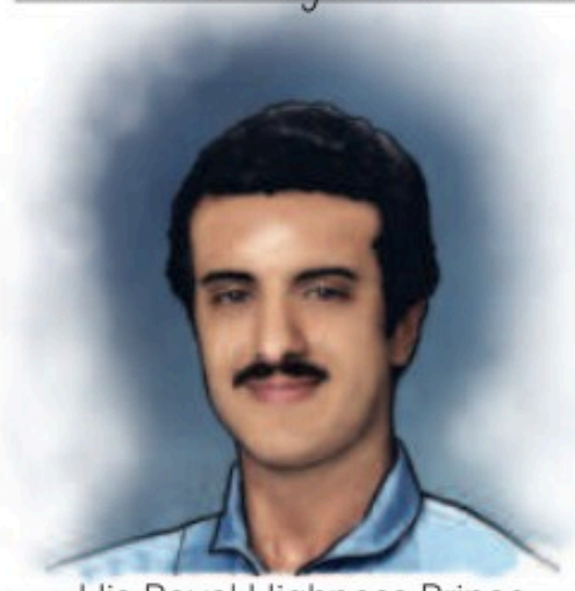
Both my father **and** his boss *were* present at the meeting.

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



His Royal Highness Prince Sultan bin Salman Al Saud

- 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

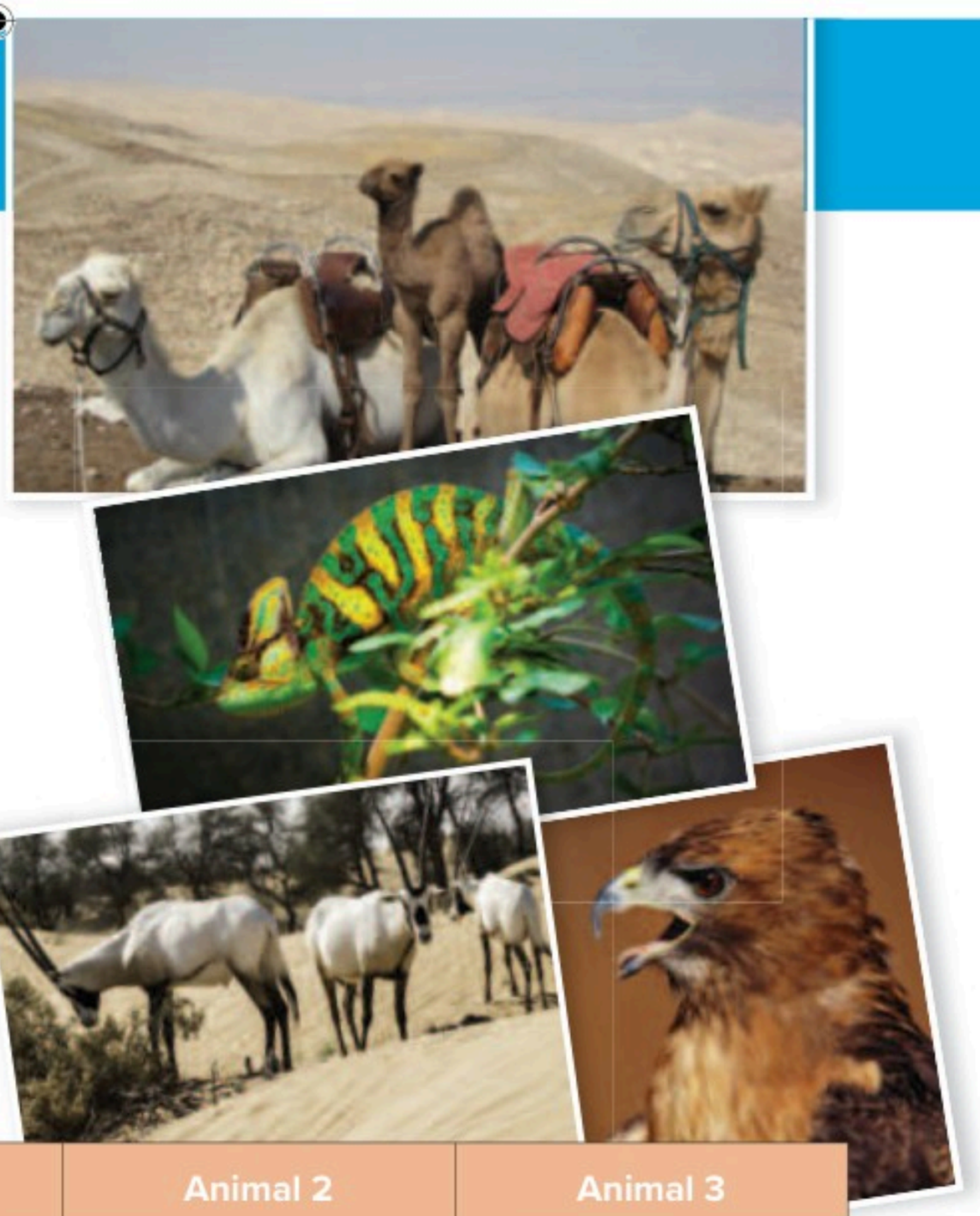
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11 Amazing Animals

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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 Arabian Peninsula.
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 11:	Things that I didn't like very much:

Things that I found easy in Unit 11:	Things that I found difficult in Unit 11:

Unit 11 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 11:	If you're still not sure about something from Unit 11:
	• 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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12 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?

① 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?



② 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?

③ Dilemma

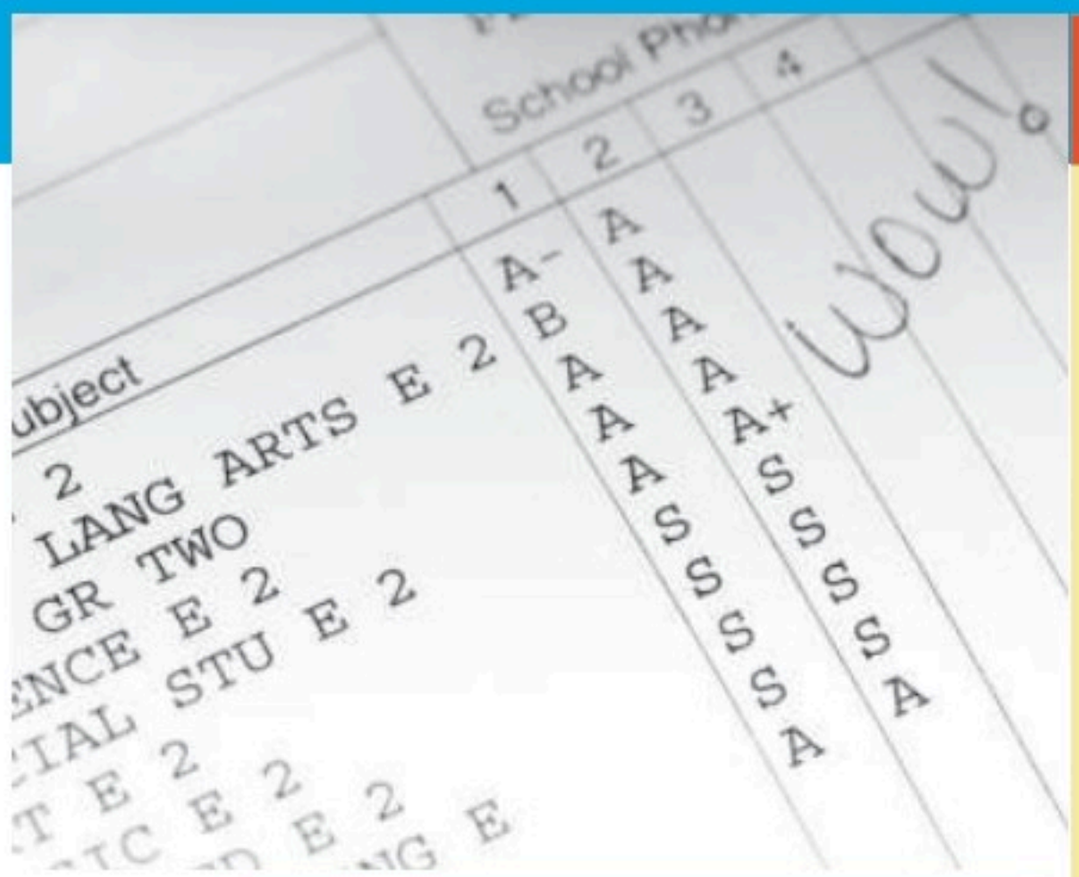
A ship strikes an iceberg and ten passengers crowd into a lifeboat that is only intended to hold nine. The lifeboat slowly starts to sink because of the extra weight. If it does, all ten passengers will die in the freezing water. The captain considers his choices and decides to force the weakest individual 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

4 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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12 What Would You Do?

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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

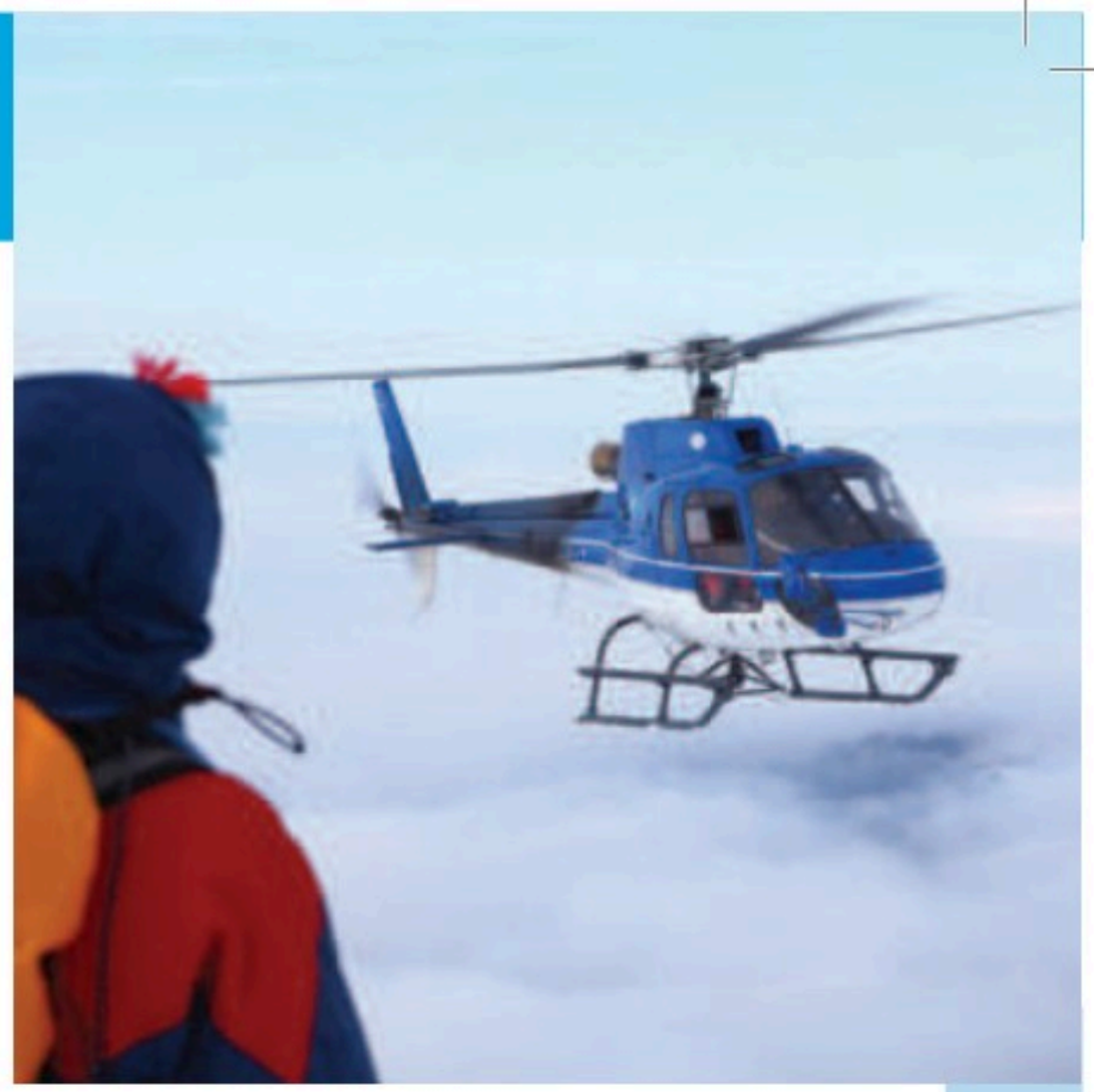
Create your own conversation. Tell your partner about a situation you are struggling with. Your partner will give his or her opinion.

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 190 and 191. 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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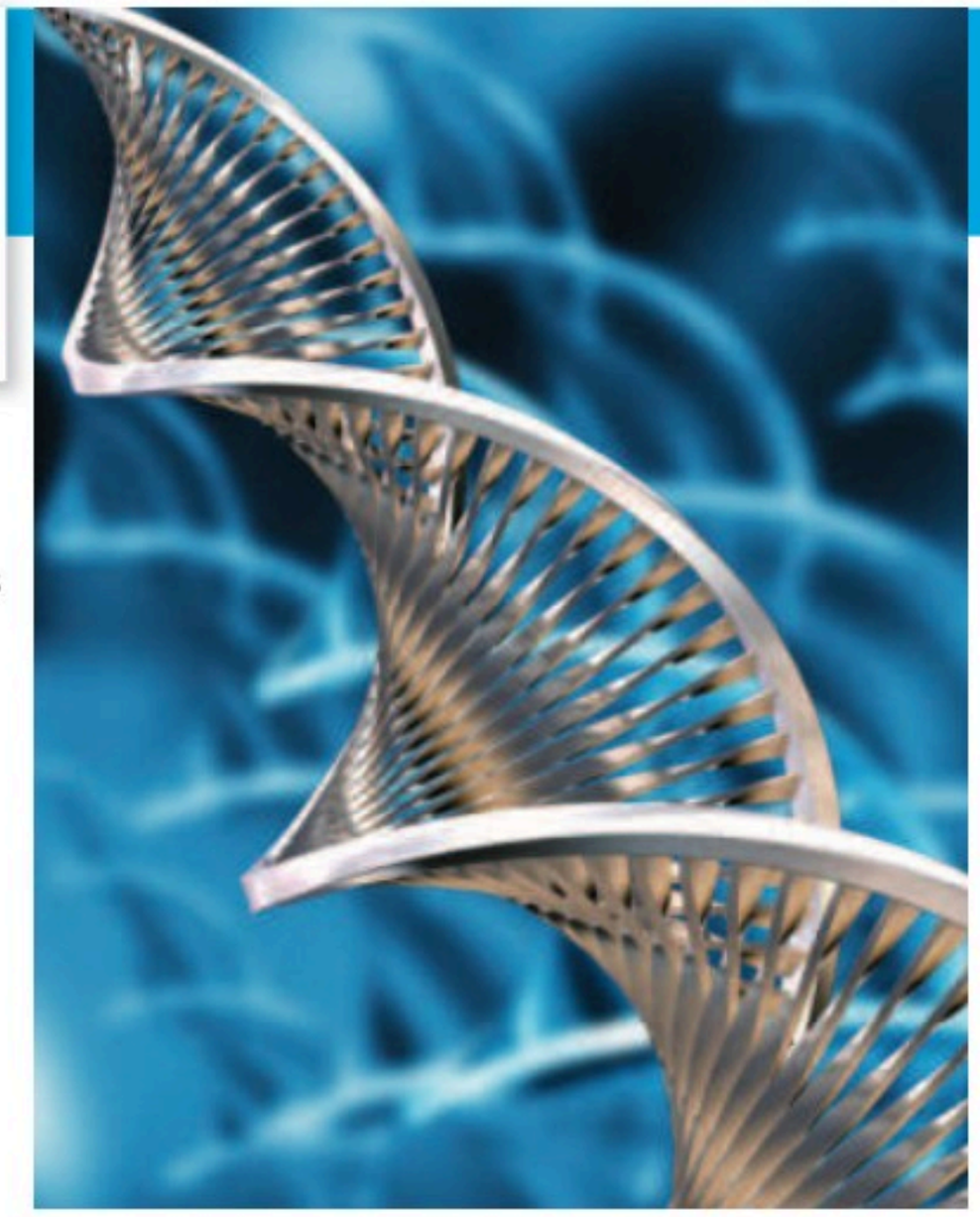
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8 Reading

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.

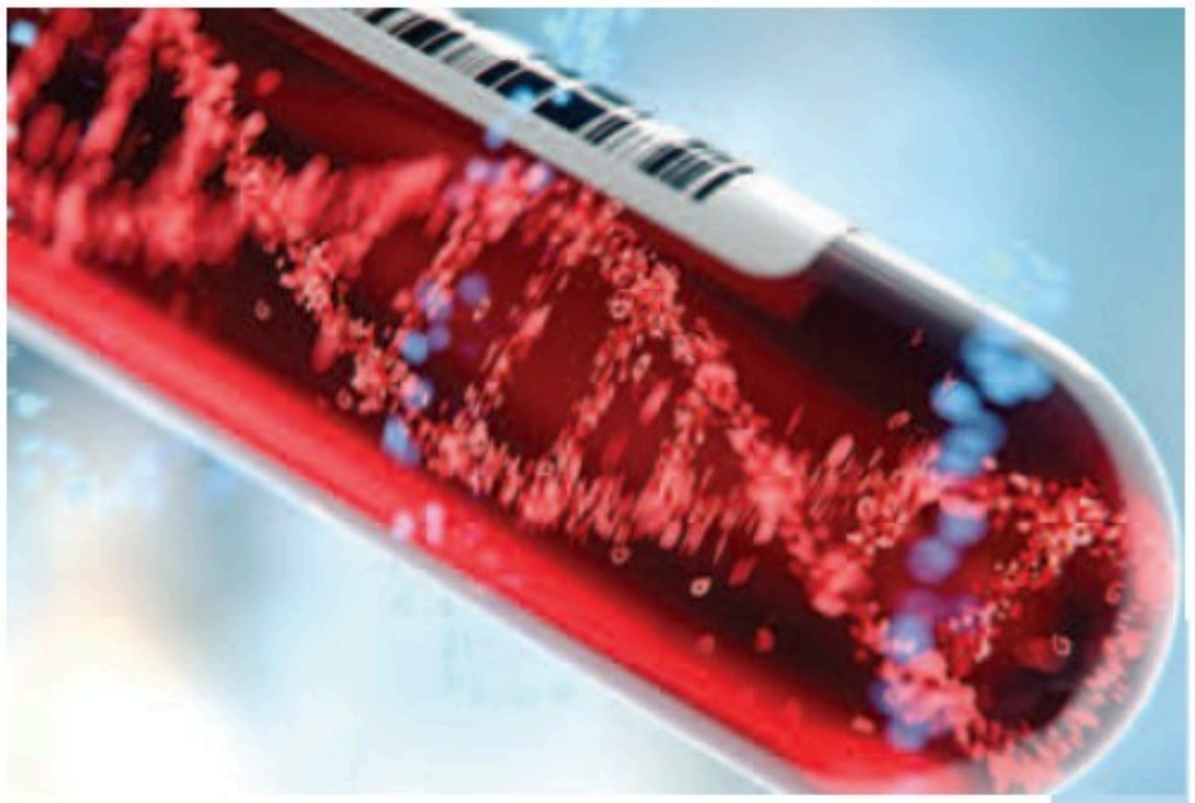
There are also some controversial downsides to genetic testing. The value of genetic testing is particularly questionable when testing for a disease that is untreatable. For example, Alzheimer's disease runs in An Lee's family. An has decided to get genetic testing to see if she is likely to develop 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?

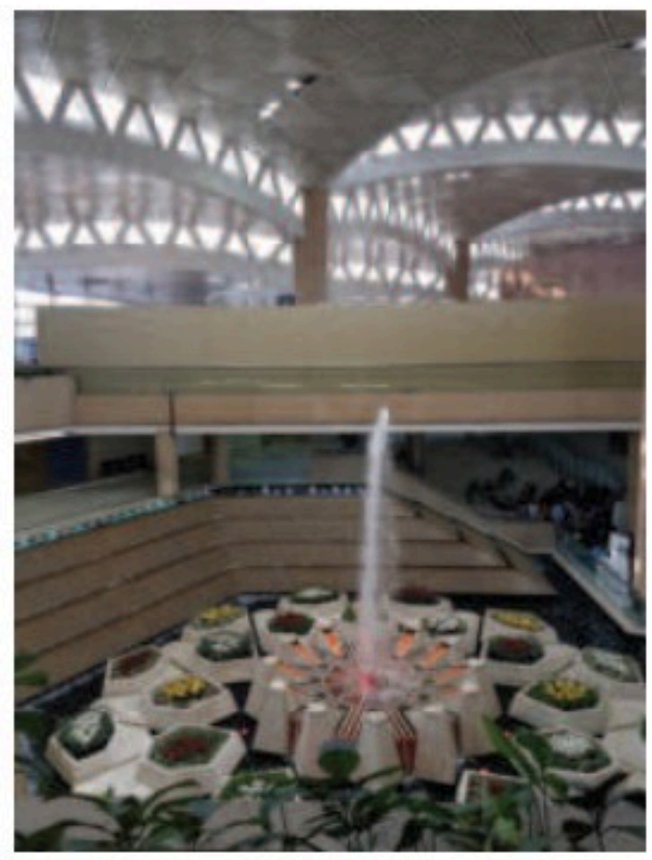
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10 Writing





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 2030, 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 teaching biology in 2020. By 2030, *she will have been teaching biology for ten years.*

1. My parents got married in 2000. By 2032, _____.
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: He will graduate from college. **2nd Event:** 2033 will come.
By 2033, he 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:** 2029 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 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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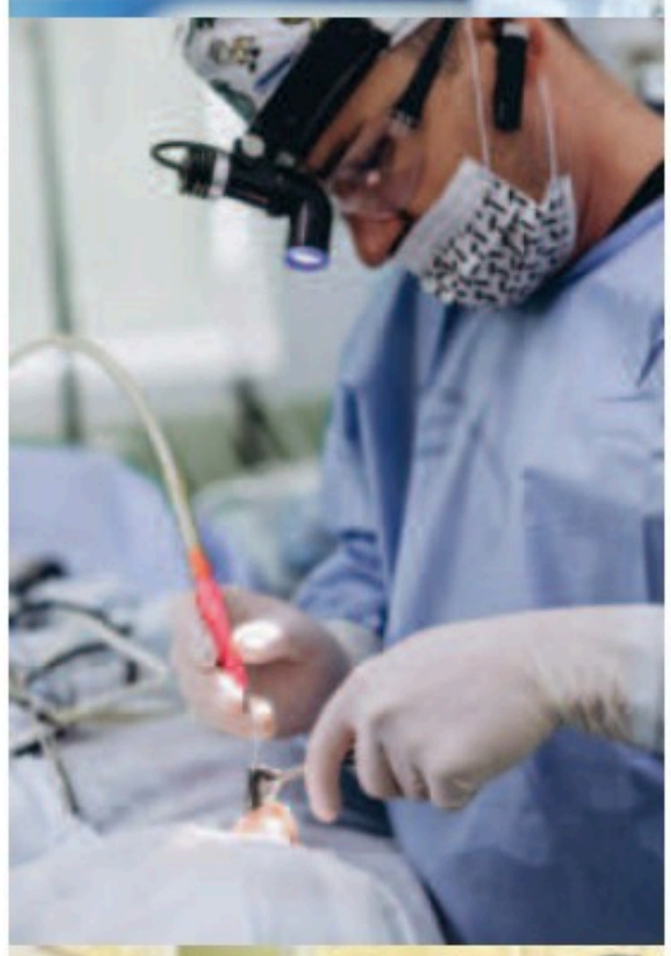
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12 Project

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 12:	Things that I didn't like very much:

Things that I found easy in Unit 12:	Things that I found difficult in Unit 12:

Unit 12 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 12:	If you're still not sure about something from Unit 12:
	• 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 9–12



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. 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.

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

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



F. 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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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.



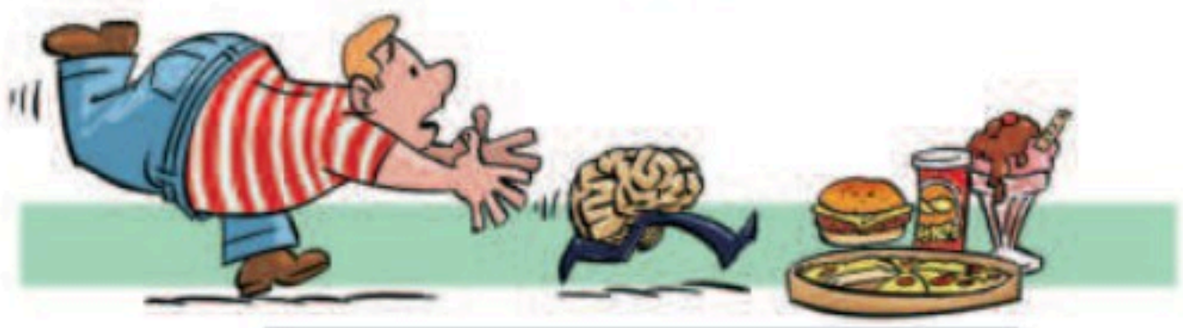
set (one's) mind at ease



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 Connected by Technology

VOCABULARY

Nouns

acronym
asthma
disbelief
double
hike
inhibition
loner
mobility
paramedic
wonder

Verbs

contribute
depend
feature
network
perform
post

Adjectives

cyber
desperate
determining
extraordinary
inseparable
obsessed
unique
virtual

Adjectives to describe people

down to earth
laid back
spontaneous
straightforward

EXPRESSIONS

Proverbs

Better late than never.
Honesty is the best policy.
Laughter is the best medicine.
Nothing ventured, nothing gained.
Silence is golden.
The apple doesn't fall far from the tree.

Asking for clarification and confirming

Can you explain it?
Does that make sense?
How do you . . .?
I get it.
What does that mean?

Real Talk

get it
got the hang of it
hang out
Hold on.
How on earth?

2 Crime Doesn't Pay

VOCABULARY

Nouns

blunder
burglar
coincidence
display
fraud
getaway car
inmate
misdemeanor
pavement
pickpocket
precaution
suspect
swarm
victim

Verbs

abandon
assume
break into
charge
decline
hijack
install
insure
sentence

Adjectives

compact
grim
unauthorized

EXPRESSIONS

Ordering

At this point . . .
Consequently . . .
Once . . .
To begin with . . .

Real Talk

Are you kidding?
by accident
Come on.
easy mark
I'm positive.
let your guard down
nabbed

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Vocabulary

3 Far and Away

VOCABULARY

Nouns

canopy
characteristic
conservation
deforestation
ecosystem
igloo
incentive
ranger
reduction
surface
toiletries
trekking
tweezers

Verb

encounter
preserve

Adjectives

breathtaking
commercial
cozy
lush
remote
pristine
stunning
tasteful
undisturbed
widespread

Adverbs of degree

absolutely
almost
barely
completely
enough
extremely
hardly
just
nearly
quite
rather
relatively
scarcely
so
too
very

Sentence adverbs

actually
admittedly
apparently
certainly
clearly
evidently
frankly
honestly
naturally
obviously
officially
presumably
probably
undoubtedly
(un)fortunately

EXPRESSIONS

Making and declining special requests

Do you think it would be possible . . .?
I wish it were possible, but . . .
I wonder if it would be possible . . .
I'm afraid (we) can't . . .
That won't be possible . . .
The problem is . . .
Unfortunately, that's not possible . . .
We can't do it because . . .

Real Talk

a drag
Awesome!
crummy
don't get it
red-eye

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Vocabulary

4 TV Around the World

VOCABULARY

Nouns

acclaim
affluence
appeal
contestant
documentary
episode
evolution
host
milestone
obstacle
course
panel
patent
portion
prototype
treatment
version

Verbs

air
broadcast
conceive
demonstrate
feature
fulfill
launch
plate
patent
plot
propose
tamper
transmit

Adjectives

adequate
culinary
cutting
distinct
disturbing
factual
feasible
fictional
forensic
illustrious
innovative
mysterious
pending
prosperous
puzzling

EXPRESSIONS

Expressing certainty

I'm sure/certain/positive that . . .
I'm telling you that . . .
It's obvious that . . .
There's no question that . . .

Real Talk

all
bugs
C'mon.
couch potato
get a kick out of
Nah
remote

Kinds of TV programs

crime drama
game show
morning show
motoring series
quiz show
sitcom
sports program

EXPANSION Units 1–4

VOCABULARY

Nouns

armload
funeral
inspiration
mourning
precaution
purity
spa
tendency
tranquility
truckload
virus
vitality

Verbs

associate
contract
download
infiltrate
manipulate
offload
overload
represent
symbolize
unleash
upload
urge

Adjective

calming
fatal
vibrant

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Vocabulary

5 Working 9 to 5

VOCABULARY

Nouns

allergen
alternative
callus
fabric
flair
income
infection
satisfaction
status
trend

Verbs

analyze
appreciate
cooperate
cure
determine
embed
entail
identify
monitor
prune
utilize

Adjectives

alert
captive
identical
methodical
respectful
tremendous

Jobs

arborist
air traffic controller
engineer
race car driver
pediatrician
social worker
surgeon
telemarketer
zoologist

EXPRESSIONS

Asking for favors

Do me a favor and . . .
Do you think you could . . .?
I hate to ask, but . . .
I'd really appreciate it if you would . . .
What are the chances you could . . .?
Would it be possible/too much trouble . . .?

Real Talk

cover
help me out
in a bind
jump ship
keep it to yourself
No kidding?
take off
Will do.

6 Going Green

VOCABULARY

Nouns

bagful
consumption
efficiency
impact
landfill
perspective
pesticides
power outage
sacrifice
self-reliance
source
thermostat
utility
waste
wrapper
vacuum

Verbs

accumulate
access
conserve
rely

Adjectives

bold
committed
enormous
glossy
harsh
organic
reusable

EXPRESSIONS

Making suggestions

Don't you think it would be a good idea + *infinitive*?
How about + *gerund*?
If you don't mind, I'd like to suggest + *gerund* . . .
If you . . . I think you'll find . . .
You might want to consider + *gerund* . . .

Real Talk

a hassle
a no-brainer
a piece of cake
chuck
I guess.
lame

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Vocabulary

7 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

8 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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Vocabulary

EXPANSION Units 5–8

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

catch (someone) red-handed
flying colors
get the ball rolling
go overboard
green thumb
green with envy
keep your eye on the ball
know the ropes
race against time
roll out the red carpet
see red
start from scratch

9 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

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Vocabulary

10 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

11 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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Vocabulary

12 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 9–12

VOCABULARY

Nouns

advantage
brain wave
device
egg white
egg yolk
portion
potential
sensation

Verbs

carry out
convert
flip through
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 an open mind
keep (one's) mind off of (something)
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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MEGAGOAL 2 Audio Track List

CD1

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

CD2

Track	Unit	Student Book Section	
2	Unit 5	**1**	Listen and Discuss
3	Unit 5	**4**	Conversation
4	Unit 5	**5**	Listening
5	Unit 5	**6**	Pronunciation
6	Unit 5	**8**	Reading
7	Unit 5	**10**	Writing
8	Unit 6	**1**	Listen and Discuss
9	Unit 6	**4**	Conversation
10	Unit 6	**5**	Listening
11	Unit 6	**6**	Pronunciation
12	Unit 6	**8**	Reading
13	Unit 6	**10**	Writing
14	Unit 7	**1**	Listen and Discuss
15	Unit 7	**4**	Conversation
16	Unit 7	**5**	Listening
17	Unit 7	**6**	Pronunciation
18	Unit 7	**8**	Reading
19	Unit 7	**10**	Writing
20	Unit 8	**1**	Listen and Discuss
21	Unit 8	**4**	Conversation
22	Unit 8	**5**	Listening
23	Unit 8	**6**	Pronunciation
24	Unit 8	**8**	Reading
25	Unit 8	**10**	Writing
26	EXPANSION Units 5–8	**2**	Reading

CD3

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

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MEGA

GOAL 2

WORKBOOK

MANUEL DOS SANTOS
JILL KOREY O'SULLIVAN
ELI GHAZEL - DANAE KOZANOGLOU

Mc Graw Hill

وزارة التعليم

MegaGoal 2 Workbook

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9 Laugh Out Loud

Term 3

A Complete the sentences with the words from the box.

astonished	**bilingual**	**~~fascinated~~**	**irritated**	**puzzled**	**remarkable**

Susan is _fascinated_ by bugs. When she sees one, she puts it in a jar and keeps it. Also, she has many books about different kinds of insects, and last summer, she even went to Bug Camp!

1. Keiko is _____. She was born in Japan, but moved to the U.S. when she was young. Now she can speak Japanese and English perfectly.
2. I often feel _____ when I'm around my younger brother. He never stops talking or bothering me. Also, he tries to make me play little kid games. I wish he would just leave me alone.
3. Asma's teacher said her paper was _____. She gave her an A and also asked to keep a copy of it, because it was so good!
4. I am _____ by the number of people who don't like school. It's amazing! We need school if we want to get anywhere in the world. I think they're all crazy!
5. I have lost one of my shoes and I'm totally _____ by it. I thought I took them both off at the door last night, but this morning only one of them was there. I've looked everywhere, but I can't find it. I am so confused!

B Answer the questions.

1. What fascinates you?

   _____

2. Do you know anybody who's bilingual? What languages can he or she speak?

   _____

3. Tell about a time when you were puzzled.

   _____

4. Tell about a time when you were irritated.

   _____

5. How does a grasshopper move?

   _____

6. What color is a penguin? Where do they usually live?

   _____

7. How many legs does a centipede have?

   _____

8. How does a snail move?

   _____

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C Complete the paragraph. Write the present or past participle of the verb in parentheses.

Last year I took my first trip to India. I was so (excite) _____excited_____ ! In the beginning, my vacation was **(1)** (disappoint) _____ because there were problems with my flight. First, my flight got delayed, so I had to sit in the airport in Abu Dhabi for hours and hours. It was really **(2)** (bore) _____. Finally, they let us on the plane and we took off. When we were close to New Delhi, they said there was bad weather and that we would have to circle. We circled for at least an hour—I was very **(3)** (frustrate) _____. After a while, they said we were low on fuel and we would have to land in Goa. It was so **(4)** (irritate) _____! I had already missed almost one whole day of my vacation! I was so **(5)** (annoy) _____.

Finally, after an hour in Goa, we got back on the plane and they flew us to New Delhi. I was **(6)** (relieve) _____ when I finally got there. New Delhi turned out to be a very **(7)** (excite) _____ city. I loved it! There are many **(8)** (interest) _____ museums and it has a **(9)** (fascinate) _____ history. I went to see the monuments and gardens at Swaminarayan Akshardham. The place was so **(10)** (entertain) _____. Even the people were **(11)** (welcome) _____. In the end, I have to admit that it was a **(12)** (satisfy) _____ trip!

D Answer the questions. Use ***get*** + adjective or ***get*** + past participle.

What happens if you don't get enough sleep at night?

I get very tired during the afternoon.

1. What happens if you don't do your homework?

_____

2. What will you do if your friends never call you?

_____

3. What happened when you got a good grade on a test?

_____

4. What happens if you never leave your house?

_____

5. What will happen if your friend falls over in the mud?

_____

6. What will happen if you accidentally fall down in front of your whole class?

_____

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E Write two ***the***...***the*** comparative sentences for each picture.













a. *The more you practice, the better you get.*

b. *The older you get, the taller you get.*

1. a. _____

   b. _____

2. a. _____

   b. _____

3. a. _____

   b. _____

4. a. _____

   b. _____

5. a. _____

   b. _____

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F Finish the sentences. Use a present or past participle, ***get*** + adjective, ***get*** + past participle, or a ***the***...***the*** comparative.

I get impatient *when I have to wait for someone* **.**

1. _____ are exciting.

2. The later it gets, _____.

3. I got frustrated _____.

4. Jokes _____.

5. My mother gets worried _____.

6. _____ is depressing.

7. The longer I wait, _____.

8. History class _____.

9. The more I go to school, _____.

10. Scary films _____.

G Complete the conversation with the phrases from the box.

cheer him up	**getting to**	**killer**	**You blow me away**
Do you get it	**I have a good one**	**To tell you the truth**	

Adnan: Hey, Fahd!

Fahd: What's up, Adnan?

Adnan: Not much. Are you ready to go? It's going to be a **(1)** _____ game!

Fahd: I know! I'm so excited! Wait...where's Ali? I thought he was coming with us.

Adnan: Nah. Ali didn't feel like going. He's been a bit down lately. He says all the studying is **(2)** _____ him.

Fahd: Oh. That's too bad! Maybe we can go and **(3)** _____. I'll tell him some jokes.

Adnan: That's a great idea!

Fahd: Actually, **(4)** _____.

Adnan: OK. Let's hear it.

Fahd: Two men are talking. The first man says, "My cat has no nose." The second man asks, "How does it smell?" and the first man replies, "Terrible." **(5)**_____?

Adnan: Yeah, of course I get it! That was funny! **(6)**_____, Fahd! Where do you get these jokes?

Fahd: **(7)**_____, I look them up on the Internet.

Adnan: Hmmm...maybe I'd rather not know. C'mon, let's go cheer up Ali!

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H READING

Read the article. Then match the words and definitions.

How to Write a Funny Joke

In order to learn how to write a joke that will make people laugh, you first need to consider what makes a joke funny. One common type of joke is one that shows the **irony** of a situation. This is when the listener's **assumptions** about the world are the opposite of the reality in the joke. In addition, you will need to consider your **audience**. You will get more laughs over different types of jokes with your friends at school than you will with your grandparents.

The Setup: Setting up your joke is important. The setup should tell the audience who the characters are. Also, if it's relevant, it should tell us where and when the joke is happening. Next, the joke should go on to explain the details of the situation. Be careful not to make your joke too long or too confusing. Keep it simple and **stick to the point**. Also, effective jokes have easy ways to differentiate the characters, like *the first man* and *the second man*, or *the father mouse* and *the young mouse*.

The Punch Line: The first rule in writing a good joke is that every joke needs a punch line and, more importantly, a *punch word* to make the audience laugh. The punch line *turns* the idea of the joke. Suddenly, the audience can see that their assumptions are different than the reality of the situation in the joke. In a well-written joke, the punch line is the last line of the joke, and the punch word is the last word of the punch line. This is important because otherwise people don't know when to laugh. They will start to laugh, but then stop because they will think that the joke is not over yet.

Looking at a Joke: Now let's look at the joke about the parrot that attends a lecture. It's on the first page of Unit 9 of your Student Book. The joke starts:

A student with a parrot on his shoulder leaves a lecture theater. Another student follows him...

This gives us a clear picture of who the characters are (a student, a parrot, and another student), where the characters are (outside a lecture theater), and when it is taking place (after the lecture).

The joke continues:

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..."

This is the body of the joke. It explains what has happened. (The parrot was listening to the lecture and seemed to understand it.) It also gives us a clear picture of the other student's assumption (which is likely shared by the audience) that parrots shouldn't be able to understand lectures. The student's question "Don't you find it surprising?" **indicates** that he assumes the student with the parrot will agree with him, and when he says "I was very surprised" it seems to be confirmed.

The joke finishes:

He hated the class!

"He hated the class!" is the punch line, and "class" is the punch word. By mention of the word "class" the audience knows that the parrot can attend class, and the student thinks it's normal. This **juxtaposes** the assumption of the listener with the reality of the situation, which in turn, makes the audience laugh!

1. ___ irony	**a.** be a sign of
2. ___ assumption	**b.** when the reality is the opposite of the meaning
3. ___ audience	**c.** guess
4. ___ stick to the point	**d.** put beside; contrast
5. ___ indicate	**e.** people that are listening or watching
6. ___ juxtapose	**f.** stay on topic

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9 Laugh Out Loud

I Read the jokes and choose the best punch line. Underline the punch word.

Which tire was flat?	**Who was driving?**	**I won't have to write anything, right?**
The chemical formula!	**I am... Tess.**	**I am the ninth letter of the alphabet.**
Well, you told us it's H to O.	**I won't get sick.**	**What happened to all the books?**
You don't have any books.		

Four high school boys were late for their morning classes. After lunch they reported to the teacher that they had had a flat tire on the way to school.
Much to their relief, the teacher smiled and said: "Well, you missed the test, so sit down and take out a piece of paper." He waited for them to sit down.
Then he said: "First Question: _____"

A class of fifth graders was riding along in a school bus, happy to be on an educational trip. The teacher told them that they would write about what they saw for their homework. Most of them were looking out the windows and pointing to different things. All of a sudden, the teacher noticed that a boy was sitting on the floor, between the seats, with his hands over his eyes. "Why are you sitting like that? Are you OK?"
"Well," said the boy, "if I don't see anything, _____"

Teacher: Brian, what is the chemical formula for water?
Brian: H I J K L M N O.
Teacher: What are you saying?
Brian: _____

Teacher: Tess, give me a sentence starting with "I."
Tess: I is...
Teacher: No, Tess... Always say, "I am."
Tess: All right...
_____

Student: Mr. Smith, I ain't got no books.
Teacher: Young man, you mean, I don't have any books. You don't have any books. We don't have any books. They don't have any books. Do you see what I'm getting at?
Student: I think so.
_____

1. Which joke do you think is the funniest? Why?

_____

2. Which joke is the least funny? Why?

_____

3. Which joke can you improve? How? Make any changes that you think are necessary.

_____

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J Write as many words as you can to describe the picture. Imagine what the student is thinking. Write sentences to tell his thoughts, and show how one thing has an effect on a second thing, e.g.
The more I read about Ibn Battuta, the more I understand about his travels.



Action words (verbs)	Describing words (adjectives)

1. _____

_____

2. _____

_____

3. _____

_____

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K WRITING

Now it's your turn to write a joke. Use the information in the article to help you.

1. Before you write, plan out the details of your joke in the chart.

Main characters	
Where (optional)	
When (optional)	
Situation	
Audience assumption	
Reality of the situation	
Punch line	
Punch word	

2. Now write your joke. When you finish, read it to a classmate to see if it's funny!

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L Look at the picture. Use the information in the thought bubbles to complete the wishes and regrets of each person. More than one answer may be possible.



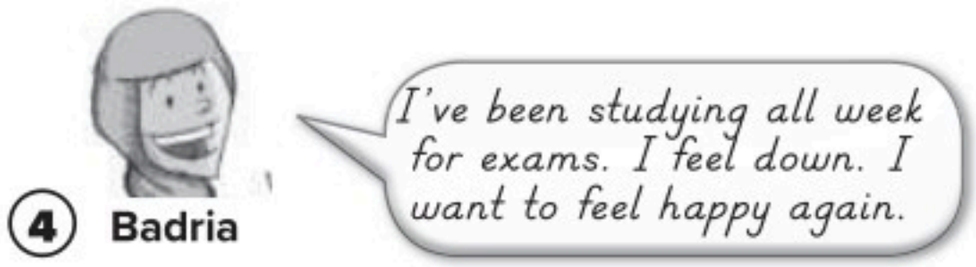
1. Fatima wishes _____



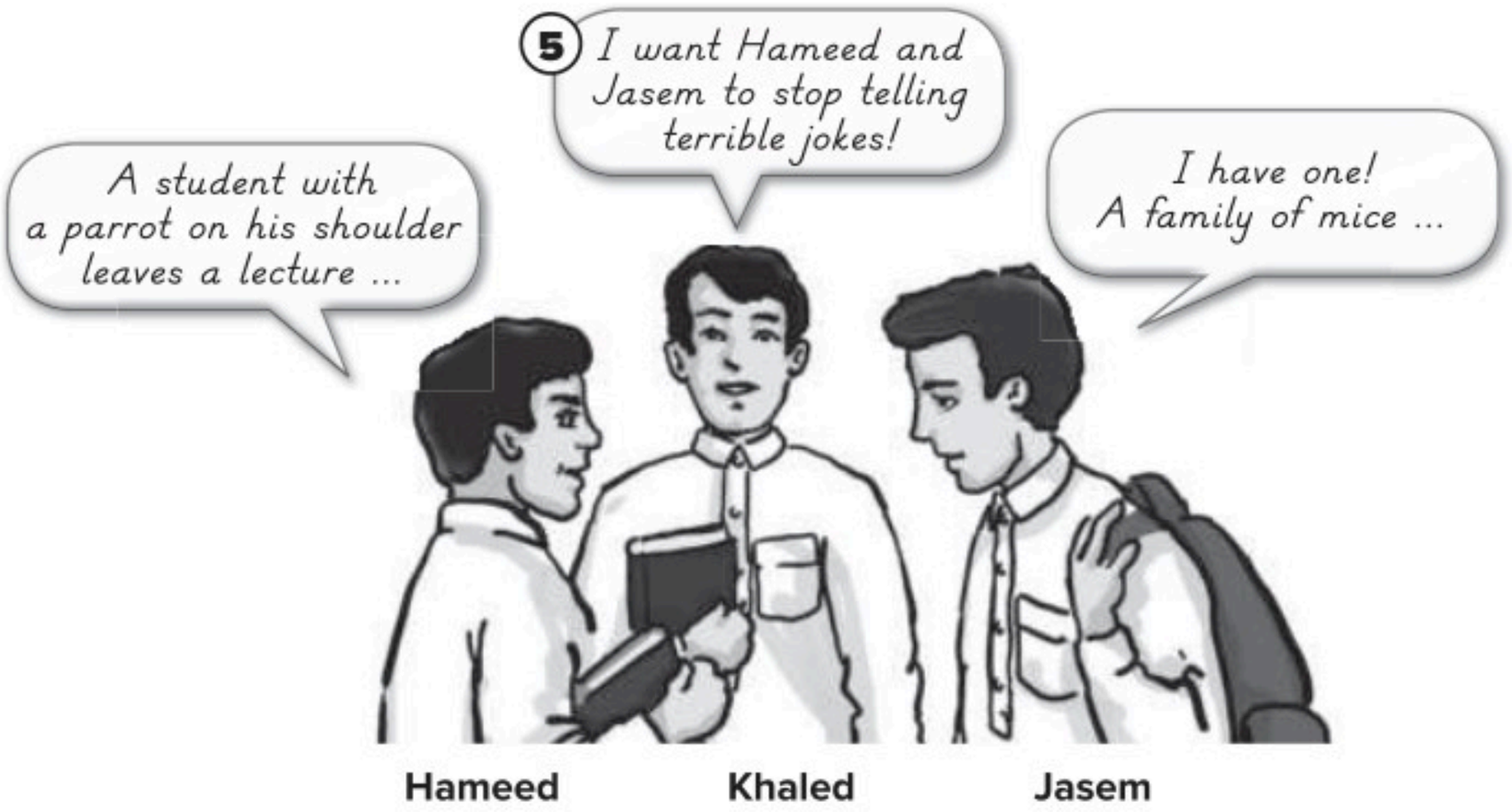
2. Nawal regrets _____



3. Aisha wishes _____



4. Badria wishes _____



5. Khaled wishes _____

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9 Laugh Out Loud

M Circle the correct words to complete the sentences.

I was (so / such) amused that I cried with laughter.

1. He was (**so** / **such**) a small child that people sometimes thought he was a baby.
2. It was (**so** / **such**) long ago that I can't remember it.
3. She knew (**so few** / **so little**) people that nobody noticed she was missing.
4. He looked (**so much** / **so many**) like a well-known TV comedian that people would often ask for his autograph.
5. It was (**so** / **such**) a funny show that I watched ten episodes one after the other.
6. It was (**so** / **such**) a difficult test that many students didn't pass.
7. I was (**so** / **such**) tired that I don't even remember getting into bed.

N Complete the sentences.

The TV show **is so funny that** *everyone in my class watches it .*

1. _____ is so smart that _____ _____.
2. _____ is such a funny person that _____ _____.
3. _____ was such an enjoyable experience that _____ _____.
4. _____ are so entertaining that _____ _____.
5. _____ was such a fun time that _____ _____.



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10 You Are What You Eat

A Complete the sentences with the words from the box.

aroma	~~**delicacy**~~	**licensed**	**peak**
bitter	**distinguish**	**locks in**	**toxins**

Did you know that camel humps are a _____delicacy_____ in China? They are usually boiled before they are served, but they are sometimes eaten raw!

1. Paint has lots of _____ in it, so you should try not to breathe in the fumes.

2. Tom wants to get _____ to fish so that he can catch some of the food his family eats.

3. It's true that I can run 5 kilometers now, but years ago, when I was at my _____, I could run 10 kilometers.

4. I put a lot of sugar and milk in my coffee, because otherwise it tastes too _____.

5. Some people say that you should soak a turkey in salt water before you bake it. Apparently, this _____ all the juice, so it doesn't get dried out in the oven.

6. The _____ of fresh baked bread in the kitchen is making my mouth water.

7. My mother is such a gourmet cook that it's difficult to _____ between her cooking and restaurant cooking.

B Answer the questions.

1. What are two things people need to be licensed to do?

_____

2. What's an aroma that you like? What's one you don't like?

_____

3. Give an example of a bitter food.

_____

4. Give an example of a sour food.

_____

5. Give two examples of delicacies.

_____

6. Why are toxins bad for us?

_____

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C Find the phrasal verb in each sentence. Write ***V*** above the verb, ***P*** above the particle, and ***O*** above the object in each sentence. If there is a preposition, write ***Prep*** above it.

V P O

Todd, would you wake up your sister? It's time for breakfast.

1. I'm starving! Let's whip up a snack!

2. Don't you think we should talk it over?

3. I need to catch up on my favorite TV show.

4. This calls for a celebration!

5. After a big meal, I usually go running to try to burn it off.

6. I gave up eating meat a year ago.

7. My mother needs to come up with a menu for the dinner celebration.

8. Cheese was on sale at the store, so I loaded up on it.

D Use the phrasal verbs and objects to complete the conversation. Change the order of the words in each item.

Mohammed: Hey Jasim, have you ever (becoming / thought / a vegetarian / about) *thought about becoming a vegetarian*?

Jasim: Not really. I think it would be difficult to **(1)** (meat / up / give) _____.

Mohammed: It's actually not hard at all, and it's a way to **(2)** (down / cut / foods / on) _____ that are high in fat and cholesterol.

Jasim: I just feel like I would **(3)** (run / of / energy / out) _____ or **(4)** (a cold / down / with / come) _____ if I didn't get nutrients from meat.

Mohammed: Actually, most vegetarians **(5)** (load / on / up / other foods) _____, such as vegetables, fruit, bread, and cheese, and those have nutrients in them too.

Jasim: That's true. But what if I **(6)** (turn / a health nut / into) _____?

Mohammed: Well, there's nothing wrong with that! And anyway, I know you can **(7)** (up / lots of delicious foods / whip) _____.

Jasim: Well, it might be fun, but I have to **(8)** (over / think / it) _____.

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E Rewrite the sentences. Use a pronoun object in place of the noun object.

I think it's time to throw out the leftover chicken.

I think it's time to throw it out.

1. Bill's tired of pizza. Let's eat something else.

_____

2. It's difficult to tell apart beef and buffalo meat.

_____

3. She's trying to cut down on sugar.

_____

4. Tom sent back his potatoes to the kitchen.

_____

5. Yesterday, I came across peanut butter ice cream. It was delicious.

_____

6. Jake is taking his parents out for dinner tonight.

_____

F Complete the conversation with the words and phrases from the box.

come to think of it	**quite the**	**spread**
have a sweet tooth	**put you out**	**whip them up in no time**

Maya: Are you hungry?

Lisa: A little.

Maya: I can make a snack. How about some nachos?

Lisa: Oh, thank you, but I don't want to **(1)** _____. You're busy with other things.

Maya: It's no trouble at all. I can **(2)** _____! Really, I make them all the time and it's very fast.

Lisa: Thanks, I'd love some, but to tell you the truth, I **(3)** _____. How about something sugary?

Maya: Oh, no problem. **(4)** _____, I baked cookies this morning. I almost forgot! I also have some cake that I made yesterday and leftover pie from two days ago. Please help yourself to any of it.

Lisa: Wow! This is a huge **(5)** _____! There are so many choices! You're **(6)** _____ cook, aren't you? I'm impressed.

Maya: Oh, thank you! I just hope you'll save room for dinner!

Lisa: Well, I'll try, but I can't make any promises.

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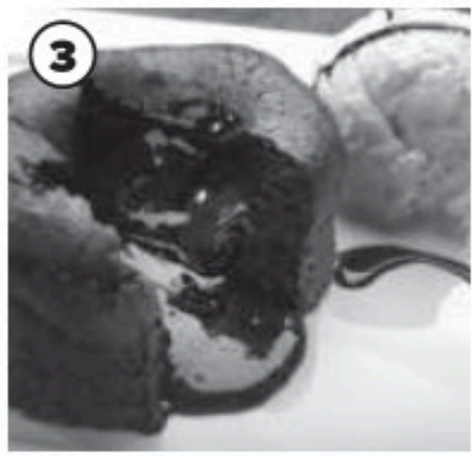
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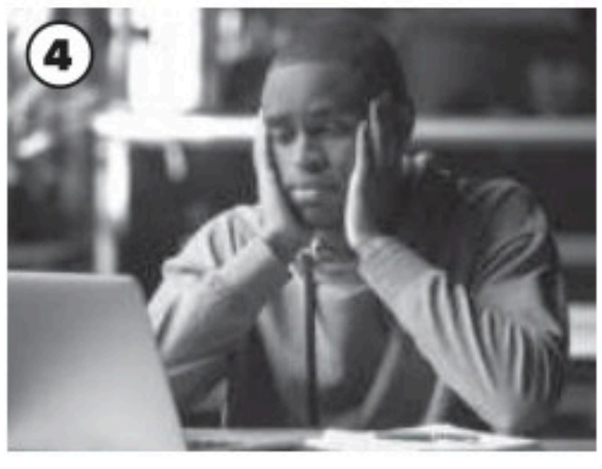
G Write a sentence about each picture using a phrasal verb and a noun object. Then rewrite the same sentence using a pronoun object instead.













a. *Don't forget to take the cookies out of the oven.*

b. *Don't forget to take them out of the oven.*

1. a. _____

   b. _____

2. a. _____

   b. _____

3. a. _____

   b. _____

4. a. _____

   b. _____

5. a. _____

   b. _____

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H READING

Read the article and answer the questions.

Where in the world?

Many of the fruits and vegetables we see on our supermarket shelves today are cultivated in most continents on the planet. But this wasn't always the case. Have you ever stopped to think where these foods were first grown?

Date



Dates have been a dominant part of people's diets in the Middle East for thousands of years. The date palm, the tree on which the fruit grows, is probably the most ancient cultivated tree in the world and may have originated in the region we now know as Iraq. Today, dates are widely cultivated across Northern Africa, the Middle East, and South Asia. The fruit isn't only delicious, it's also very nutritious: it contains protein and vitamins, and is high in potassium and fiber. Saudi Arabia is now one of the world's biggest producers of dates.

Tomato



People often associate them with Mediterranean cuisine, but tomatoes are native to Mexico and Central America. The Aztecs grew them back in the eighth century. In the sixteenth century, Spanish explorers introduced tomatoes to Spain, and the tomato's popularity spread quickly throughout Europe. The French, Germans, and Italians absolutely loved them. But the British thought they were poisonous at first. In the nineteenth century, a British diplomat introduced tomatoes to the Middle East, and now Egypt is among the world's top tomato producers.

Orange



The fruit we know for its high Vitamin C content is actually a hybrid, meaning it was created by combining the genes of two fruits: the pomelo and the mandarin. Oranges are grouped into two basic types according to their taste: the sweet orange and the bitter orange. When most of us talk about oranges, we actually mean the sweet orange, which is the fruit we eat and squeeze to make fruit juice. Bitter oranges are used in Chinese medicine and to make marmalade. Oranges originated in Southeast Asia, in a region including the northeastern part of India, southern China, and northern Myanmar. Today, Brazil is the leading producer of oranges in the world.

Avocado



Long before the avocado became a trendy item on restaurant menus, it was cultivated by the Aztecs. The avocado is an oily fruit, rich in vitamins A, B, and C. The fruit does not get ripe on the tree. People need to pick it from the tree before it develops its flavor and full maturity. Sailors used to call avocados "seaman's butter," because the fruit lasts for a long time and it was good for sea voyages. A significant number of resources are needed to cultivate the fruit, since an avocado tree takes three to five years to start bearing fruit. Today, Mexico is the largest producer and exporter of avocados in the world.

1. Why are dates considered nutritious? _____

_____

2. How did Europeans react when tomatoes were introduced throughout Europe? _____

_____

3. Where were oranges first cultivated? _____
4. Why were avocados called "seaman's butter"? _____

_____

5. Which two Middle Eastern countries are among the world's leading producers of tomatoes and dates?

_____

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I Read the list of ingredients for the pasta salad. Are there any ingredients that you don't like? What would you replace them with? Would you add anything?



Pasta salad

500 grams bow-shaped pasta
1 yellow, 1 red, and 1 green pepper, diced
1 cup parsley, finely chopped
½ cup spring onion, finely chopped
1 ½ cup mayonnaise or yogurt dressing
300-400 grams tinned tuna fillet
Salt
Pepper
Soy sauce and Tabasco sauce (optional)

Number the instructions in the right order.

_____ Put the pasta in a large bowl and mix in the tuna and the vegetables. Add the mayonnaise and stir.

_____ Add a dash of Tabasco sauce.

1 Boil the pasta in a large pan of water with ½ a tablespoon of salt and 1-2 tablespoons of olive oil for about 12-15 minutes.

_____ Serve cold with slices of tomato and cucumber.

_____ Rinse and let it cool in a colander.

_____ Cover the bowl with cling wrap or foil and leave it in the refrigerator for about two hours.

_____ Chop parsley and spring onions finely, dice the peppers, and put them in a bowl.

_____ Add salt, pepper, and a dash of soy sauce.

_____ Take the tuna out of the tin and mash it with a fork. Then mix it in with the chopped vegetables.

J Answer the questions.

1. Do you always have a salad with your meal? What kind of salad?

_____

2. Do you always have dessert? What kind of dessert do you prefer?

_____

3. Which vegetables are more popular in your country? Why?

_____

4. Which meat dishes are more popular? Why?

_____

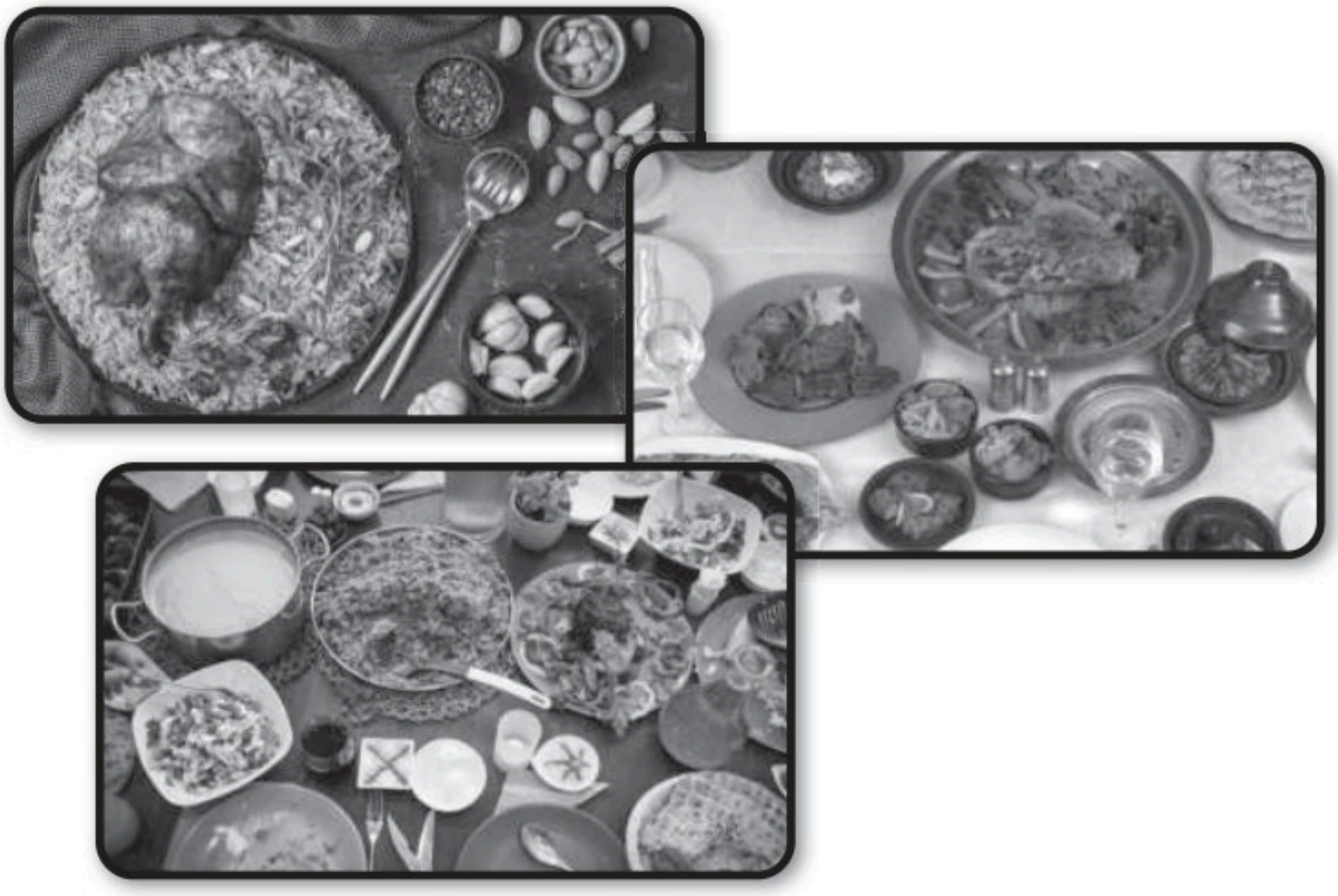
5. Is yogurt a staple in people's diets? Why? Why not?

_____

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K Study the pictures and write down as many two-word and three-word phrasal verbs as you can. Use the phrasal verbs to write sentences about the pictures.



Two-word phrasal verbs	Three-word phrasal verbs

1. _____

_____

2. _____

_____

3. _____

_____

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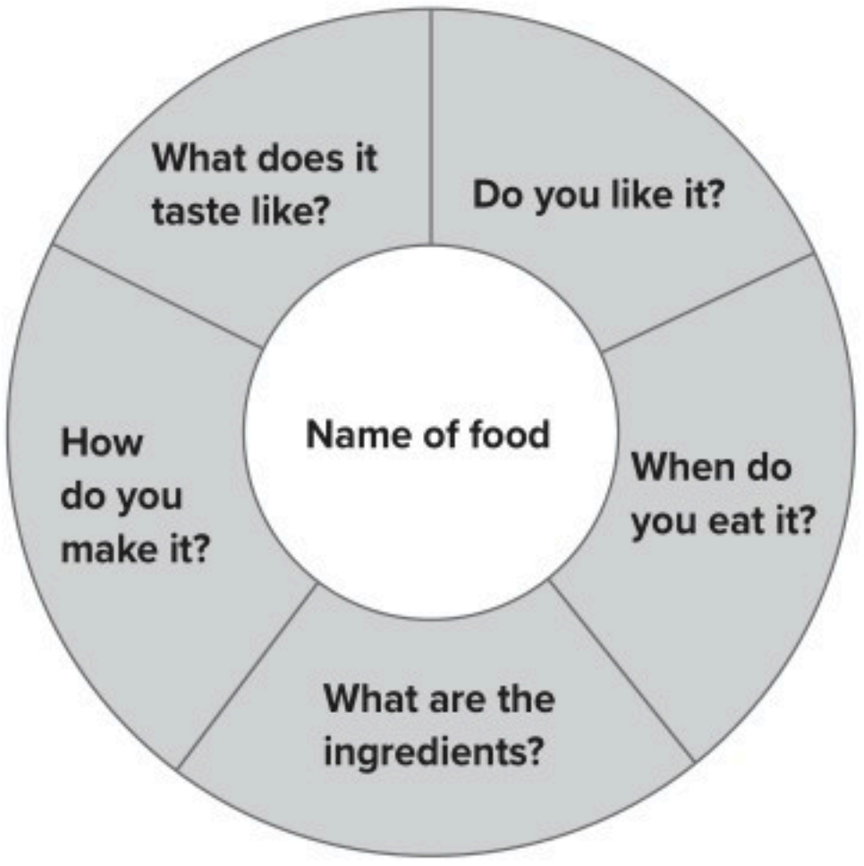
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L WRITING

Write a description of a famous dish in your country. Answer the following questions in your essay.

- What is the name of the food?
- What are the ingredients? How do you make it?
- What does it taste like? Do you like it? Why or why not?
- When do people usually eat it? (For example: breakfast, lunch, or dinner? During a special holiday? As a snack?)

1. Before you write, make notes in the graphic organizer.



2. Now write your essay. Use your graphic organizer to help you.

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M Mark the nouns with *C* for count or *N* for noncount.

1. _____ meat
2. _____ banana
3. _____ eggs
4. _____ milk
5. _____ sugar
6. _____ cookie
7. _____ ice cream
8. _____ juice
9. _____ pineapple



N Look at the picture in M. Write about the foods.

juice

Q: *Is there any juice?*

A: *No, there isn't any juice.*

1. meat

Q: _____ ?

A: _____ .

2. eggs

Q: _____ ?

A: _____ .

pineapple

Q: *Are there any pineapples?*

A: *Yes, there are some pineapples.*

3. ice cream

Q: _____ ?

A: _____ .

4. sugar

Q: _____ ?

A: _____ .

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10 You Are What You Eat

O Read each group of words. Write the word which does not belong.



1.	margarine	sugar	vanilla	spoon	cocoa	_____
2.	oven	bowl	chop	pan	cup	_____
3.	stir	eggs	add	mix	mash	_____
4.	half	minutes	a quarter	degrees	taste	_____

P Complete the recipe with a word from **O**. More than one answer may be possible.

Brownies

Ingredients	Directions
¾ cup of margarine 1 ½ cups sugar 1 ½ teaspoons of vanilla 3 eggs ¾ cup flour ½ cup dark cocoa ½ teaspoon baking powder ½ teaspoon salt	**(1.)** *Mix* the margarine, sugar, and vanilla in a **(2.)** _____. Add the eggs, and mix well. After that, **(3.)** _____ the flour, cocoa, baking powder, and salt and mix well. Put the mixture into a baking **(4.)** _____, and bake it in a hot **(5.)** _____ at 180° C (350° F) for 40 to 45 **(6.)** _____.

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11 Amazing Animals

A Complete the sentences with the words from the box.

abstract	**bond**	**pampered**
adapted	**duration**	**released**
~~**affectionate**~~	**embraced**	**residence**

Birds can be very _affectionate_ **towards their babies. They sit close to them and feed them until they are ready to leave the nest.**

1. When I go to college next year, I am hoping to get an on-campus _____ because I want to live near all the other students.
2. Today he is going to get himself totally _____. He's going to get his hair cut, and his thobe cleaned and starched.
3. I prefer art that shows animals and scenery to _____ art. I like to know what I'm looking at.
4. The baby birds will be _____ into nature again after they learn to fly. We must be sure they will be able to survive out in the wild.
5. I was so happy to see my brother that I _____ him when I got home from vacation.
6. Many people form a very strong _____ with their pets.
7. My sister had to have surgery last week. Even though the _____ of the surgery was only 20 minutes, it seemed like a really long time.
8. We _____ well to living in a new house. My father was worried that it would be difficult for us to adjust to the new place.

B Answer the questions.

1. When do you usually embrace someone? _____
2. Who do you know that is affectionate? Describe him or her. _____
3. Do you like abstract art? Why or why not? _____
4. Describe your current residence. _____

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C Complete the sentences with the active or passive form of the verbs in parentheses.

Cockatoos can *live* **(live) to be 100 years old.**

Cats can *be left* **(leave) alone overnight.**

1. Some animals shouldn't _____ (feed) chocolate.
2. We may _____ (get) a parrot.
3. Hunting licenses must _____ (purchase) at City Hall.
4. You can't _____ (buy) another parrot. You have 3 already!
5. Pets must _____ (feed) every day.
6. Small birds should _____ (keep) in cages.
7. You have to _____ (clean) your parrot's cage every week.
8. The new store will _____ (open) tomorrow.

D Change the sentences from active to passive voice. Use a passive modal or a passive reporting verb.

Bears can smell food from great distances.

Food can be smelled by bears from great distances.

1. You can use Bear Spray if a bear approaches you in the wild.

_____

2. People should not feed wild animals.

_____

3. A bell may warn a bear.

_____

4. People must keep their food up in trees.

_____

5. You have to clean up the food from your campsite.

_____

6. People must not leave garbage behind.

_____

7. People say that bears follow the scent of food.

_____

8. You shouldn't leave the trail at any time.

_____

9. People believe that running from bears is more dangerous than standing still.

_____

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E Write two sentences about each picture. Use a passive modal or a passive reporting verb in each one.













a. *It is believed that climate change caused the dinosaurs to become extinct.*

b. *Dinosaur fossils must be studied to find out why the dinosaurs became extinct.*

1. a. _____

   b. _____

2. a. _____

   b. _____

3. a. _____

   b. _____

4. a. _____

   b. _____

5. a. _____

   b. _____

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11 Amazing Animals

F Correct the error in each sentence.

found
Dolphins can be ~~find~~ in oceans around the world.

1. Dolphins considered to be one of the most intelligent animals.
2. It is says that dolphins evolved 10 million years ago.
3. Even though dolphins are friendly, people should careful when swimming near them.
4. Sounds from very far away is can heard by dolphins.
5. It believed that dolphins need to live in groups to be happy.
6. Tricks can is teached to dolphins.
7. Dolphins must keep in saltwater.
8. Tuna should been bought from companies that practice dolphin-safe fishing.

G Complete the conversation with the phrases from the box.

24/7	**back to the drawing board**	**calling the shots**
get to the point	**hang in there**	

Badria: I found this cat outside our apartment door yesterday.

Mariam: Really? Did you call the building security? You can give them its tag number and they'll tell you who it belongs to.

Badria: I did call them, but they said its tags weren't valid. So it was **(1)** _____.

Mariam: Well, maybe you could call the animal shelter.

Badria: Actually, I already did that too. They said they are very busy because people are finding stray cats **(2)** _____. They will only keep it for three days before they put it to sleep.

Mariam: Really? That's so fast!

Badria: I know. I think so too, but I'm not the person **(3)** _____ at the shelter, so there's nothing I can do about it.

Mariam: Well, if I were you, I'd try to find someone to adopt it.

Badria: Good idea. So, let me **(4)** _____. Are you interested in adopting this cat?

Mariam: Me? Actually, my mom won't let me have a cat. I'm sorry. But **(5)** _____! Somebody will want to adopt it.

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H READING

Read the article. Then answer ***true*** or ***false***.

Mythical Animals

There are many animals that are mythical, or not real. It is agreed that most mythical animals, such as a dragon or a unicorn, truly are myth. However, with others, such as Bigfoot, the Chupacabra, and the Loch Ness Monster, there is more of a debate. Read on, and then you can decide for yourself if you think they are real or myth.

Bigfoot

There have been numerous sightings of a large, hairy creature known as Bigfoot. It is believed that this creature roams the forests of North America and looks like an enormous ape that walks on two feet. It is said that the same or similar creatures are found around the world under different regional names, most prominently the Yeti of the Himalayas. Witnesses have described Bigfoot as having large eyes and a large, low-set forehead. It is also reported to have a strong, unpleasant smell and enormous footprints. Bigfoot is believed to be omnivorous and mainly nocturnal. The scientific community considers Bigfoot to be a combination of folklore, misidentification, and hoaxes, rather than a real creature.

The Chupacabra

The legendary Chupacabra has puzzled zoologists for over 50 years. Stories of a strange beast drinking the blood of livestock were first reported in Puerto Rico in the 1950s. Since then, other sightings have been reported in Brazil, Chile, Mexico, and the U.S. Most eye-witnesses describe a beast that stands over one meter tall, which hops like a kangaroo on its hind legs. It is said to have leathery skin with long, sharp spines along its back. Witnesses also say that when alarmed, its red eyes glow and it gives off an unpleasant odor. Skeptics claim the Chupacabra is little more than a hoax or a mistaken identity, but others believe it actually exists.

The Loch Ness Monster

Thousands of people have reported seeing the Loch Ness Monster. This creature is said to live in the depths of the Scottish lake, Loch Ness, and supposedly resembles a dinosaur. The Loch Ness Monster first entered the public eye in 1933, when a newspaper published a full-page story about a couple who had been visiting Loch Ness and had seen a prehistoric animal with another animal in its mouth. Yet evidence of its existence is anecdotal, with minimal and much-disputed photographic material and sonar readings. The scientific community regards the Loch Ness Monster as a modern day myth, and explains sightings as a mix of pranks and wishful thinking.

1. _____ Many people think dragons are real.

2. _____ Bigfoot has mostly been seen in North America.

3. _____ Bigfoot looks similar to a goat.

4. _____ The Chupacabra attacks farm animals.

5. _____ The Loch Ness Monster is believed to live in a lake.

6. _____ Scientists think that the Loch Ness Monster is probably real.

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11 Amazing Animals

I **A.** What do you know about these mythical animals? Complete the sentences with the name of the right mythical beast.

Unicorns	**Pegasus**	**Hydra**	**The Sphinx**	**Dragons**

_____ is a multi-headed serpent with blood and breath so poisonous that it could kill a man by simply blowing on him.

_____ has the body of a lion and the head of a human.

_____ are depicted by most cultures as beautiful white horses with a long, spiraling horn extending from the forehead.

_____ are depicted as large reptiles that spit fire or let out poisonous gases through their nostrils.

_____ is thought of as a beautiful winged horse.

B. Match and list the words that are associated with each mythical animal next to its name. Some words can be used with more than one or two animals.

multi-headed	**riddles**	**poisonous**	**guardian**	**horse**	**invincible**	**terrifying**
gentle	**mysterious**	**intellectual**	**horn**	**devour**	**purity**	**goodness**
symbol	**rainbow**	**winged**	**wise**	**courage**	**heroism**	**protector**

Hydra *invincible, terrifying*

The Sphinx _____

Unicorns _____

Pegasus _____

Dragons _____

C. Choose one of the mythical animals and write sentences about it.

_____

_____

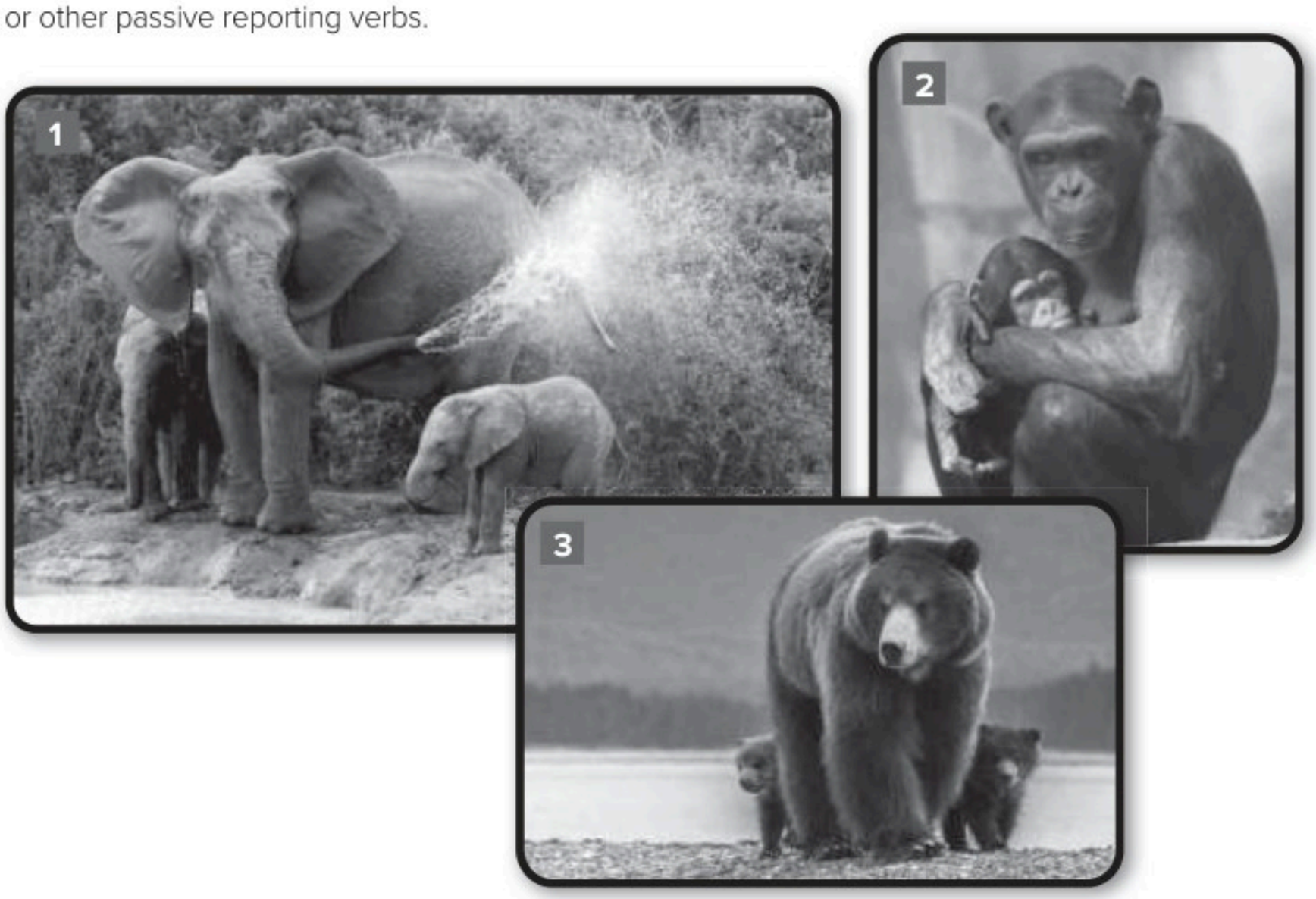
_____

_____

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J Study the pictures and write notes about what you already know about each animal. Use your notes to write sentences about the animals. Start your sentences with: ***It is said***..., ***It is believed***..., ***It is thought***..., or other passive reporting verbs.



What I already know about...	
elephants	
chimpanzees	
bears	

1. a. _____
   b. _____
2. a. _____
   b. _____
3. a. _____
   b. _____

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K WRITING

1. Choose a mythical animal to write about.
2. Before you write, use the chart to gather and organize your ideas. Remember to write what you already know about the animal in the ***K*** column, what you want to know in the ***W*** column, and what you learned from research in the ***L*** column.

K (Know)	W (Want to Know)	L (Learned)

3. Now write your essay. Use your KWL chart to help you.

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L Read the text and answer the questions.

The Great White: The World's Most Dangerous Fish

The great white shark is one of the oldest living species on Earth—it existed 350 million years ago. It is the largest and the most dangerous predatory fish, and it is the most feared by humans. Great white sharks can grow up to 20 feet (6 meters) long and weigh up to 4,400 pounds (2,000 kilograms). They have about 3,000 teeth arranged in several rows. When the front teeth break or fall out, these teeth are replaced by others from the next row. A shark's hearing is very sensitive, and they can hear their prey from many miles away. They can also detect one part per million of blood in seawater.

1. Which is the world's most dangerous fish?

_____

2. How big can a great white shark grow?

_____

3. How heavy can a great white shark become?

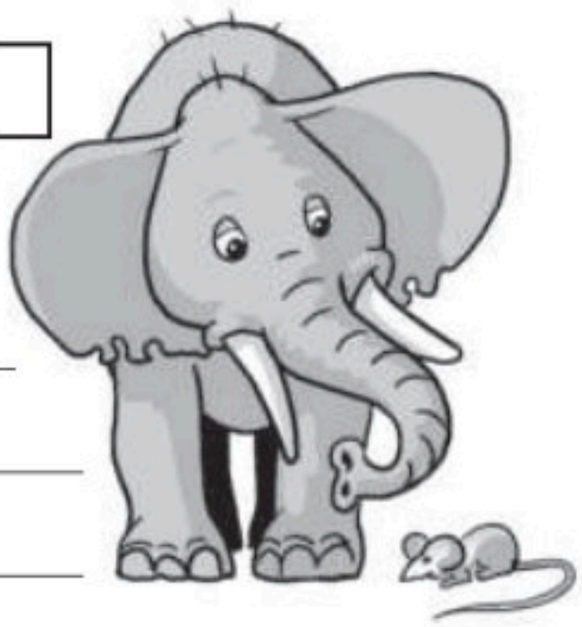
_____

4. Which of the six senses are the most sensitive for this animal?

_____

M Use some of the adjectives in the box below to write about another amazing animal.

dangerous	fast	slow	big	heavy	tiny	intelligent	extinct



_____

_____

_____

_____

_____

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11 Amazing Animals

N Correct the errors in the sentences.

1. I think the most suitable pet is either a cat nor a turtle.
2. Both my sister and my mother likes big cats.
3. Neither my uncle nor my brother liked the zoo, so they went to visit it again.
4. Both 'Humphrey' and 'Koko' is famous animals.
5. All the cheetah and the lion are fast animals.
6. Neither John or his parents will have the chance to visit Africa this year.
7. The wildlife documentary was neither popular nor interesting, and also it won an award.

O Rewrite sentences about the pictures so the meaning stays the same. Use paired conjunctions ***both...and,*** ***either...or,*** or ***neither...nor***.







1. Cats can run fast and so can mice.

_____

_____

2. Jon and Adel did not join the after-school Computer Club. Jon and Adel joined the after-school Creative Workshop instead.

_____

_____

3. Sam and Ali like fishing. Ali caught a fish but Sam didn't.

_____

_____

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12 What Would You Do?

A Unscramble the words and phrases.

dttemep *tempted*

1. yomrlal _____

2. tameotvi _____

3. shavin _____

4. raded _____

5. egt yaaw hitw ti _____

6. spreelobnsi _____

7. seanor _____

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

responsible **: be blamed for something; guilty for something that happened**

1. _____: wanted to do something (usually wrong)

2. _____: fear

3. _____: disappear

4. _____: think through something logically

5. _____: give someone a reason to do something; to get someone excited about something

6. _____: not be held responsible for something you do (usually wrong)

7. _____: ethically; related to what is right or wrong

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C Write the verbs in the correct tense to finish the hypothetical or past hypothetical conditional sentences.

If Ali hadn't sat out in the sun all day, he *might not have gotten* **(get) a sunburn.**

1. If he _____ (have) a fast car, he would drive at high speeds all the time.
2. If it hadn't rained all weekend, the game _____ (be) canceled.
3. If Sabah _____ (get) cold, she would have put on a blanket.
4. If he _____ (be) smart, he wouldn't drive so fast.
5. If we had reviewed our notes every day, we _____ (remember) the lesson better.
6. If I walked to school every day, I _____ (stay) in shape.
7. If I had the time, I _____ (learn) to speak French.
8. If I _____ (sleep) so late, I might have been finished by now.

D Finish the sentences. Use hypothetical conditionals or past hypothetical conditionals.

1. If I spoke English perfectly, _____.
2. If you hadn't forgotten to do your homework, _____.
3. _____, I would go to Paris.
4. _____, she might not have gotten sick.
5. If I were you, _____.
6. If he hadn't eaten so much, _____.
7. If money grew on trees, _____.
8. If she had taken the bus home from school, _____.
9. _____, I might have done well on the test.
10. If I found a wallet, _____.
11. If I had found your wallet, _____.
12. If the world were a perfect place, _____.
13. If my watch hadn't broken, _____.
14. _____, I wouldn't be here right now.

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E Complete the sentences with the correct verb form for unreal situations.

He looks as if he _____were_____ (be) the King of Zyrdostan.

1. They behaved as though they _____ (know) each other for years.
2. It looks as though they _____ (be / not) here for a while.
3. He acts as if he _____ (be) innocent.
4. I try to talk as if I _____ (be) a few years older.
5. She laughed as if she _____ (think) it was funny.
6. There was water all over the street, as though it _____ (rain).
7. They walked right in, as though they _____ (live) here.
8. She ran away as if she _____ (be) offended.

F Write a sentence about each picture. Use the subject and verb given with ***as if*** or ***as though***.



(he / swim)

He swims as if he were a dolphin.



1. (he / act)

_____



2. (he / drive)

_____



3. (it / smell)

_____



4. (he / act)

_____

5. (it / look)

_____

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12 What Would You Do?

G Imagine you were in these situations. Answer the questions using hypothetical conditionals or past hypothetical conditionals.

You are at the mall. You see your four-year brother take a small toy and put it in his pocket. What would you do? *I would take him aside and explain to him why it is wrong and make him put it back.*

You stayed up all night playing video games. The next day you took an English test and failed it. What would your mother have said if she had found out why you did poorly on the test? *If you hadn't stayed up all night playing video games, you wouldn't have failed your English test!*

1. Your parents bought you a new cell phone. You are really excited and decide to show it to your friends. As you are going to meet your friends, the cell phone falls out of your backpack into a busy street. A car runs over it and smashes it to pieces. What could you have done differently? _____

_____

2. What would your parents have said once they found out about the cell phone? _____

_____

3. You are eating dinner at a nice restaurant. When it's time to pay, you realize you don't have your wallet with you. What would you do? _____

_____

4. You are shopping in the mall. You accidentally knock over a glass and it breaks. Nobody saw you do it. What would you do? _____

_____

5. You are shopping in the mall. You accidentally knock over a glass and it breaks. You don't think anybody saw you do it, so you walk away. As you are leaving, a security guard stops you and makes you pay for damages. If you had it to do over, what would you have done differently? _____

_____

6. You are taking a test in chemistry class. You studied hard for it. You know your best friend didn't study at all because he stayed up late last night watching television. You see him cheating on the test. What would you do? _____

_____

7. You are walking out of the mall and you see a small pile of money. You pick it up and count it. There is over SAR 50. There are a lot of people around, but you don't think anybody saw you pick it up. You see a woman near the entrance of the mall checking her pockets and looking nervous, but you aren't sure if the money belongs to her. What would you do? _____

_____

8. Your brother is the best player on the school football team. Your parents are very strict. If he doesn't get an A in every class, he is not allowed to play football. He has football practice every night, so you know he is very busy. He asks you to do his homework every day before class. What would you do? _____

_____

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H READING

Read the article. Then answer the questions.

Kohlberg's Theory of Moral Reasoning

A moral dilemma is a big problem or quandary that will have both positive and negative outcomes no matter what decision is made. *Kohlberg's Theory of Moral Reasoning* describes the development that people go through when making moral decisions. It has six sequential stages, meaning that they go in order, and that no stage is ever skipped. Kohlberg's theory is based on his research, which consisted of presenting the following *Heinz Dilemma* to his subjects and having them make a decision about what they would do:

A woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to produce. He paid $200 for the radium and charged $2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about $1,000, which was half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and broke into the man's store to steal the drug for his wife. Should Heinz have broken into the laboratory to steal the drug for his wife? Why or why not?

In order to determine which stage of moral reasoning each person was in, Kohlberg would focus on how they supported the decision they made, rather than the decision itself. The stages are as follows:

Stage 1: Obedience In this stage, the focus is on avoiding punishment. The rules for right and wrong are determined by parents and teachers. Example answer: *He should not steal the medicine, because he will go to jail.*

Stage 2: Self-Interest Subjects concentrate on their own needs and occasionally the needs of others. Fairness is present, but decisions are made based upon their own desires. Example answer: *Heinz should steal the medicine, because he will be happier if he saves his wife, even if he has to go to jail.*

Stage 3: Conformity People in this stage will emphasize being nice or good to gain approval from others. Example answer: *Heinz should steal the medicine because he wants to be a good husband.*

Stage 4: Social Systems People in this stage define right and wrong by doing one's duty to society. They are concerned with showing respect for authority and maintaining social order for its own sake. Example answer: *Heinz should steal the drug for his wife but also be punished for the crime. He should also pay the druggist what he is owed.*

Stage 5: Human rights In this stage, subjects are concerned with human rights. They try to define moral values apart from the authority of the group. Example answer: *Heinz should steal the medicine because everyone has a right to choose life, regardless of the law.*

Stage 6: Universal Human Ethics In the final stage of moral development, subjects follow self-chosen ethical principles that are valid and applied universally. Example answer: *Heinz should steal the medicine, because saving a human life is a more important value than the property rights of another person.*

1. Read the Heinz dilemma. What would you do if you were Heinz? Why?

_____

_____

2. Now read the stages again. Which stage of moral development are you in right now?

_____

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12 What Would You Do?

I **A.** Read Carl's dilemma and answer the questions.

Carl was studying as his younger brother Sid played nearby. He had promised to keep an eye on his brother until their parents came back.

Suddenly, the phone rang; it was Mitch, Carl's best friend. Mitch wanted to come over and show Carl a new gadget that he had just bought. Carl looked at the time. He would have to get his brother ready for bed. This was all his idea. He had suggested that they stop using a babysitter as he could look after Sid. As expected, their father suggested that Carl get an additional allowance for his help.

Their parents were not due back for at least an hour. He needed about 20 minutes to feed Sid and then put him to bed, so that would probably leave another half hour if he didn't read a story to him. But without a story, Sid would probably refuse to go to sleep. He could, of course, give him that model car that he liked so much. It had small parts and it wasn't supposed to be safe, but Sid was very careful with things like that. A prized model car for a story...Was it a good deal? But he did want to see Mitch's new remote control for his game console. He was interested in using his extra allowance to buy one himself.

He decided to give the car to Sid. By the time he made up his mind, Mitch had arrived. Carl realized that he hadn't fed his brother. He asked Mitch to wait, went into the kitchen and warmed up some milk. He put some cookies on a plate and gave them to Sid. Sid took one sip of milk, dropped the cup on the carpet, and started crying. The milk was too hot. Mitch suggested they give Sid some ice cream to soothe him. So Sid had ice cream for dinner, and the model car. All was well.

When their parents returned, they found Mitch and Carl playing. They knew Mitch and were happy to see that Carl had company. They asked him if he'd fed Sid and put him to sleep.

Carl said he had. All of a sudden, they heard a choking sound from Sid's room and ran upstairs. Sid was sitting on his bed hanging onto the model car, choking on a part he had pulled off.

"Sid," said the mother. "It's all right, hang on. Why did you take Carl's car? I've told you not to."

1. What did the mother assume?

2. What was Carl's dilemma at that point?

3. Did Carl betray his parents' confidence in him? Why? Why not?

4. Did he betray his younger brother? Why? Why not?

B. Read the story again and make notes on each event and its effect(s).

	Event / Cause	Outcome / Effect
1.	*the phone rang*	*Carl wanted to see his friend's new gadget.*
2.		
3.		

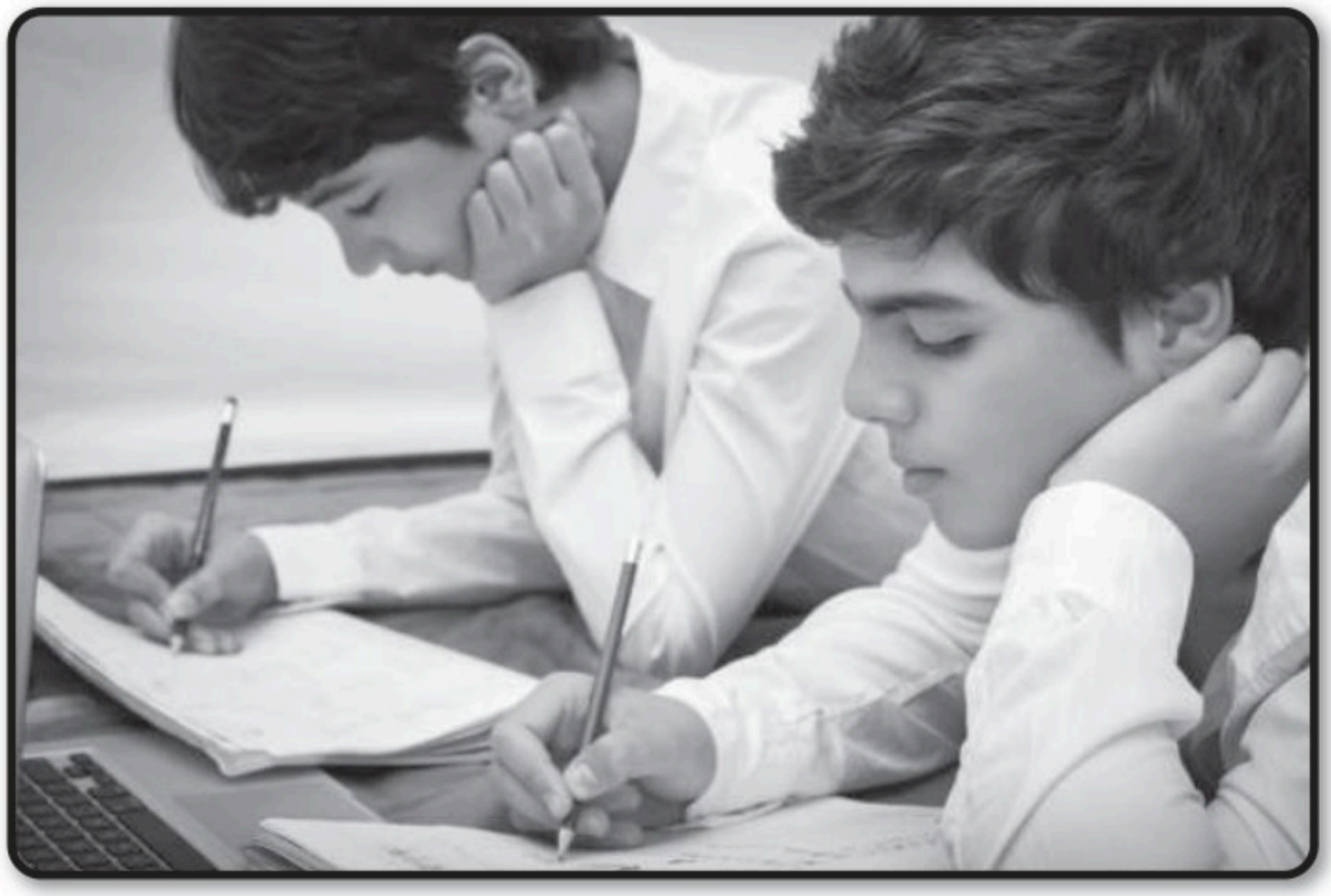
What would you have done? Do you think Carl made the right decision?

If you don't agree, what do you think he should/shouldn't have done? Why? Why not?

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J Study the picture and imagine how the students feel about the test. Write notes on the cause and effect of their actions before writing the test. Then write sentences to describe what they could have done differently to feel better about the test. Use past hypothetical conditionals.



Cause	Effect

1. _____

_____

2. _____

_____

3. _____

_____

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K WRITING

Write about a time you faced a dilemma. How did you make a decision about what to do?

1. Before you write, make notes in the chart.

Describe the dilemma.	
What did you decide to do?	
How did you make your decision? What factors did you consider?	
How would things have been different if you had made a different decision?	
How old were you? Where would you have fit into Kohlberg's Theory?	

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

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L Complete the online blog about 'Ethics and Technology'. Use the verb in parentheses and future progressive or future perfect tense.

The technology is ready now, but are we ready for it?

Technology has completely changed the way we live and work and it will continue to do so in the future. According to a market forecast, five years from now, e-Learning *will have reached* (**1.** reach) a volume of nearly 6 billion dollars in the highest buying markets. This amount will be spent on packaged content, development services, learning platforms, tool hosting services, authoring software, and platform installation. Higher education _____ (**2.** become) the largest buyer by the end of the forecast period. More than 3 million students in the U.S. _____ (**3.** attend) virtual schools, and more corporations _____ (**4.** use) e-Learning platforms for meetings and training sessions.

Moreover, rapid developments in robotics and A.I. (Artificial Intelligence) will mean that soon we will all be able to study or work remotely from the comforts of our home: We will send our robot to school or the office instead. By 2025, it is quite possible that some households will own a robot to carry out 'porter' style tasks, such as delivering and carrying packages. By 2030, experts believe that robotics _____ (**5.** develop) so significantly that smart robots will be capable of performing autonomously, and make 'common-sense' decisions. By 2050, some scientists believe that smart robots _____ (**6.** reached) such a high level of intelligence that they will be able to provide emotional care and companionship to the elderly and sick...

M Answer the questions about the text.

1. What will have happened by 2025?

_____

_____

_____

2. Would you buy a smart robot? Why? Why not?

_____

_____

_____



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12 What Would You Do?

N Complete the conversation using the correct form of ***used to, be used to, would, was/were going to***.

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

Jim: Sure. What's going on?

Tom: My brother isn't doing very well in his history class. He _____ (**1.** be) a really hardworking student and he _____ (**2.** always/listen) to the teacher. But lately he has become distracted. Anyway, he has asked me to write his history report for him. I _____ (**3.** not/go) but I now think that maybe I should. He is my brother after all.

Jim: I don't know. It seems kind of dishonest to me. If your brother _____ (**4.** be) such a good student, why can't he write his own report?

Tom: Well, he really wants to join the school football team and he hasn't been concentrating on his studies. I've written a few papers for him over the last few months ...

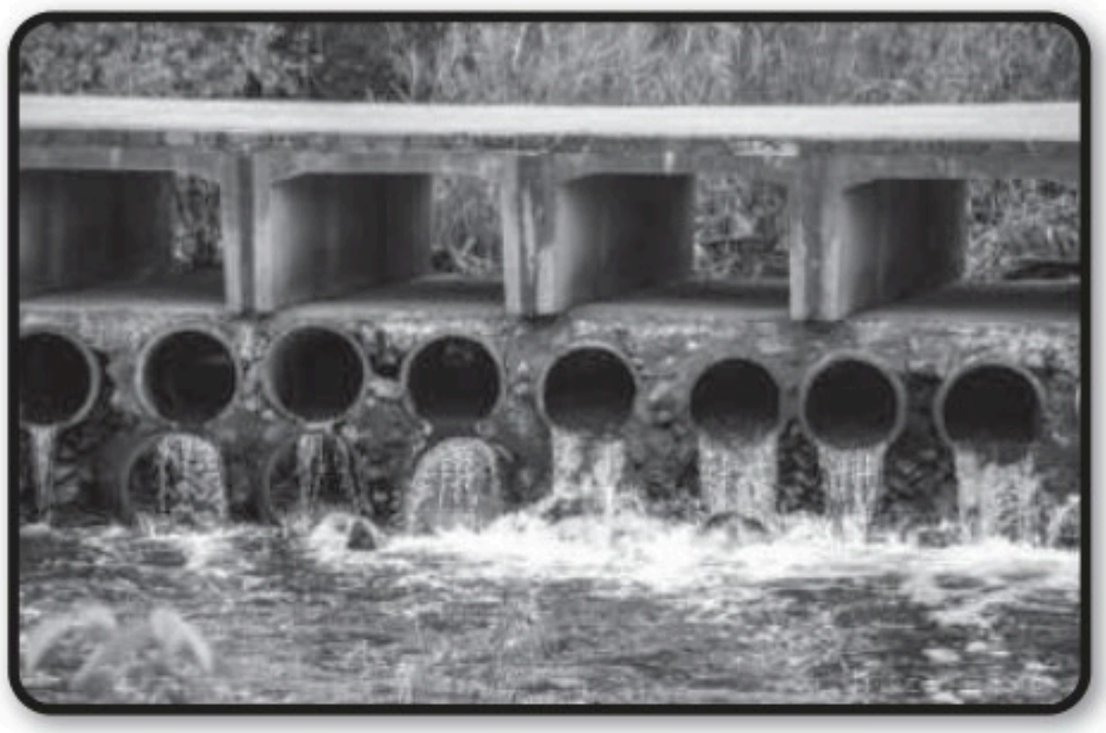
Jim: Oh no, Tom! That's terrible! You should stop writing those papers.

Tom: I know, but I want my brother to do well in school. Mom and Dad _____ (**5.** be/use) him getting great grades and they will be so disappointed if he fails. If I help him, he will get a better grade in history. Also, he promised that he will do all my chores for the next month, if I write the paper for him...



O Write a similar conversation between you and your best friend about the situation below. Write your conversation in your notebook. Use ***used to, be used to, would*** and ***was going to.***

You are a writer for your school newspaper. You're working on an article about a local water pollution problem. You think that the pollution is from a factory that dumps chemicals into the river, but you aren't 100 percent sure. The pollution might not come from this factory. Some people are organizing a protest march in front of the factory. They want you to support them and to write a story about how bad the situation is. What will you do?

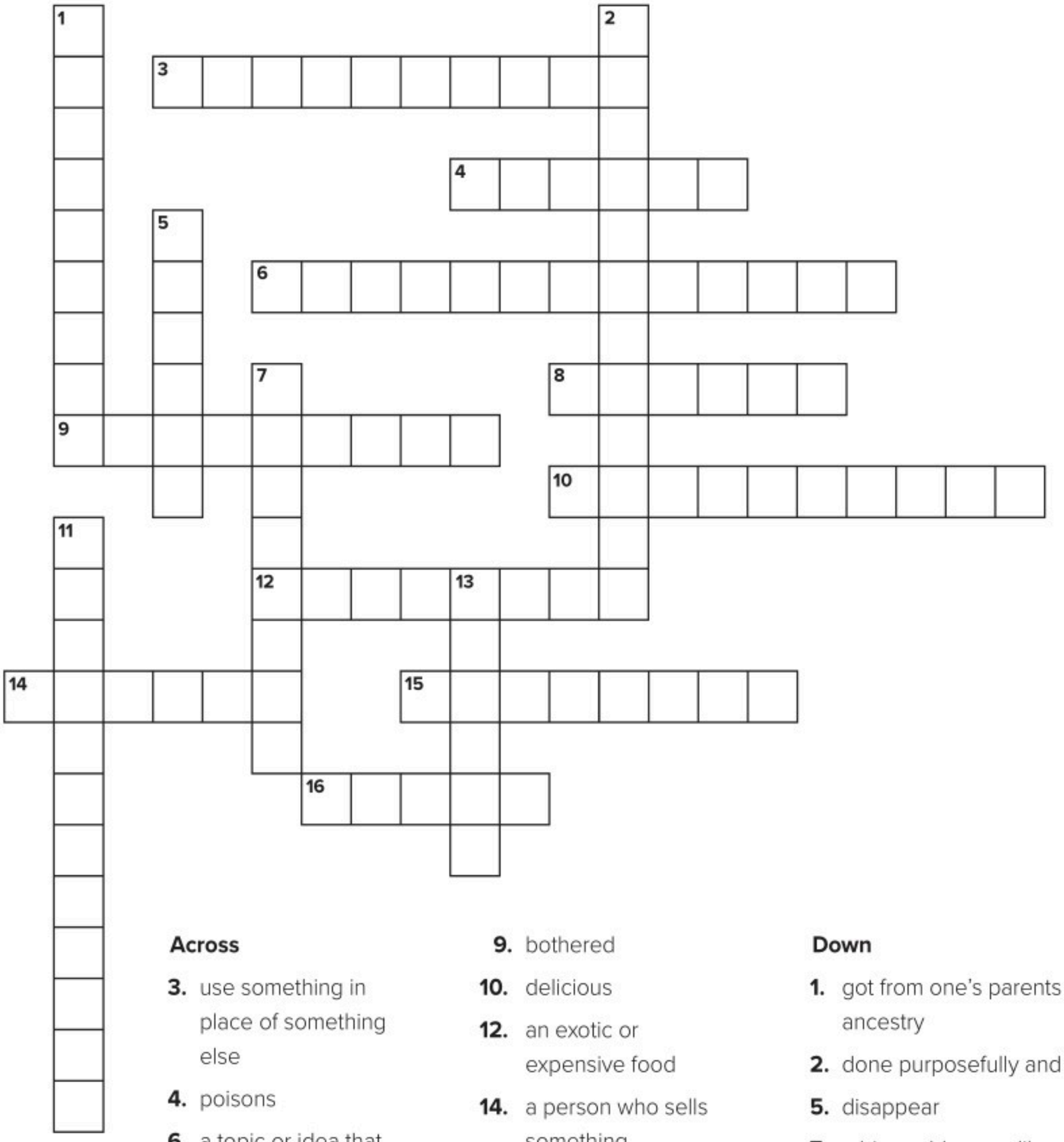


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EXPANSION Units 9–12

A Complete the crossword puzzle. Use words from Units 10–12.



Across

3. use something in place of something else

4. poisons

6. a topic or idea that people disagree about

8. something that comes from the sea or ocean

9. bothered

10. delicious

12. an exotic or expensive food

14. a person who sells something

15. the length of time that something lasts

16. the scent of something; odor

Down

1. got from one's parents or ancestry

2. done purposefully and carefully

5. disappear

7. a big problem or dilemma

11. an animal that has been tamed

13. of bad quality; not good (an informal word)

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EXPANSION Units 9–12

B Read the conversation. Circle the correct adjectives.

Jamal: Hey Abdullah, what's wrong?

Abdullah: Oh nothing. I'm just (exhausted / exhausting). I've been working all week. It's really **(1)** (annoyed / annoying).

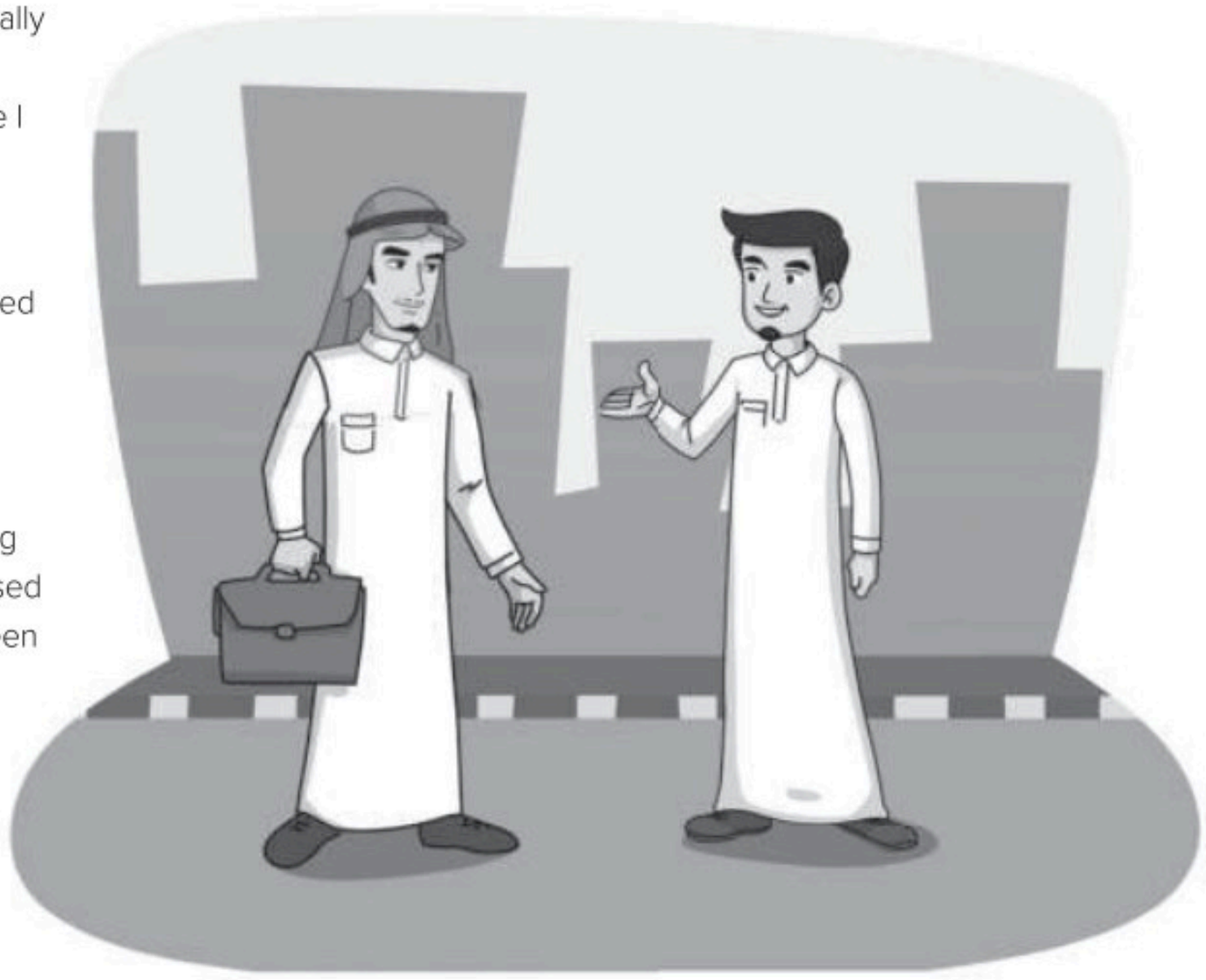
Jamal: That sounds **(2)** (depressed / depressing). Will you get a break this weekend? There's an **(3)** (interested / interesting) restaurant opening.

Abdullah: I would like to, but I have to take care of my little brother. I'm really **(4)** (disappointed / disappointing) because I need a break.

Jamal: Well, maybe you can do something **(5)** (entertained / entertaining) with your little brother.

Abdullah: Yeah, we'll probably go downtown. The only thing is that I'm **(6)** (embarrassed / embarrassing) to be seen hanging out with a twelve-year-old.

Jamal: Really? That's **(7)** (puzzled / puzzling). I'm sure people will admire you for taking care of your little brother!



Abdullah: That's true. Hopefully I won't be too **(8)** (irritated / irritating) by hanging out with him all weekend.

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EXPANSION Units 9–12

C Complete the sentences with the phrasal verbs and objects.

I just *came from the store* **(come from / the store).**

1. Janet _____ (look down on / people) who eat fast food.
2. Let's try to _____ (figure out / it) together.
3. I would like to _____ (talk over / the problem).
4. I will _____ (take care of / him) while you're away.
5. Let's try to _____ (burn off / that big meal) by walking home.
6. We haven't _____ (run into / her) in a long time.
7. I can't _____ (figure out / him).
8. Will you _____ (take out / the butter)?
9. Did you _____ (throw out / it)?
10. I _____ (run into / them) yesterday afternoon at the mall.

D Change the sentences from active to passive.

You shouldn't serve raw eggs.

Eggs shouldn't be served raw.

1. People must store milk in the refrigerator.

_____

2. You can make yogurt at home.

_____

3. People should not eat unwashed fruit.

_____

4. You don't have to fry meats in oil.

_____

5. People may keep butter out of the refrigerator for a few days.

_____

6. You should serve the doughnuts with coffee or orange juice.

_____

7. You shouldn't eat ice cream every day.

_____

8. People can drink soy milk as a substitute for milk.

_____

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EXPANSION Units 9–12

E Complete the sentences with your own information. Use an appropriate conditional form.

If I saw someone shoplifting, *I would call the police*.

If I had seen my best friend being rude to the teacher, *I would have been upset*.

1. If I heard gossip about a friend, _____.
2. If I had been born 100 years ago, _____.
3. If I found fifty riyals in the classroom, _____.
4. If I could be any animal, _____.
5. If I had seen the robbery, _____.
6. If I knew someone was cheating on a test, _____.
7. If I hadn't worn these shoes today, _____.
8. If I hadn't forgotten, _____.
9. If I were _____.
10. If I had _____.

F Correct the error in each sentence.

have answered

If you had called me, I would ~~answer~~.

1. If I be you, I would study for the exam.
2. Moral decisions must make carefully.
3. If I could be the president of this country, I help the poor people.
4. I threw away it yesterday because it was old.
5. Exotic pets should be train before they live around people.
6. Ahmed came the flu down with on Sunday.
7. If he hadn't get married so young, he could have traveled the world.
8. She's smiling as though she win a million dollars.
9. McDonald's restaurants can found all over the world.
10. I came an interesting book across yesterday.

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EXPANSION Units 9–12

G Read the account of a real incident that caused a lot of laughter and answer the questions.

My father was sitting at his desk, talking to a patient. He was a dedicated medical doctor and used to get very absorbed in his work. This often prevented him from noticing other mundane things around him, such as untidiness, worn out hinges, nails that were about to come off the wall, etc.

Anyway, he started looking for some medication that he had left on his desk. He was obviously not happy when he realized that someone must have gone in to tidy up in his absence, against his express wishes not to touch anything on his desk. Feeling quite annoyed he banged his hand on the desk, upon which the patient was startled and jumped up as a large painting that was on the wall over my father's chair and desk, came down, was ripped when it landed on his head, and ended up resting on his shoulders like a huge rectangular collar. Fortunately, he was not hurt. It was a very old oil painting and the canvas must have been quite fragile.

The patient, who was initially horrified, stood there trying to suppress his laughter with my father glaring at him, livid with anger, until he stole a look in the mirror diagonally opposite his desk and saw himself collared by the painting, with his head sticking out. He started laughing so hard, they couldn't get the painting off him. And as this kind of laughter happens to be quite infectious everyone who was there witnessing the scene couldn't stop laughing either. He later said that the sight was so surreal, he could not help himself. He never had another painting above his desk after that, but would chuckle for months when he entered his office and saw the mark on the wall. He grudgingly let someone paint the wall nearly a year later.

1. Where did the incident take place?

_____.

2. Who were the people involved?

_____.

3. What caused the painting to fall?

_____.

4. Did anyone get hurt?

_____.

5. What was the doctor's initial reaction?

_____.

6. What caused him to start laughing uncontrollably?

_____.

7. Why do you think he wanted to keep the mark on the wall?

_____.

8. What would you have done if you'd been in his position?

_____.

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EXPANSION Units 9–12

H **A.** Fill in the blanks with the correct words. Make changes to the form when necessary.

substance	**refer**	**nutrition**	**destroy**	**yield**	**notice**	**test**	**demonstrate**

Penicillin was originally (**1**) _____ by a French medical student in 1896 and rediscovered by bacteriologist Alexander Fleming in London, in 1928. Fleming observed that colonies of bacteria adjacent to a blue-green mold in a culture were being (**2**) _____ by the mold.
He (**3**) _____ the mold by producing it in a pure culture and confirmed that it produced a substance that killed a number of bacteria. Having named the (**4**) _____ penicillin, Dr. Fleming published the results of his research, pointing out that mass production of penicillin could have therapeutic value.

Penicillin's ability to kill infectious bacteria was not (**5**) _____ until 1939, when Dr. Florey and his colleagues began intensive research at Oxford University. They had to turn to the United States for help during the Second World War as resources in Britain and Europe had been depleted.
They were (**6**) _____ to the Peoria lab, where scientists were already working on fungal cultures.

By 1941, Andrew J. Moyer, who specialized in the (**7**) _____ of molds, found a way to increase the (**8**) _____ of penicillin ten times. Clinical trials, in 1943, proved that penicillin was the most effective antibacterial agent to date. Production was increased to make sure it was available to treat wounded soldiers.

Four years after mass production began, it was discovered that microbes had developed a resistance to penicillin, so the production of different types of antibiotics was necessary.

B. Read the article and write what happened on the following dates. Use passive sentences.

1896 _____

1928 _____

1939 _____

1941 _____

1943 _____

Why is it necessary for pharmaceutical companies to produce new antibiotics?

_____

Why are people advised not to abuse the use of antibiotics? What are the consequences when that happens?

_____

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EXPANSION Units 9–12

1 Write as many words as you can about what you see in the picture. Write your words under each heading below. Then write sentences about the picture using some of your words.



Naming words (nouns)	Action words (verbs)	Describing words (adjectives)	Place words (where)	Time words (when)

1. _____

_____

2. _____

_____

3. _____

_____

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EXPANSION Units 9–12

J WRITING

Write about a time you couldn't stop laughing. Explain what happened that made you laugh so hard.

1. Before you write, use a cause and effect chart to organize your ideas.

Cause	Effect

2. Now write your essay. When you've finished, re-read your essay and delete unnecessary words and phrases.

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EXPANSION Units 9–12

K Study the picture. Write idioms with the word ***mind*** that could describe what is happening. Then write sentences to describe the picture using some of the idioms.



Idioms

1. _____

_____

2. _____

_____

3. _____

_____

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EXPANSION Units 9–12

L WRITING

Write an essay about a new medicine. It can be a medicine that is now being given to patients or one that is still in development. Explain the medicine, what it's used for, and whether you think it's a good idea or not, and why.

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

Source	Notes

3. Now use your notes to write your essay.

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Writing Skills 1

Capitalization

Rules for using capital letters are often different in English from the rules for using them in your own language, so it's important to check your written work for mistakes after you finish. Review the rules below and then complete the exercises.

1. Always use capitals at the beginning of sentences and quotations.
2. Use capitals for the names of cities, countries, rivers, lakes, mountains, universities, etc.
3. Use capitals for the days of the week and months of the year, but don't use them for the seasons.
4. Most jobs don't need capitals.
5. Use capitals for every word in titles, except for articles, conjunctions, and prepositions, unless they are the first word.
6. Use capitals for the names of organizations, but not for their products.
7. Use capitals for nationalities, languages, and religions.
8. Use capitals for family words when they appear alone or followed by a name, but don't use them when the word has a possessive pronoun or an article before it.
9. Use capitals for the names of holidays and historical events.
10. Don't use capitals for school subjects unless they are the name of a language.

A. Read the sentences and write the number(s) of the rule(s) each one illustrates.

1. She cried, "Look out!" 1
2. The United States celebrates Independence Day on July 4th. _____
3. My father is a lawyer. _____
4. My favorite vacation was when my parents took us to Lake Como in Italy. _____
5. Harry used to work for Microsoft, but then he decided to become a teacher. _____
6. They graduated one Wednesday in the fall. _____
7. Uncle Dan majored in French and Latin. _____
8. Steve Queen will be talking about his new book, *Out in the Cold*. _____

B. Look at the sentences and decide if the use of capital letters in each one is correct or incorrect. If the use is incorrect, change it.

1. I was born in Brooklyn, New York.
2. How long have you been studying english?
3. Have you read *20,000 leagues under the sea*?
4. My favorite season is spring.
5. Faisal wants to be a Doctor when he's older.
6. Paul turned and asked, "what time does the game start?"
7. Tony thinks he's very clever because he studied at harvard university.
8. Roy and Colin are really excited because they're going skiing in december.

C. Rewrite the sentences using capital letters correctly.

1. my father was born in london on october 16, 1967.
2. veronica can speak russian, french, spanish, english, and italian.
3. gregor fischer, the famous french writer, has just published his new novel *wind in the trees*.
4. i really don't like mondays and wednesdays, because we have math, spanish, and biology.
5. ahmed yawned and said, "there's nothing better in life than a quiet friday at home."

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Writing Skills 2

Error Correction: Unnecessary Words

When checking your work, you need to think carefully not only about whether or not words are missing, but also if some words are unnecessary, either grammatically or because they are repeating something you've already said. Look at the guide below to help you.

1. the: ***The*** is commonly included by accident when you are translating from your own language. Remember, for example, that English doesn't use ***the*** before nouns when talking about things in general, or when talking about abstract nouns.

I don't think students should be given more homework.
Unemployment is one of the biggest problems in the developed world.

2. Prepositions: Sometimes a word in your native language needs a preposition before or after it, but in English it may be unnecessary. Think carefully—are you writing in English or simply translating?

I went home at six o'clock. (**NOT:** I went to home at six o'clock.)

3. and: Although it is not grammatically incorrect, we do not usually include ***and*** in lists until before the final item.

I went shopping and bought a suit, three shirts, a pair of shoes, and a tie.

4. Words that have the same meaning: Be careful not to repeat yourself by using words that have the same meaning. For example, something can be big or large, but saying *A big, large tiger* sounds very strange, because it repeats the same concept.

5. Contractions: Don't repeat words that are already present in contractions.

Jack's been to Kenya. (**NOT:** Jack's has been to Kenya.)

6. Personal pronouns: Don't use personal pronouns if you've already used a name in the same clause.

Lindsay lives in Mexico. (**NOT**: Lindsay she lives in Mexico.)

A. Read the sentences and write the number(s) of the rule(s) each one illustrates. Correct the mistake(s) in each sentence.

1. Donna Keeley she likes reading the books and the poetry. _____
2. Can you ask to the waiter for the check? _____
3. Although he is very clever intelligent, Ali failed to his math test. _____
4. I normally get to the work at eight in the morning and go for the lunch at twelve. _____
5. Could you lend to me five dollars, please? _____
6. I'm very really interested in the ancient history. _____
7. Even though they threatened to him, he refused not to tell them the secret. _____
8. The violence is never an answer to the problems. _____
9. My brother he lives in Washington, D.C. _____
10. We're are looking forward to seeing you the next week. _____

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Writing Skills 3

Punctuation 1

Although your language may use the same punctuation symbols as English, it is important to realize that English may have different rules for using them. Punctuation in English can affect meaning, and poorly punctuated writing is very difficult for the reader to understand.

1. Periods: Use a period after statements and commands.

I've decided to change jobs. Make me a cup of coffee, please.

2. Question marks: Use a question mark after, but never before, questions. Don't use one after reported questions, use a period instead.

"Have you got any change?" "What time is it?" she asked.
She asked me what time it was.

3. Exclamation points: Use after surprising pieces of information and exclamatory phrases or sentences.

I got a promotion! Oh, stop it! No way!

4. Quotation marks: Use quotation marks at the beginning and the end of direct speech. Other punctuation usually goes before the end of the quotation marks. Quotation marks are also often used to show the title of articles, poems, stories, etc.

Mark said, "I really don't think you want to do that."
Have you ever read "The Road Not Taken" by Robert Frost?

5. Apostrophes: Use apostrophes in contractions and in the formation of possessives.

Please don't do that. He's so smart it's unbelievable.
Have you seen Tom's new car? Mike's apartment is very spacious.

A. Look at the sentences below and include the correct punctuation marks (commas and capital letters are already given).

1. Well arrive at about half past seven
2. Its raining What are we going to do
3. He asked me what time the banks closed I said I didnt know
4. Dont touch that iron Youll burn yourself
5. Have you met Mohammeds cousin, Adel
6. Aisha turned to Mona and said, I'm sorry, but I still dont know what you mean
7. Hes written a new poem called Seasons
8. Can you give me a call in the morning he asked You know how bad I am at waking up early

B. Decide if the punctuation in the following sentences is correct. If it's incorrect, change it.

1. I have to go to school and speak to my children's teacher.
2. "Would you like him to call you back"? she asked.
3. The horse lifted it's head and looked at us.
4. We've invited the Harrison's to dinner.
5. "Leave me alone!" Tom screamed, "Nobody here understands me."
6. I'm reading an interesting article called "Safer Internet."

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Writing Skills 4

Punctuation 2

The comma has various uses in English, often helping to divide various pieces of information that appear in the same sentence.

Use commas:

- **to separate items in a list**
  We went to Spain, France, Italy, and Greece on vacation.
- **after *yes* and *no* in answers**
  Yes, I did. No, I haven't seen him recently.
- **before conjunctions (e.g., *and, but, so*) that separate two clauses**
  He didn't like living in Washington, but he didn't want to leave his job.
- **to separate names of people in direct address**
  How very nice to see you again, Mr. Smith.
- **after transitional expressions (e.g., for *example, however, furthermore*)**
  Successful products today are truly international. For example, Microsoft programs are recognized all over the world.
- **to separate adjectives that modify the noun separately**
  Gerry was tall, athletic, and very clever.
- **to separate quotation marks for direct speech from the rest of the sentence**
  "I'm bored," Tim said. "When are we going to do something different?"
- **to separate clauses**
  As soon as I get to the office, I'll send you the report.
- **to separate non-defining clauses from the rest of the sentence**
  Tony Wakefield, who came to Mexico in 2009, is a director.
- **to separate interjections**
  I am, by the way, also going to Chicago.

Don't use commas:

→ **when the conjunction does not separate two independent clauses**
I want to get married and have children.

→ **for names when it is not direct address**
I spoke to Dr. Franklin and he said that it was no problem.

→ **for defining relative clauses**
That's the man who stole my car!

A. Insert commas in the appropriate places in the sentences below.

1. What do you think John?
2. If I had a million dollars I'd buy a house on the coast.
3. It was very hot in the sun so we moved our chairs into the shade.
4. "I really don't think that that's fair" he said "You hardly know me."
5. Mr. Wassermann who was born in Germany has taught at the school for the last twenty years.
6. For breakfast this morning I had yogurt peaches toast and coffee.
7. I've had these books for over a year. However I only started reading them last month.
8. Yes I know what you mean but I really don't agree!
9. When you get to the hotel can you give me a call?

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Speaking Skills 1

Requests, Offers, Refusals, and Saying *Thank You*

Asking people to do things and offering to do things for other people are things we do regularly in spoken English. Nonetheless, choosing the right words can be difficult because we don't want to offend the other person. Study the chart below for appropriate expressions.

Requests	I wonder if you'd mind... Could you possibly...? Would you mind if I (past simple)...? Would you mind *verb* + *-ing*...? Could you...? Can you...?
Offers	I'll... Would you like me to...?
Refusals	Thank you, but there's no need. Sorry, but I'm not really interested. Sorry, but that won't be possible. Sorry, but I'd really rather not. No, thank you.
Saying thank you	Thank you so much. Thank you very much. Thanks. That was very thoughtful of you.

A. Work with a partner. Role-play conversations based on the following situations.

1. Offer to give a friend a ride to the shopping mall.
2. Someone comes to the door and wants to sell you something. You don't want it.
3. Someone stops you on the street and asks you to answer some questions for a market research survey. You don't want to do it.
4. Your friend's cousin is coming to visit your town from New York. Offer to meet him/her for lunch one day and go sightseeing.
5. You are on a long bus journey. The person next to you has finished reading his/her magazine. Ask if you can read it.
6. You are on vacation in the U.S. You are not sure what time your bus leaves. Ask someone at the station to help you.
7. You have just won a prize in an essay contest. You have to make a speech and you would like to thank your friends and parents.
8. Explain to the appropriate person that you need to take time off from work or school to go to the dentist.
9. You need to ask your friend to lend you some money.
10. Your grandfather gives you a watch for your graduation. It's the one that you've always wanted.
11. You see an old woman struggling to carry a box. Offer to carry it for her.
12. You'd like to borrow your older brother's laptop for the day.

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Speaking Skills 2

Discussions

Look at the chart for ways to express your opinion, say whether you agree or disagree, and clarify ideas.

Expressing your opinion	As far as I'm concerned... From my point of view... I think/feel/believe that... I've always thought/felt/believed that... In my opinion...
Agreeing	I agree with... I couldn't agree more. I think that you've got a very good point there. I think that's right.
Disagreeing	Actually, I don't think that's right. I disagree. I don't agree. I see your point, but... I'm sorry, but I just can't agree with that.
Clarifying ideas	Another way of putting it, is to say that... Could you possibly explain what you mean by that? Do you mean that...? So if I understand you correctly, you mean... What do you mean by that? What I mean is...

A. Work with a partner. Look at the following statements and discuss each one. One of you should agree with the statement and the other should disagree. Try to discuss each topic for as long as possible. Use the phrases in the chart above when appropriate.

- Smoking should be banned all over the world.
- All children should have to attend school until they are eighteen years old.
- Cell phones should be banned in restaurants and other public places.
- Learning English isn't as important as people think it is.
- Nobody should have to pay for health care.
- Wild animals shouldn't be kept in zoos.
- Texting and talking on phones while driving should be illegal.
- Studying grammar is more important than practicing speaking skills.
- Twenty-one should be the legal driving age around the world.
- The government should pay for college or university education.

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Speaking Skills 3

Sounding Natural

When you speak in English, it's important to try to sound as natural as possible. Ways of making your English sound natural include fillers, which are words and phrases that don't really mean anything, but which speakers often use to open a sentence or give them a little extra time to think. Other ways of sounding natural are to take turns in a conversation instead of dominating it, and to make sounds which show that you're interested in what the other person is saying.

Fillers	Uhmm... Well... Right... You know... I mean... OK...
Take turns	What do you think? What about you? And you? Do you agree or...?
Showing signs of interest	Really? Oh, yes. Uh-huh. Is that right?

A. Complete the conversation with appropriate phrases from the box.

Ali: _____, I think the first thing we need to do is decide when we're going on vacation. _____, if we don't decide soon, we won't be able to make a reservation.

Fahd: _____.

Ali: So, I have, _____, five vacation days left.

Fahd: _____? I thought you only had four.

Ali: No, no. I have five, and you have five too, don't you?

Fahd: Yeah. _____, I'd like to go to Malaysia again and go to the beach. _____?

Ali: _____, I think I'd like that too. We could go back to that hotel on the beach, _____, The Big Blue.

Fahd: Great! Let's make a reservation.

B. Practice conversations with your partner on the following topics. Make sure you take turns and show interest in what one another is saying.

- Planning a graduation ceremony for your class
- Your favorite TV show
- Your favorite time of the year
- Your career plans
- The best cell phone to buy

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Speaking Skills 4

PowerPoint and Poster Presentations

When preparing a presentation, it is important to bear in mind the audience and the time available for the presentation. Most people tend to try and pack too much information into a short time. However, the key is to be selective, and present things that the audience is going to be interested in or intrigued by.

Preparation	• Brainstorm ideas on the subject and make notes or audio record. • Research and collect information from different sources. • Select the items of information that you would like to present and make notes about them, using your own words.
PowerPoint presentation	• Use sheets of paper to make rough sketches of how you want to present your subject. • Use one sheet for each PowerPoint slide. Limit bullet points to about 4 or 5 items. • Include photos or drawings. • Use smaller cards for your personal notes with more information about what you plan to say to your audience. • When you use your computer, you can transfer your notes to the space provided on each PowerPoint slide, which only you can see (not the audience). • Use your sheets to practice/rehearse your presentation. • If you are working in groups, share the sections of the presentation and the number of slides out equally, so that each member of the group will present/speak for approximately the same amount of time.
Poster Presentation	• Cut out different-sized pieces of paper for your text or bullet points. • Cut out photos from publications or print them out. • Try out different layouts on a large sheet of paper or cardboard to decide how you are going to compose your poster, what colors you are going to use, font size or handwriting, shapes, etc. Stick things in place temporarily, using tape that can be removed easily without damaging the paper or cardboard. • Hold up your poster or put it up on the wall/board to check that it is not too crowded and that texts and photos are clearly visible. Make any changes you think are necessary before finally sticking things into place. • If you are working in groups, share out sections of your presentation equally.

A. Work with a partner. Choose a topic, e.g. a sport like the ones you have read about or are familiar with, an activity, a place, or an object/device. Choose no more than 5 points to present with one or two photos/visuals. Present the topic to your partner. Comment on and evaluate each other's presentation.

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