

MEGA

GOAL 2.3

TEACHER'S GUIDE

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MegaGoal 2.3 Teacher's Guide

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Scope and Sequence

| | Unit Title | Functions | Grammar |
|---|-------------------------------------|--|---|
| | Intro Pages 2–5 | Express personal view/objective comment, enthusiasm/regret/wishes/strong agreement Talk about advantages/disadvantages, possibility/necessity/consequence/result, relate past to present, size/characteristics, make deductions about past/present, report statements/questions/thoughts, focus on action | Recycle familiar verb forms, simple present/narrative, connectors and modifiers, passive forms, <i>would –hypothesis</i> , progressive forms, <i>have something done</i> , modals |
| 1 | Laugh Out Loud Pages 6–19 | Talk about humor Explain consequences with comparatives Tell and respond to jokes Expressing wishes, regret and criticism | Past and present participial adjectives <i>Get + adjective; Get + past participle</i> <i>The...the...</i> comparatives <i>Such...that/ so...that</i> <i>Can't, could, couldn't, must, may, or might</i> |
| 2 | You Are What You Eat Pages 20–33 | 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: <i>some/any, few, little, a lot of, much/many, enough</i> <i>Would like</i> Words connected with recipes Sequence words: <i>First, then, after that, finally</i> |
| 3 | Amazing Animals Pages 34–47 | Talk about animals and their behavior Ask for advice Give advice | Passive modals The passive with reporting verbs Adjectives <i>All/both/neither/none; Both...and.../neither...nor.../either...or...</i> |
| 4 | What Would You Do? Pages 48–61 | Talk about ethics and morals Discuss ethical dilemmas Give opinions | Present hypothetical conditionals versus past hypothetical conditionals Implied conditionals <i>As if/As though</i> for unreal situations Future progressive and future perfect Time expressions for the future: by the year, this time tomorrow <i>Used to</i> versus <i>be used to</i> <i>Was/were going to</i> |

EXPANSION Units 1–4

Pages 62–68



Language Review

Reading: Mind Over Matter

Language Plus: Idioms with *mind*

| Listening | Pronunciation | Reading | Writing |
|---|--|---|---|
| <p>Listen for specific information</p> <p>Listen and identify language/ questions in discourse/ interview</p> | <p>Recycle and use familiar stress, intonation patterns, identify falling/ rising intonation patterns and effects, e.g. enthusiasm, regret</p> | | |
| <p>Listen for specific information about animals' ability to laugh</p> | <p>The <i>b</i> and <i>v</i> sounds</p> | <p>Laughter Really Is the Best Medicine</p> | <p>Write short messages</p> <p>Write a scene from a TV sitcom</p> <p>Research and write about a funny scene from a sitcom or film; prepare a PowerPoint presentation (Project)</p> |
| <p>Listen for sequence in the process of making a chocolate bar</p> | <p>Stress on two-word and three-word phrasal verbs</p> | <p>Accidental Food Discoveries</p> | <p>Write a description of a memorable event</p> <p>Research and write about snacks and desserts in the Arab world; prepare a PowerPoint or poster presentation (Project)</p> |
| <p>Listen for specific information about horse training</p> | <p>The <i>y</i> and <i>j</i> sounds</p> | <p>Animal Heroes</p> | <p>Write about a type of animal</p> <p>Research and write about animals in the Arab world; prepare a poster presentation (Project)</p> |
| <p>Listen for specific details about mountain rescues</p> | <p>Stress on content words and function words</p> | <p>Peeking into Our Medical Future</p> | <p>Write a personal narrative about an important decision that has impacted your life</p> <p>Research ground-breaking treatment and procedures in Saudi Arabia; prepare a PowerPoint presentation (Project)</p> |



Tools for Writing: The definite article and generalizations

Writing: Write about a new technology

Language Plus: Idioms about sports

Tools for Writing: Avoiding wordy sentences

Philosophy of the Program

MegaGoal is a dynamic American English series for international communication that takes students from pre-intermediate to high-intermediate level. It is specifically designed for teenagers and young adults. With eye-catching art and high-interest topics, **MegaGoal** is easy and enjoyable to teach and to learn from.

The goal of **MegaGoal** is to make the learning of English fun, motivating, and success-oriented by way of a carefully graded progression that builds students confidence, and helps them reach the point at which they can use English to express themselves meaningfully about things that matter to them.

The methodology of **MegaGoal** integrates the four skills of speaking, listening, reading, and writing. The earlier levels focus on speaking and listening, but reading and writing are increasingly prioritized as students progress through the series. **MegaGoal** also puts an emphasis on grammar, particularly using grammar in communicative activities.

MegaGoal is designed to appeal to a visually-oriented generation. The visuals aid in presenting and reinforcing language at the same time that they engage student attention. The vocabulary and structures are introduced gradually and recycled systematically. And the tone of the book is humorous—to make the learning process more enjoyable.

Organization of Materials

Each level in **MegaGoal** has the following components:

- Student Book
- Audio Program
- Workbook
- Teacher's Guide (interleaved)
- Test Bank
- Learning Center (optional)
- IWB Software & ActiveBook

MegaGoal has enough material of classroom instruction for a whole academic year. The program is flexible, and it can be used with groups that have one, two, or three hours of instruction a day. It can also be used with groups that have only two or three hours a week.



The Components

Student Book

The overall organization of the Student Books in the series is:

| | Number of Units | Pages per Unit |
|--|------------------------|------------------------|
| Books 1.1–1.3 and 2.1–2.3 | 4 Units 1 Expansion | 14 pages 6–10 pages |

- Units have a consistent lesson format.
- The Expansion units review and expand on language points with high-interest content in activities, readings, and chants.
- A unit-by-unit vocabulary list is included at the back of each Student Book.

Teacher's Guide

This interleaved user-friendly Teacher's Guide is available for each level. The Teacher's Guide offers an overview of the course, some general teaching guidelines, and detailed unit-by-unit teaching notes.

These unit-by-unit teaching notes include:

- Unit Goals
- Unit Warm Up activity
- Instructions for presenting each Student Book activity
- Answers to all the Student Book activities
- Audioscript for the Student Book listening activities
- Language Builder notes
- Teaching Tips
- Additional Activities
- Additional Projects
- Fun Facts

The Teacher's Guide for each book also contains the following:

- Scope and Sequence chart
- Vocabulary lists per unit
- Photocopiable Activities
- Answers to the Workbook activities
- Key to Phonetic Symbols
- Audio Program Track List

Workbook

The Workbook provides exercises that reinforce the material presented in the Student Book.

| | Number of Units | Pages per Unit |
|--|------------------------|------------------------|
| Books 1.1–1.3 and 2.1–2.3 | 4 Units 1 Expansion | 10 pages 6–10 pages |

Activities in the Workbook focus on reinforcement of vocabulary and grammar. Some units also include a reading. In every unit there is a free writing activity based around a photograph. Students should be encouraged to brainstorm as many words and phrases as they can in connection with the photograph. Encourage students to write full sentences when appropriate. Answers will vary according to the students own ideas, opinions and experiences. Each unit ends with a writing activity, often in the form of personal writing. The Expansion units cover vocabulary, grammar, and writing.

The Workbook Answer Key is found at the back of this Teacher's Guide.

Audio Program

The audio program for each level includes the following material:

- Listen and Discuss (Listen and Repeat in the Intro level) (opening presentation)
- Pair Work model conversations
- Listening
- Pronunciation
- Conversation
- Reading
- Writing
- Chant-Along

The audioscript for the Listening activities appear at point-of-use in the Teacher's Guide.

Testing Program

The Test Bank provides a databank of testing items from which teachers can create customized tests within minutes. Test items reinforce vocabulary, grammar, listening, conversation, reading, writing, and speaking. Teachers can choose to use the items as they are, or teachers can edit, add, delete, and rearrange items.

IWB Software & ActiveBook

MegaGoal has two brand new and innovative digital components: the Interactive Whiteboard Software for classroom use and the ActiveBook for self-study. Through a variety of interactive applications the content of the books comes to life on the board in class or on the computer screen at home in a way that enhances the learning and teaching process.

Learning Center

The Learning Center incorporates and extends the learning goals of the Student Book with interactive practice on the computer. A flexible set of optional activities correlated to each unit builds students' skills.

Student Book Units

Each unit follows a regular pattern:

- **Language**—vocabulary, structures, and functions—are presented and used in context.
- **Grammar** points are presented in chart form and practiced.
- Additional functional language is presented in the context of **Conversations** and role plays.
- A **Reading** expands the unit theme.
- A **Writing** activity calls on students to use the language they've learned.
- **Form, Meaning and Function** activities expand students' knowledge of structures and functional language.
- A **Project** allows students to perform a task and produce a product that calls on them to apply the language and vocabulary they've learned.

Here is a detailed list of the sections in the Student Book. In some units, the order of some elements may vary. In the Intro level, some sections vary as appropriate to students' language abilities.

Presentation

The opening two pages of every unit contain the presentation called Listen and Discuss. This section introduces the unit theme, the communicative context, the grammar points, and the key vocabulary. Students discover meaning from context—by the use of visuals and with help from the teacher.

Quick Check

This section, which appears on the opening two pages, includes a Vocabulary and a Comprehension activity that check how well students understood the content of the presentation. The questions are usually in simple formats: matching, *yes/no*, short answers. Students can do the activities independently, in pairs, or even in small groups. Answers can be checked as a class, in pairs, or in small groups.

Pair Work

This section, also on the opening two pages, gets students involved in personalized communication right away. It allows students to actively use the language and grammar from the presentation in speaking activities. Students typically ask and answer about the content of the presentation pages, or they give personal information relating to the content.

Grammar

The Grammar section consolidates the grammar points and the communicative functions they convey. Students receive explicit instruction on key grammar points in chart format and with example sentences. The charts are then followed by activities and exercises that reinforce the points presented. The Grammar charts can also serve as a convenient built-in reference section for students as they use English throughout the program.

Listening

In this section, students listen to perform tasks. The listening activity can take a variety of formats. The content of the listening often simulates an authentic context: radio ads and programs, messages on telephone answering machines, interviews, personal conversations, and so on.

Pronunciation

Students' attention is focused on specific sounds of English in the Pronunciation section. Typically students listen and repeat sounds, first in the context of words and then in sentences.

Conversation

The Conversation section contextualizes the language as it is used in everyday situations. It is accompanied by the Real Talk feature that develops vocabulary and everyday expressions. The Conversation also includes functional language; for example, the language for agreeing and disagreeing, changing topics, expressing thanks, expressing surprise, making suggestions, or complimenting. One of the unique features of **MegaGoal** is the multiple-ending Conversations, which appear regularly in the Student Book. Students choose the most appropriate ending for a Conversation or make up their own ending.

Your Turn

Your Turn is a role-play activity in which students are encouraged to act out dialogs related to the Conversation. They use personal information or take on made-up roles.

Sometimes the Your Turn activity is in the format of a class survey. This activity allows students to use the language of the unit in simulated everyday conversations.

About You

The purpose of the questions in the About You section is to help students improve their oral fluency. Students talk about themselves, putting into practice what they have learned. Students' attention is engaged as they communicate basic personal information in English.

Reading

The Readings throughout the book expand on the unit topic, and relate to students' age and interests. They take a variety of formats: newspaper and magazine articles, puzzles, humorous stories, etc. Sometimes new vocabulary is introduced. The Teacher's Guide presents reading strategies and skills for students to apply to the reading; for example, using prior knowledge, discovering meaning from context, scanning, making inferences, and drawing conclusions.

Writing

The Writing sections in the series cover writing sentences, paragraphs, letters, and brief reports. Writing is also integrated into many of the Projects. The writing assignments in the Student Book sometimes use the readings as models, asking students to write about themselves or topics that relate to them personally. Writing is also developed through assignments in the Workbook.

Form, Meaning and Function

The Form, Meaning and Function section recalls and recycles students' knowledge of structure (form) and extends their ability to use their linguistic knowledge in a meaningful and communicative way (function). The Teacher's Guide presents concrete ideas and tips for the presentation of form and gives suggestions on approach; so students are confident they are getting the language right and they are able to see the communicative (functional) purpose behind activities.

Project

Each unit includes a task-based activity in which students typically cooperate to perform the task. They may make a tourist brochure, design their dream house, interview people and report back, and so on. The Project relates to the unit theme and requires students to use all the language they have acquired. In addition, the Project offers further writing practice.

Student Book Expansion Units

The Expansion units review and expand the material covered in the previous set of units. Each Expansion typically includes:

- **Language Review:** activities that recycle the vocabulary and grammar of the previous set of units
- **Reading:** a thematic reading that challenges students
- **Writing**
- **Project**
- **Chant-Along:** a chant that enables students to expand their language in a pleasant way (*in Level 1 only*.) The chant expands on a theme or the language covered in the units before it. The chant, and its related activities, foster additional conversation and discussion as well as acquisition of new vocabulary and expressions.

Teacher's Guide Units

The Teacher's Guide is interleaved with the Student Book for ease of use. There is one Teacher's Guide page facing each Student Book page.

The following is an overview of the contents for a unit in the Teacher's Guide.

- **Unit Goals**
The Unit Goals are clearly listed at the beginning of every unit in the Teacher's Guide. These include goals for Vocabulary, Functions, Grammar, Listening, Pronunciation, Reading, Writing, Form, Meaning and Function and Project.
- **Warm Up**
Each unit begins with a Warm Up that introduces students to the topic and/or reviews language studied in previous units.
- **Teaching Notes**
Step-by-step teaching notes are provided for all presentations and activities.
- **Language Builder**
This feature consists of explanations of any potentially confusing aspects of grammar or vocabulary.
- **Teaching Tips**
This feature offers practical tips, insights, and recommendations based on the observations of experienced teaching professionals.
- **Additional Activities**
These optional activities may serve as a useful way to extend a topic that students have enjoyed. They may also be useful in mixed-ability classes as activities to give to students who finish a certain task early.

- **Project**
An additional Project is included at the end of each unit.
- **Fun Facts**
The Fun Facts offer interesting trivia or general knowledge information related to the unit content. Use these when appropriate. You may want to have students find out more about a given topic.
- **Answers**
The answers to all Student Book activities are provided.
- **Workbook Reference**
Cross references to Workbook activities help in lesson planning.
- **Audioscript**
The Audioscript is provided for each unit's Listening activity. (The audio for all other sections is reproduced directly from the Student Book page and, therefore, not repeated in the Audioscript.)

Guidelines for Presenting Materials

Presentation

The first two pages of each unit contain the presentation called Listen and Discuss. In this presentation, students are introduced to new vocabulary, language, and structures in context. The Teacher's Guide contains explicit instructions for presenting each individual unit.

In general, you may want to use the following technique. Before students open their books, present the topic of the unit in a warm up, such as by bringing in pictures, using the classroom environment, or using your personal experiences. Then it is recommended that students look at the opening pages. Activate students' prior knowledge by discussing the opening question(s). Then talk about any vocabulary they know (provide support as needed), and have them guess what the unit is about. Then students are ready to listen to the audio. You can have them follow along with the text first as they listen. For any vocabulary word lists on presentation pages, they can listen and repeat. It is recommended that you play the audio several times. You might then read sentences, say vocabulary, or describe part of the picture, and have them point to the relevant part of the pictures or text. At this point, have students do the Quick Check section to practice vocabulary and to check that they have understood the presentation.

Vocabulary

New vocabulary is presented in the Listen and Discuss opening presentation and at key points throughout each

unit. The words and expressions are then practiced and recycled throughout the unit and subsequent units. Unit vocabulary lists are found at the back of the book and can be used for review.

Use the visuals in the Listen and Discuss presentation to explicitly teach the vocabulary.

- Pronounce each word and have students repeat it. Alternatively, play the audio for students to listen and repeat.
- Provide example sentences, descriptions, and explanations using the opener visual.
- Ask students to provide examples, descriptions, and explanations of their own to determine comprehension.
- Have students keep a vocabulary notebook. Suggest they use their own words to define the terms and incorporate visuals whenever possible.
- Use the photos and illustrations throughout the unit to practice the words. Have students describe the pictures as well as ask and answer questions about the pictures.
- Play games with the words.

Grammar

There are many methods and approaches to grammar teaching. Here are some suggestions that may be useful:

- Preteach the target structure by reviewing sentences from the Listen and Discuss and Pair Work sections that use the structure.
- Model the example sentences in the Grammar section.
- Make personalized statements or ask personalized questions that use the target structure.
- Ask students to provide personalized examples of sentences that use the structure.
- If appropriate, create visuals or graphics to illustrate the structure.
- If appropriate, use gestures or pantomimes to illustrate the structure.
- Have students write grammar exercise answers on the board, highlighting the target structure and explaining their answers.
- Have students work in pairs to complete and/or correct grammar exercises.
- Use sentences from the grammar exercises for dictations.

Listening

The **MegaGoal** series offers a wide variety of listening passages, including conversations, announcements, advertisements, news reports, etc.

Before students listen to a recording, elicit predictions about what they are going to hear. Have them look at any related visual material or ask them to read the questions they have to answer. This way, students will have a clearer idea of what to listen for.

Listening can be a difficult skill for some students. These students worry that they will not understand anything. Let them know that it is not necessary to understand every single word, but to get the general idea. Play the recording as many times as necessary, without getting caught up in explanations of every word or phrase. Focus students' attention on the completion of the task. Letting students work in pairs may lessen anxiety.

Conversation

The following is a suggested technique for presenting the Conversation section in the Student Book:

- Use the picture(s) to introduce new vocabulary and expressions. Have students predict what the Conversation is about.
- Go over the questions in About the Conversation before students listen to the audio.
- Play the audio or read the Conversation. If appropriate, have students look at the picture(s), but keep the text covered. Tell students that they don't have to understand everything—but they should try to use what they know to figure out what they don't know. As an alternative, you may find it helpful to have students look at the text while listening to the audio, or you may prefer to have them read the Conversation silently before you play the audio or read the Conversation aloud.
- Play the audio or read the Conversation again while students look at the text.
- Ask students to read the Conversation silently. Ask them to figure out the meaning of unknown words from context.
- Have students answer the About the Conversation questions. They may do this individually, in pairs, in small groups, or as a class.
- Have students work in pairs or groups and read the Conversation using the "Read and Look Up" technique. In this technique, students look at a sentence, look up, and say what they have just read. This technique helps students develop confidence in saying words and sentences in English. It aids them in mastering the mechanics of the language, sounds, and vocabulary, and helps prepare them for freer use of English.
- Have students act out the Conversation.

Reading

The **MegaGoal** series offers a wide variety of reading text types (advertisements, magazine articles, encyclopedia entries, letters, emails, etc.).

For every Reading, have students try to predict and preview the content of the reading before they read. This includes (1) looking at the pictures, (2) talking about what they know about the topic, (3) looking for familiar words, and so on. Let students know that it is usually not necessary to understand every word.

In addition, you can set a purpose for reading. For example, you can ask students to look for the most important ideas or to look for the answers to one or more questions in the After Reading section.

You can present the Reading in a variety of ways. In fact, it is recommended that you take a variety of approaches: (1) students can first listen to the audio recording of the Reading with their books closed; (2) students can listen to the audio of the Reading and follow along in the text (this helps students to “chunk” the text—that is, to see which words go together as meaningful units in English); (3) students can read silently first; (4) pairs can read different sections or paragraphs and report to each other on what they read.

Encourage students to try to guess the meaning of unfamiliar words from context. Encourage them to ask you or look in dictionaries if they still have difficulty. Also encourage students to make lists of words that they want to learn.

Another effective way to review language and content in a Reading is to retell the story or article in one’s own words—orally or in writing. Encourage students to work in pairs and tell what a Reading is about orally. They should tell the main idea first. One effective technique is to summarize each paragraph, or to try to answer the questions *Who*, *What*, *When*, *Where*, and *Why*.

Writing

The **MegaGoal** series offers students practice in writing a variety of text types. These often follow the model provided.

Explain to students that writing is a process that requires prewriting, drafting, revising, editing/proofreading, and publishing. Encourage students to brainstorm and take notes before drafting. After drafting, they should peer-edit each other’s work. Finally, they should use these suggestions to create their final product. You may also want to provide students with a scoring rubric by which you will be evaluating their work. Criteria for scoring might include: ideas, organization, word choice, sentence fluency, grammar, punctuation.

Encourage students to keep a separate notebook for their writing. You and the students can use these notebooks to assess students’ progress in English.

Form, Meaning and Function

The **MegaGoal** series offers plenty of opportunity to recall and recycle previously taught structures and functional language as well as introducing new linguistic and communicative knowledge along the way.

Encourage students to recall what they remember about the form if previously taught and give them plenty of examples which demonstrate alternative meanings and uses of that form.

Give students ample opportunity in the lesson to practice the new function of a familiar form in a meaningful context by encouraging them to fully participate in communicative tasks.

Projects

The following are some practical guidelines for the Projects.

- Try to have each group include students of different proficiency levels in English.
- Make sure that students have access to the materials to do a task, such as magazines, large pieces of paper or cardboard, paints or colored pencils, scissors, and so on.
- Help students break down the task into its basic components; for example, a list of questions to answer, a list of materials to get, a format for the final product, and so on.
- Encourage students to assign different roles to different group members.
- Provide students with guidelines for making oral presentations. These include writing down notes on the information they want to present, ideas for how to organize the presentation, ideas on how to divide the presentation among different students, and so on.
- Provide a forum for students to “publish” their work. This may be on displays in the classroom or in the school. Students might present the results to other classes, not just to their class.

Chants

Using chants in the classroom will enrich learning in an entertaining way, motivate students, and generate enthusiasm. The **MegaGoal** series includes original chants in Level 1. Activities to learn vocabulary and practice the four skills are included with each chant. When presenting the chants, you can follow the same presentation steps as with the Reading sections, whereby you activate students’ prior knowledge about the chant or its theme, introduce

the lyrics as you play the chant, use cloze activities to test listening skills, etc. Once students understand the meaning of the lyrics, you can work on pronunciation and rhythm. Additional games and the personalization of the chant lyrics, where students change the lyrics to reflect their own lives, will allow students to be more creative with English in a fun and memorable way.

General Teaching Suggestions

English in the Classroom

Ideally, teachers should use authentic English in the classroom as much as possible. They should also encourage students to speak English as much as possible. Apart from what are strictly teaching activities, English can be used for taking attendance, for school announcements, and for explaining activities and assigning homework. This way, students see English as a vehicle for communication and not just an academic subject to be studied. If students are expected to use English all the time in the classroom, they will be giving themselves the opportunity to practice much more of the language.

Differentiating and Individualizing

Classrooms comprise a wide spectrum of learners who vary in how they learn best. Some students are visual learners, while others are auditory learners. Still other students rely on the written word to succeed. To accommodate all students, teachers need to respond to each individual and offer appropriate experiences. The varied presentation formats in **MegaGoal** allow for this differentiation of learning styles. The abundance of visuals, the audio program, and the variety of activity formats can meet the needs of any learner. In addition, the Teacher's Guide notes within the units provide suggestions for alternative ways to present material.

MegaGoal also recognizes students' individuality and encourages them to express themselves. Give students plenty of opportunities to express their ideas, their preferences, and their opinions. This way, students will start to develop a sense of identifying with the language, of owning the language, and of being able to use it to express real ideas.

It is also important to make connections between the characters and situations in the textbook with students' own lives. Find ways to relate the information in the textbook to local and national figures, places, historical events, etc. Let students bring their own experiences, attitudes, and ideas into the learning process in order to make learning more relevant and memorable.

Pair Work

Pair Work offers teachers and students a number of benefits. Having students work in pairs is an ideal way to maximize opportunities for communication and practice. Many students feel a great sense of involvement when working with classmates. Another practical advantage is that while students are working in pairs, the teacher can spend time with individual students who need help.

For organizing students into pairs, the simplest method is to have students work with the person sitting next to them. Alternatively, the students in the first row can turn around to make pairs with the students in the second row, and so on. Be sure to mix up the pairs periodically to give students a chance to work with other classmates. Ask students to stand in line in order of birth date, height, alphabetical order, etc., and pair students standing next to each other.

Cooperative Learning

MegaGoal provides students with many opportunities to work together to complete a task. The Project section of most units is one such opportunity.

To help ensure the success of such activities, make sure that groups are balanced in terms of language ability and proficiency. Let students determine the different roles that they might play (recorder, artist, researcher, and so on). The teaching suggestions for the Project sections in this Teacher's Guide provide a lot of helpful information for you and students for organizing and managing projects. Most of the Projects in the Student Book are designed for groups of four to six students.

There are many techniques to encourage cooperative work, even in everyday classroom activities:

- **Numbered Heads Together.** Each student in a group takes a number (for example, 1, 2, 3, or 4). You present a question. Students in the group work together to get the answer and make sure that all the students in the group know the answer or can do the activity. To check for accountability, call on, for example, all the "number 1s" to give the answer.
- **Pairs Check.** Pairs take turns interviewing one another. Then two pairs join together. Each student tells what he/she learned about his/her partner.
- **Think-Pair-Share.** Students think about a topic or question posed. They pair up with another student to discuss it. They then share their thoughts with the class.

- **Jigsaw.** Each student becomes an expert on a topic (or on one part of a Reading). That student teaches what he/she knows to a small group. This is a way to present a Reading: each student reads a different paragraph and the groups work together to get the important information from the Reading.

Reading Strategies

Researchers are giving more and more attention to how language learners learn to read. The **MegaGoal** series contains explicit reading strategy tips for helping students to become better readers in the Teacher's Guide. These strategies relate specifically to the Reading, but can also be used for the presentation material, the Conversations, and activities that require reading. Periodically review the tips throughout the program to help students apply them automatically.

Grammar and Vocabulary Review

The Photocopiable Activities provide additional practice and consolidate the grammar and vocabulary of each unit. They can be used as homework after Self Reflection, if students require more work on those areas or as optional practice for early finishers in class.

- Tasks and activities vary in this section and include question types such as blank fills, matching, collocations, sentence formation, answering open or closed questions or responding to situations.
- The Photocopiable Activities can be combined with additional activities and used as self-assessment tasks in Self Reflection.

Monitoring Students and Correcting Errors

As students do pair and group activities, circulate around the room. Check that students are using English and are on task. This is an effective way to see how students are progressing.

In terms of error correction, it is recommended that you don't interrupt students to make corrections. Instead, make a list of major mistakes or misunderstandings, and reteach once the pair or group activity is completed. It is important to realize that errors are a natural part of the learning process and that students may recognize errors when doing grammar activities but produce them while speaking. Give priority to errors that interfere with understanding. Less important errors can be ignored, at least while you are focusing on major errors. Another technique is to tell students that you will correct only errors of a specific type or a particular grammar point in a forthcoming activity.

Ongoing, Informal Assessment

There are many opportunities in **MegaGoal** for ongoing, informal assessment. Some examples are:

- Student work in the About You section can be monitored to see how fluently students express basic ideas in English.
- Student work on the Project provides an opportunity for you to assess students' use of English informally as students complete work on a topic.
- Short dictations can provide quick and easy mini-assessments. For example, to assess understanding of questions and answers, dictate three or four questions. Then have students answer each of the questions. Next, have students exchange and correct papers. This provides students with immediate feedback. Another way is to write scrambled words or sentences on the board for students to unscramble.
- Material in the Workbook can be used to measure individual students' mastery of the material.
- Students evaluate their own progress at the end of every unit by completing the Self Reflection charts.

Self Reflection

- The Self Reflection section of the course fully acknowledges and supports ongoing , informal assessment in a truly learner-centered way. It allows and trains learners to think back on the topics, tasks and language presented and practiced in the unit, step by step in a systematic and consistent manner, utilizing all available knowledge resources.
- Allotting time and space within the syllabus to this process takes the methodology of the course beyond minimal adherence to principles of reflective learning, common in most courses. Self reflection is rightfully recognized as an integral part of the learning process throughout.
- It is essential to treat this section, as a learning skills development component. This is the time for students to decide for themselves what they can or cannot do and to what extent; and to make a plan of action to remedy problems, clarify points, confirm and consolidate learning.
- The Self Reflection section is an invaluable tool for the teacher, as it provides evidence of learning and indicates areas for remedial work or expansion. Additional Activity ideas as well as the Photocopiable Activities that have not been used in the lessons, can be used as tasks for self reflection.

1 Listen and Discuss

A. What do you think?

What is a slouch detector?
Do animals laugh?

What are super foods?
How old is cooking?

Which creatures are older than dinosaurs?

B. Read the texts and find out.



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

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



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

Unit Goals

Vocabulary

gadgets
modified crops
cooking
prehistoric animals (fish)
laughter

Functions

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

Grammar

Recycle familiar verb
forms, simple present/
narrative, connectors and
modifiers, passive
forms, *would–hypothesis*,
progressive forms,
have something done,
modals

Listening

Listen for specific
information
Listen and identify
language/
questions in discourse/
interview

Pronunciation

Recycle and use familiar
stress, intonation
patterns, identify
falling/rising intonation
patterns and effects, e.g.
enthusiasm, regret

B



Play the audio for the texts on pages 2 and 3. Have students listen with their books closed and find out what they can about the questions in A.



Play the audio again. Ask students to read along in their books and look for the answers to the questions in A. Encourage them to help each other in pairs or groups.

- Check answers in class.

Answers

A slouch detector is a small gadget that monitors your neck and spinal position and buzzes when your position is not correct.

Super foods are crops, e.g. food, vegetables, etc. that are enriched with certain substances such as vitamins and minerals.

Cooking is 19 million years old.

The Coelacanth, the most famous “living fossil,” is older than dinosaurs.

According to research findings, some animals laugh.

- Ask students to read through each text and highlight any new information that they find. Tell them that they will discuss their ideas later in the lesson but it's important that they are clear about the information on each topic.
- Write these words and phrases on the board. Have students find them in each text and try to work out their meaning from context.

posture: *the position of one's body when they are sitting or standing*

come to the rescue: *very important and necessary, essential*

to combat: *to fight, try to stop from getting worse or happening*

deficiency: *shortage of a substance, e.g. vitamin, necessary to health*

reengineering crops: *changing the genetic structure of plants/ agricultural produce*

crucial: *very important, essential*

evolution: *the process of continuous change from a more basic to a more complex, or better state*

redundant: *not needed, unnecessary*

instrumental: *very important in helping or causing something to happen*

gill: *an organ (of a fish) for obtaining oxygen from water*

predatory fish: *living by killing and eating other fish*

specimen: *something (such as an animal or plant) collected as an example of a particular category/kind of thing*

primate: *any member of the group of animals that includes apes, monkeys, etc.*

Warm Up

- With books closed, ask students:
Have you seen any interesting gadgets recently?
How do we know about prehistoric animals?
Are you a good cook? What can you cook?
- Encourage students to say whatever they know or think. You don't need to spend too long on each question. You are simply using the questions to activate prior knowledge and find out what they know.

1 Listen and Discuss

- Have students look at the pictures on pages 2 and 3 and quickly and make guesses about the topics of the texts.

A

- Have students read the directions. Give them a few minutes to brainstorm in groups. Make a note of their answers on the board.

2 Pair Work

- Go over the directions.
- Have students find and highlight or underline the questions and points raised in each text. Encourage them to raise or make their own points.
- Direct the students' attention to the expressions in the *Expressing Opinion/Feeling/Preference – Agreeing/Disagreeing* box and go over the expressions. Give students time to provide some examples using information from the texts and/or provide examples to help them:
Reengineering crops sounds like a good idea, but there should be some restrictions on the type of substances that are used.
A lot of people will/would object to it, although it appears to solve or prevent health problems.
I'd have to do some research, but I'm sure there are more gadgets that can help.
It's hard to believe but one has to accept that it's possible. (There are animals which have been around for millions of years.)
- Put the students in groups and have them discuss the points raised in the texts. As students work, go around and help as needed with vocabulary. Write some of the more useful words and phrases that students ask for on the board for everyone to see.





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



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

2 Pair Work

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

Expressing personal views/Making objective comments

I'm not sure I'd feel comfortable using a gadget that makes so much noise in public...

I don't think I would, but I am sure many people would.

It sounds like a good idea, but there should be some restrictions ...

A lot of people will object to it, although it appears to solve ...

I'd have to do some research but I'm sure there are more ...

It's hard to believe but one has to accept that ...



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

Your Turn

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

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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.

3 Conversation

- Ask students to open their books to page 4, look at the photos and say what they think the conversation is about. Tell them to say a few things about the topic of their choice with books closed.
- Tell students that the conversation is between a TV presenter and correspondent, and Mr. Ali, a professional falconer. Make sure they keep their books closed.

 Write these questions on the board: **Where does the conversation take place?** (at the edge of the desert) **Has the trip been successful?** (according to Mr. Ali it was the best trip they hunters had ever had) **What is important in the falconing business?** (to have good clients and to keep them happy) Add one more question: **Why does Mr. Ali think he has the best of both worlds?** (He really likes what he does and he also makes a good living out of it)

-  Play the audio again. Have students listen and follow in their books.
- Put students in pairs. Have them practice reading the conversation. Tell students to try and act out the conversation as best they can. Encourage them to rehearse more than once. Advise them to look up after they've had a quick look at their lines and act it out.
 - Have them switch roles and repeat.
 - Invite groups to stand up and act out the conversation.
 - Go over the directions and the example in the box with *Functions / Expressions*.
 - Ask students to read each expression in the box and find it in the text. Then read through the list of functions and choose the function that they think the particular expression or excerpt serves in the conversation. Encourage them to help each other.
 - Have students compare answers with their partner. Then call on volunteers to report in class. Ask them to give reasons for their answer.

Answers

| | |
|-------------------------------|---|
| Make deductions | 3 |
| Actions that are done for one | 2 |
| Report thought | 1 |
| Express enthusiasm | 4 |
| Express regret/wishes | 5 |
| Strong agreement | 7 |
| Focus on action | 6 |

وزارة التعليم

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Your Turn

- Have students read the directions. Tell them to use the conversation in their book as a model but change the setting to an airport lounge, preferably a VIP lounge. Keep a presenter/correspondent with a microphone. Replace the hunter with a celebrity.
- Put students in pairs and give them time to decide on the new context and plan their conversation. Ask them to make notes. Tell them not to write the conversation because this is going to be a speaking practice.

4 Pronunciation

- Go over the directions with students. Give them one or more examples of rising or falling intonation.
 - Have we indeed!** (rising)
 - And now? What's next?**
 - And you must have been in the sun a lot...** (falling)
-  Play the audio. Have students listen and follow in their books marking intonation where they can. Tell them to try and find at least two example for rising and two for falling intonation.
-  Play the audio again. Have students listen and check or confirm their marked items.
- Check in class.
-  Play the audio again to settle any disagreements. Please remember and remind your students that intonation may differ depending on the speaker, his or her attitude, background and the variety of English they speak.

5 Listening

A

- Go over the directions with students. Ask them to combine information and ideas in pairs.

B

- Go over the directions with students.
-  Have students listen to the audio and answer the *True/False* questions.

Answers

1. false 2. false 3. false 4. false 5. true

Audioscript

Interviewer: We are here to speak with Mr. Ali, who took up falconry as a profession about 12 years ago. Good afternoon, Mr. Ali. Thank you for agreeing to talk to us about this exciting profession. How did you decide to become a falconer?

Mr. Ali: Well, having run my own business for a few years, I realized that I wasn't your ideal store owner material. I am not a particularly ambitious person and being aware of my strengths and weaknesses, I knew that I would gradually become a somewhat unhappy, disgruntled store proprietor and possibly regret not having tried something else in life. I have always been interested in falconry and even had an early start through my father. He loved falcons and used to take me hunting quite often. So I eventually sold my store, bought this powerful, fully equipped SUV, and teamed up with two of my friends who had already joined the profession.

Interviewer: Why did you need this type of car?

Mr. Ali: Because there's a lot of traveling involved. We set out in September and we often need to travel for days in search of migratory falcons.

Interviewer: Do you catch other prey while you're hunting?

Mr. Ali: No. We're not interested in other prey. In fact, we are careful to only hunt in areas where falcon hunting is permitted and avoid areas that might be marked as wildlife sanctuaries for different species.

Interviewer: Did you have to go through any training?

Mr. Ali: Absolutely! Falcon hunting is a demanding art. You need to learn and acquire the necessary skills before you become creative and develop your own style. I had a head start because of my father, who was a highly skilled falconer, but I accompanied one of the top hunters in the country, as an apprentice, for a couple of seasons. I will always be grateful to him and my father for all they taught me.

Interviewer: Where do you stay during a hunt?

Mr. Ali: In the desert of course. We pitch our tents in the desert, bring out our supplies and stay as long as we need at each spot.

Interviewer: Life in the desert must be very harsh; scorching heat by day and bitter cold by night. How do you manage?

Mr. Ali: The way Arabs have always managed in the desert. As for the cold, it is often welcome after a very hot day, at least for a while. At any rate, we always have a campfire to warm us as we exchange stories about falconry and falcon hunting. It's difficult to explain but that is when I really feel alive. I often think that my father must have known I would follow in his footsteps some day. He didn't impose it on me but he never thought I would carry on as a store owner for the rest of my life.

Interviewer: Falcon hunting must be very competitive. I mean, you mentioned sitting around the campfire, I presume, with other hunters.

Mr. Ali: Yes, that's right. There is mutual respect, so we are careful not to cross lines or offend each other. You have to bear in mind however, that catching a falcon is more often than not a team effort. So, come to think of it, we do not compete against each other in an aggressive manner and we enjoy spending time together during a hunt.

Interviewer: Are these hunting trips profitable enough to tide you over for the remainder of the year, till the next season?

Mr. Ali: If you're good at it, these trips can be quite lucrative. A falcon can fetch hundreds of thousands of riyals depending on its breed, size and beauty. The rarer the falcon the higher the price, but most of us also work as trainers or do other work the rest of the time.

Interviewer: And do you also fly your own falcon?

Mr. Ali: Of course. I have a beautiful falcon that is also quite rare. He is my pride and joy!

Interviewer: Thank you very much for your time and all the interesting information.

Mr. Ali: Thank you.

C

- Go over the instructions and have students make notes.
-  Have students listen and make notes.
- Put students in pairs and compare notes.

Answers (likely answers may include the following notes)

| | |
|---------------|--|
| Transport | SUV, a powerful car |
| Accommodation | tents, desert |
| Hunting areas | where falcon hunting allowed |
| Prey | no |
| Competition | competitive, hunters respect each other, team effort |
| Profit | yes for good hunters |
| Training | yes, learn skills, apprentice |

6 About You

- Put students in pairs. Give them time to discuss 1 and 2 and then write their own questions. Ask them to role-play an interview like the one they listened to.

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*.

| | <i>true</i> | <i>false</i> |
|--|-------------|--------------|
| 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.

مهمة التعليم You can choose a different profession to talk about.

1 Laugh Out Loud

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."

Unit Goals

- Vocabulary**
Humor and Jokes
- Functions**
Talk about humor
Tell and respond to jokes
- Grammar**
Past and Present
Participial Adjectives
Get + Adjective
Get + Past Participle
The ...The
Comparatives
- Listening**
Listen for specific information
- Pronunciation**
The *b* and *v* sounds
- Reading**
Laughter Really Is
The Best Medicine
- Writing**
Write a voicemail message and a humorous scene from a TV show
- Form, Meaning and Function**
Expressing Wishes,
Regret and Criticism
Such ...That/So ... That
Modals for Making
Suppositions and
Speculations
Drawing Conclusions

Warm Up

If possible, start the class off by telling a joke of your own. Or tell the following joke:

A man was walking in the park and he saw an old man standing next to a parrot. He went up and asked him, "Excuse me, is your parrot friendly?"

"Yes, he is," he answered. "He's very friendly. He never bites."

So the man reached down to pet the parrot, but the parrot bit his hand.

"Hey!" said the man. "I thought you said your parrot was friendly."

"He is," said the old man, "but that's not my parrot."

Ask students if they thought the joke was funny and why. Ask: **What do you think makes a joke funny?** (This is question 3 from the introductory questions on page 6.)



1 Listen and Discuss

- Put students in pairs to ask and answer the first two introductory questions. Then ask students if their partners told any funny jokes. Invite one or two students to tell one of the jokes they heard and thought was funny.
- Have students look at the cartoons. Ask: **What animals are the jokes about?** (a cat and a mouse; a parrot; penguins; and a snail, a grasshopper, and a centipede) Write any new animal words on the board.
- ▶ Play the audio. Have students listen with their books closed. Pause briefly after each joke to get students' reactions. Did they understand the joke? Did it make them laugh?
- ▶ Play the audio again. Have students listen and read along in their books.
- Discuss some or all of these questions with the class.
 - Which jokes did you understand?**
 - Which didn't you understand? Why?**
 - Which jokes did you think were funny? Why?**
 - Which jokes weren't funny? Why not?**
 - Had you heard any of these jokes before?**
 - If someone has to explain a joke to you, is it still funny? Why or why not?**
 - Do you like to tell jokes? Why or why not?**
- Have students choose one of the jokes from pages 6 and 7 and read it again several times. Then have them close their books and tell the joke to a partner. Emphasize that they don't have to memorize the exact words of the joke. They just retell it in their own words.

Culture Note

Humor often relates to the history and culture of a particular country or region. Therefore, people from different cultures will find different situations funny. What most people of one country consider funny, people of another country may not. Jokes also often depend on playing with the words of a language. This is why translating a joke effectively from one language to another can be impossible in some cases.

1 Laugh Out Loud

Quick Check

A

- Have students look at the words in the box and find them in the jokes.
- Have them work individually to complete the sentences and then compare answers with a partner.
- Check answers by calling on students to read the sentences aloud. Have them try to explain in their own words (in English) the meaning of each word in the context of the jokes. Possible answers include:

astonished (The woman was amazed or very surprised because the parrot understood the lecture.)

bilingual (The mouse barked. In other words, it scared the cat by speaking a dog's language.)

fascinated (The parrot was very interested in the lecture.)

irritated (The grasshopper and the snail were annoyed because the centipede was taking a long time to get the pizza.)

puzzled (The truck driver is confused because the man returned with the penguins.)

remarkable (The parrot is unusual and noticeable because he's able to understand the lecture.)

Answers

- | | |
|---------------|---------------|
| 1. bilingual | 4. puzzled |
| 2. astonished | 5. irritated |
| 3. remarkable | 6. fascinated |

B

- Have students work with a partner, taking turns asking and answering the questions.
- Check answers by calling on pairs to read questions and answer them. Ask the class whether they agree with the answers or not.

Answers

Answers will vary. Sample answers:

1. It implies that "cat" and "mouse" are two different languages.
2. The parrot showed human reactions to the lecture, as if he understood everything.
3. The owner was surprised that the parrot liked the lecture so much since he didn't like the class. It's funny because we don't expect a parrot to attend classes.
4. He took the penguins to the zoo for a visit, rather than leave them there to be an exhibit.

5. Because it takes a long time for the centipede to put shoes on his many legs/feet.

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7 Teacher's Guide

Language Builder

Point out that the word *centipede* comes from two Latin words, *centum* (hundred) and *pes* (foot). Literally, it means a hundred feet.

2 Pair Work

- Brainstorm with students a few ideas about what kinds of jokes they can use for this activity. Discuss the difficulties of translating jokes that depend heavily on culture or language to be funny.
- Have students look at the joke about the parrot in the lecture theater. Discuss how they could create a role play from this joke.
- Have students work with a partner to write another joke as a role play and act it out for the class.

Workbook

Assign page 81 for practice with the vocabulary of the unit.



Teaching Tip

A common problem for students is that they want to say in English everything they can say in their first language. Help them understand how to use the English they know to express their ideas in a simpler way.



Additional Activity

These jokes play on different meanings and sounds of English words. Have students try to explain them.

Q: What's smarter than a talking cat?

A: A spelling **bee**. (a bee is an insect and a competition for spellers)

Q: What do mice do when they're at home?

A: **Mousework!** (a play on *housework*)

Q: What do mice do when they get into the refrigerator?

A: They make **mice cubes**. (a play on *ice cubes*)



In many parts of the world, there used to be a tradition of "court jesters," official comedians who made jokes about people in the court, including the monarch. In societies where most people were not free to express their opinions, the jester had the freedom to say things others could not.

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:

| | | |
|-----------|------------|------------|
| astounded | fascinated | puzzled |
| bilingual | irritated | remarkable |

- Someone who can speak both Arabic and English is _____.
- Someone who is amazed at something is _____.
- Something that is incredible can also be called _____.
- Someone who is confused by something is _____.
- Someone who is annoyed at something is _____.
- Someone who is very interested in something is _____.

B. Comprehension. Answer the questions.

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

2 Pair Work

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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.

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)

3 Grammar

Past and Present Participial Adjectives

- Write the following sentences on the board:

Mark's excited because he's going skydiving tomorrow.

Skydiving is an exciting sport.

- Ask: **How does Mark feel?** (excited) **What's making him feel excited?** (going skydiving) Explain that *excited* is a past participle and tells how Mark feels. *Exciting* is a present participle and describes the sport of skydiving.
- Have students read the explanation and examples in the chart.
- Practice by having students complete these sentences with different participles and their own ideas.

I think that _____ is/are _____.

(boring, exciting, fascinating, interesting, amazing, irritating, frightening)

When I _____, I feel _____.

(bored, excited, frightened, irritated, amused, depressed)

Get + Adjective; Get + Past Participle

- Have students read the explanations and the examples in the chart.
- Practice by having students complete this sentence with different adjectives and participles and their own ideas.

I get _____ when _____.

(impatient, angry, worried, embarrassed, hungry, scared)

Language Builder

Explain that not all adjectives can be used after *get*, and there's no easy way to know whether an adjective or participle can be used in this way or not. For example, a person can *get impatient*, but not *get patient*. You can *get depressed* but not *get disappointed*.

- If students are interested, provide them with a list of more common *get* + adjective and *get* + past participle expressions. For example:

get + adjective

get ~~and~~ dry, get ~~big~~ busy, get close, get cold, get ~~dark~~ dirty, get dizzy, get fat, get full, get hot,

get hungry, get late, get nervous, get old, get quiet, get rich, get sick, get sleepy, get thirsty, get well

get + past participle

get acquainted, get arrested, get bored, get confused, get crowded, get dressed, get engaged, get excited, get frightened, get hurt, get interested, get invited, get involved, get killed, get married, get scared, get stressed, get sunburned, get tired, get worried

The...The Comparatives

- Ask a volunteer to read aloud the explanation and the examples in the chart.
- Point out that many English sayings use this structure. For example:

The more, the merrier.

The bigger they are, the harder they fall.

The bigger, the better.

- Have students find examples of *get* + adjective and *the...the* comparatives in the joke on page 7. (...they are getting hungry; The longer they wait, the hungrier they get.)

A

- Have students work individually to complete the sentences with present or past participles. Then have them compare answers with a partner. If their answers are different, they should discuss and decide on one answer.
- Check answers by calling on students to read the sentences.

Answers

- disappointed, disappointing
- embarrassing, embarrassed
- irritating, irritated
- frightened, frightening
- depressing, depressed

Language Builder

Point out that the word *get* is probably one of the most frequently used words in English and has many different meanings. The following are a few of the most common:

to receive something: *I was happy to get the letter.*

to arrive in a place: *We got home early.*

to understand something: *Oh, I get it!*

Have students look at a dictionary to see the long entry for the word *get*.

1 Laugh Out Loud

B

- Ask a volunteer to read the directions aloud. Elicit the response to the first sentence as an example.
- Have students work individually to complete the sentences. Then have them compare answers with a partner.
- Check answers by calling on students to read the complete sentences.

Answers

1. getting worried
2. gets crowded
3. got confused
4. getting dark
5. get dizzy
6. got engaged
7. getting excited
8. get dirty
9. get rich
10. gets frightened

C

- Ask a volunteer to read aloud the directions and the example. Then look at the first item with the class. Elicit responses from several students. (The more it rains, the greener it gets. The more it rains, the more likely it is that there will be floods.)
- Have students work with a partner to complete the sentences. They can write more than one answer. Encourage students to be creative.

Answers

Answers will vary. Sample answers:

1. The more it rains, the higher the water level gets in the river.
2. The better my English gets, the easier it is to understand English TV shows.
3. The more TV I watch, the less I like it.
4. The earlier the class, the more tired I am.
5. The farther we run, the longer it will take us to get back.
6. The richer you are, the more stuff you can buy.
7. The older I get, the less I care what others think.
8. The more sleep I get, the better I feel.
9. The warmer the weather gets, the nicer it is for swimming.
10. The quicker we work, the more we'll finish today.



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D

- Have students look at the picture and write a story about what's happening.

Workbook

Assign pages 82–84 for practice with the grammar of the unit.



Teaching Tip

Whenever possible, correct errors anonymously, without drawing attention to the person who made the error. One way to do this is to make a note of an error when you hear it. Then include it in a general correction activity later in the lesson.



Additional Activity

Play Tic Tac Toe with grammar from the unit. Draw a grid on the board with three squares across and three squares down. In the squares, write these sentences:

My friends get _____ **when** _____.

_____ **is/are fascinating.**

Students feel _____ **when** _____.

The more money _____.

The harder I work, _____.

The more time I have, _____.

_____ **is/are irritating.**

I was disappointed _____.

My parents get _____.

Divide the class into two groups, Xs and Os. Toss a coin to see who starts. The starting group chooses a box and makes a sentence with the words in the box. Give them a very short time for this, 20 or 30 seconds. If they come up with a correct sentence, put an X or O in the box. If they don't, the turn goes to the other team. The first team to get three Xs or Os in a row wins.

fun
facts

One of the most popular comedians of all time was the Mexican actor Mario Moreno Reyes, known as Cantinflas (1911–1993). He made more than 50 films including two in English, *Around the World in 80 Days* and *Pepe*. Cantinflas made millions of dollars during his career but gave much of what he made to the poor in Mexico.

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 |

- Gisele was supposed to be home an hour ago. I'm _____.
- I prefer to use the gym early in the morning. It _____ in the afternoon.
- I _____ and accidentally showed up for the appointment on the wrong day.
- You know winter is coming when it starts _____ earlier.
- I think I may have the flu. I'm tired and I'm starting to _____.
- Kevin _____ when he was twenty-four and was married six months later.
- We're going on vacation next week. We're _____ about it.
- I'd recommend not buying white shoes. They _____ so quickly.
- "Setting up your own business is a good way to _____," said the business man.
- 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,... | 6. The richer you are,... |
| 2. The better my English gets,... | 7. The older I get,... |
| 3. The more TV I watch,... | 8. The more sleep I get,... |
| 4. The earlier the class,... | 9. The warmer the weather gets,... |
| 5. The farther we run,... | 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.



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

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

4 Conversation

- With books closed, ask students: **How do you really feel about jokes and people who tell a lot of jokes? Do you like them or not?**
- Have students open their books and focus their attention on the guy in the picture. Ask: **Would you like to have this person as a friend?**
- Tell students that they are going to listen to two friends talking. One is trying to cheer the other up. Write the expression **cheer someone up** on the board and elicit that it means to make someone feel happier.
- 🔊 Play the audio. Have students listen with their books closed.
- Ask if students understood either of the two jokes Charlie tells Hashim. If they did, have them retell as much they can of them.
- 🔊 Play the audio again. Have students listen and read along in their books.
- Discuss the jokes with the class. Ask: **What is supposed to be funny in each one?** Point out that both involve a play on words.

Real Talk

- Model the expressions in the Real Talk box and have students repeat them. Ask students to look at the expressions in the conversation and discuss them. Ask who says each expression and why.
 - to tell you the truth** (Hashim says this because he's going to tell Charlie the truth about how he feels. In the U.S., people often just say they're feeling "fine" even if they aren't.)
 - getting to** (Hashim says that the rain is *getting to* him, meaning that it's bothering him.) Ask students: **What kinds of things get to you?**
 - cheer you up** (Charlie thinks he can cheer Hashim up by telling jokes.) Ask students: **What cheers you up when you're feeling down?**
 - killer** (Charlie uses this word to describe his jokes. He thinks they're very funny.)
 - blow me away** (Hashim says Charlie's jokes didn't *blow him away*, meaning that he didn't think they were very good.) Ask: **What kinds of things blow you away?**
- Have students practice reading the conversation with a partner. Invite one pair to act out the conversation for the class.

About the Conversation

- Discuss the two questions with the class. Ask students: **What did you think of Charlie's jokes? Were they funny or not? Do you know anyone who is always telling bad jokes?**

Your Turn

- Ask a volunteer to read the directions aloud.
- Draw students' attention to the phrases in the box for *Telling and Responding to a Joke*. Explain that the first three expressions are used to introduce a joke. *Do you get it?* asks if the person understood. If you don't understand the joke, you say *I don't get it*.
- Ask students if they have any other advice about telling jokes. For example, should you laugh a lot while you're telling the joke?
- Have students work in pairs to tell each other jokes. Go around as students are telling their jokes and check that they're using phrases from the box.

Language Builder

Here are a few more tips for telling jokes:

1. Know the joke well. If you make a mistake in the middle, the joke will be ruined.
2. Don't tell people that the joke is funny. The joke needs to speak for itself.
3. Don't talk too fast. Give yourself time.
4. Give a strong punch line and say it clearly. (The punch line is the last line in the joke—the one that makes the joke.)
5. Above all, don't laugh at your own jokes!

5 Listening

- Have students look at the picture of the ape. What can they say about the ape? Is the animal smiling?
- Tell students they are going to listen to someone talking about animals' ability to laugh. Have them look at the chart to see what information they should listen for. Write these words on the board and elicit or explain the sounds: **pant**, **grunt**, and **chirp**.
- 🔊 Play the audio. Give students time to write anything they can remember in the chart.
- 🔊 Play the audio again. Have students complete their charts.
- 🔊 Play the audio again to check answers.

Answers

| Animals that laugh | What makes them laugh? | What does the laugh sound like? |
|-------------------------|--|---------------------------------|
| chimpanzees | chasing and playing with each other | a panting sound like "ha ha ha" |
| parrots and mynah birds | seeing people they like or playing a trick on a unsuspecting visitor | chuckling |
| rats | playing with each other and being tickled | chirping |

🔊 Audioscript

Until recently, it was believed that laughter was unique to humans. However, recent research has found that some animals make laughter-like sounds in certain situations. For example, researchers have found that when chimpanzees chase after and play with each other, they get excited and make a special kind of panting sound. This panting sound is not unlike the "ha-ha-ha" made by humans when they laugh, but the chimpanzee version sounds more like grunting.

Researchers have also found that laughter reduces stress levels in chimpanzees. It is interesting to note that laughter has a similar effect on other chimpanzees as human laughter has on other people. Just as the sound of human laughter relieves stress in people, one researcher found that when chimpanzees hear recordings of other chimpanzees making the laughter sound, it makes them a lot happier and more playful. The truth is that most mammals appear to make a special sound when they are amused or happy.

Certain kinds of parrots and mynah birds imitate human laughter with amazing precision. It was initially thought that this type of laughter was plain mimicry and did not indicate that the birds were amused or excited about something. However, incidents with mynah birds question this assumption. A particular mynah bird that was observed used human laughter to respond to different stimuli. When people that he liked entered the room he would greet them and laugh softly. On other occasions he would laugh out loud. Finally, and this was key, he would chuckle when he played a trick on an unsuspecting visitor

or passerby. For example, he would cry out: "Pick up your keys" to a passerby. The person would usually walk on without reacting, so he would whistle and shout "Hey, pick up your keys, your keys." The person would stop and start looking around for his keys at which point the mynah bird would start chuckling.

Perhaps the most surprising discovery about animal laughter involves rats. Researchers discovered that when rats play with each other, or are tickled by humans, the rats make chirping sounds that are above the range of human hearing. It was also discovered that the area of a rat's brain that lights up when it chirps is the same area of the human brain that lights up when a human is amused. So the rat's chirping sound is clearly associated with positive emotional feelings. Interestingly, the more the rats were tickled by researchers, the more they become bonded to humans, and the more they would seek to be tickled.

Some researchers speculate that laughter may be a trait shared by all mammals. However, more research is needed before such a conclusion can be reached.

6 Pronunciation

- 🔊 Play the audio twice. The first time students listen. The second time, they listen and repeat, or speak along with the recording.

7 Vocabulary Building

A

- Have students work individually to match the words with the definitions.

B

- Have students compare answers with a partner.

Answers

1. i 3. c 5. d 7. f 9. a
2. e 4. g 6. b 8. h

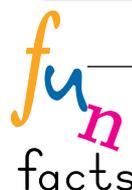
Workbook

Assign page 85 for additional reading practice.



Teaching Tip

To check students' understanding, simply asking the question *Do you understand?* is usually not effective. Ask specific questions that will show whether students understand or not.

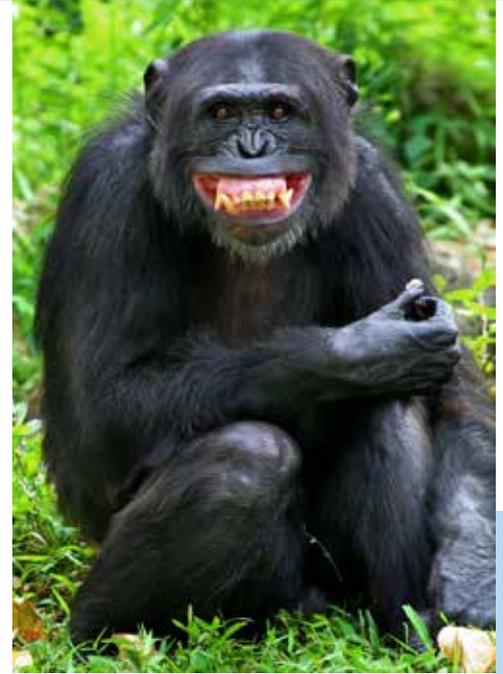


The average preschool child laughs 400 times a day. By the time people are 35 this number drops to 15 times a day.

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 **believed** that laughter was unique to humans.
2. The sound of human laughter has **been** found to **relieve** stress.
3. A particular **bird** that was **observed** used human laughter.
4. It was **discovered** that this area of a rat's **brain** lights up when it is tickled.
5. **However**, more research is needed **before** such a conclusion can **be** reached.

7 Vocabulary Building

A. You will see these words in the reading on pages 12 and 13. 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.

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.



8 Reading

- With books closed, discuss the following question with the class: **Think of a time you had a good long laugh. How did the laughter make you feel, mentally and physically?**
- Organize students in pairs and ask them to discuss what each Hadith means. Call on volunteers to present their views.

READING STRATEGY Predicting

- Explain that good readers often ask questions mentally as they read and try to predict what the writer will say next.
- Have students cover the article *Laughter Really is the Best Medicine* with a piece of paper. Then have them slide the paper down so that only the title is visible. Ask: **What do you think the main idea of this article will be?** Elicit several responses from students, but here and for all the questions in this exercise, don't confirm or deny answers. (Try not to react in a way that will let students know what you think.)
- Have students slide the paper down to reveal only the first paragraph. Have students read the paragraph. Ask if this confirms their answers to the question about the main idea. Ask: **Which sentence summarizes the main points the article will make?** (The last sentence in the paragraph, beginning *Countless research studies...*) Ask a volunteer to read the sentence aloud.
- Ask: **What do you think the article might say about how laughter impacts the body?** Elicit ideas without confirming or denying. Then have students move the paper down to reveal the next three paragraphs.
- Have students read these paragraphs and underline important details about laughing. Ask: **What information surprised you?**
- Ask: **What do you think the article will say about the impact of laughter on the mind?** Elicit ideas as before. Then have students read to the bottom of page 12.
- Finally ask: **Have you ever heard of a laughter club? What do you think that people do there?** Elicit ideas and have students read the rest of the article on page 13.
- When students have finished the article, ask for feedback on the activity. Ask: **Is this something you do automatically when you read in your first language? How did it impact your ability to read and understand this article?** Elicit students' ideas.

- For additional vocabulary practice, you may choose to do the following activity. Have students work with a partner to complete these tasks with vocabulary from the reading. You can write these activities on the board, make a copy for each pair, or read them aloud.
 - Find a word in paragraph 2 that means to make the muscles longer.** (stretch)
 - Find a word in paragraph 4 that means to get better after an illness.** (recover)
 - Find a word in paragraph 5 that describes how a person sleeps when they sleep well.** (soundly)
 - Look up soundly in a dictionary. What does it mean? What other examples does it give you?**
 - Find a word on page 13 that means the opposite of genuine.** (fake)
 - Find a word that is a synonym for genuine.** (real)
 - Find a word that means that something can be easily passed to another person, such as a disease.** (infectious)

1 Laugh Out Loud

After Reading

- Have students work individually to answer *true* or *false*, referring back to the reading as necessary.
- Then have them compare answers with a partner. If they disagree, they refer back to the reading to decide on the correct answer.
- Read aloud the answers quickly for a final check.

Answers

- | | |
|----------|----------|
| 1. true | 4. true |
| 2. false | 5. false |
| 3. false | 6. false |

9 Speaking

- Put students in small groups to talk about the first speaking point.
- Have students copy and complete the chart in the notebook with their ideas.
- Have one person from each group report to the class.

Workbook

Assign pages 86–87 for additional writing practice at word and sentence level.



Teaching Tip

From time to time, ask students for feedback on an activity. Was the activity helpful? Fun? How could it be improved? Students will usually appreciate the opportunity to give input on class activities.



Additional Activity

Riddles are closely related to jokes. Give the class a few riddles and see if they can figure them out. For example:

What's black and white and "read" all over? (a newspaper)

What has one eye, but can't see? (a needle)

What is as big as you are, but doesn't weigh anything? (your shadow)

What is always the end of everything? (the letter g)

What can you hold without using your hands or your arms? (your breath)



Becoming a real clown isn't easy. Students at the Clown Conservatory in San Francisco study for one year to get a basic degree in clowning. Courses can include acrobatics, dance, mime, circus skills, and hospital clowning. The program admits only 15–20 students each year. Graduates usually go into performance clowning, as in circuses and theaters, or social clowning, as in private parties or hospital work.



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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 | |

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...

10 Writing

A

- Focus students' attention on the picture. Give them a few minutes to discuss what they see in pairs. Ask them to think about where the people are, what they are doing and why they are laughing.
- Write sitcom on the board and elicit information about what it is from students.
- Read question 1 and have students read the text about sitcoms.
- Call on students to say what they are and give examples of sitcoms they are familiar with.
- Draw a timeline on the board
1940s 1950s 1960s 1970s 1980s now
|-----|-----|-----|-----|-----|
- Have students read and highlight key features/words for each period/date.

Answers

| | |
|-------------|---|
| 1940s | filmed in front of live studio audience, three cameras, later editing |
| 1940s-1950s | sitcom was born, weekly radio show, familiar characters |
| 1960s | fantasy and comedy, laugh track |
| 1970s | social issues |
| 1980s | return to family concept, success factor |
| Now | single camera on location or studio set, no laugh track, no live audience |

- Play the audio and have students listen and check their answers. Discuss answers in class.
- Read the directions for 2 and 3. Have students answer the questions individually. Then ask them to move around and try to find someone who has watched the same sitcoms (or at least most of them) and has the same favorite characters.
- Regroup students according to their answers. Ask them if they know what a script is and how it is written and used.
- Read the directions for 4 with the class. Have students read the script individually and answer the questions.

Answers

Characters: Bill and Kevin

Plot: Kevin seizes a letter, reads it and gets excited before dashing out. Bill is trying to explain something but Kevin rushes out of the door and doesn't notice Bill..



Additional Activity

Create a class sitcom with weekly episodes. Have students create and draw the characters. Tell them to use incidents from real life.



1 Laugh Out Loud

B

- Organize students in small groups or pairs and ask them to read through the messages. Give them some time to discuss how Kevin is likely to feel and encourage them to give some reasons why.
- Call on volunteers to report on their group discussion. Ask the class to speculate on possible reasons for the misunderstanding.

C

- Tell them that they are going to read a message from Bill which explains the reason for the misunderstanding. Tell them to read the message independently and see if any of their earlier speculations were correct.
- Put students into pairs and have them discuss the questions outlined in the directions. Tell students to work together to write the voicemail message from Kevin to Mr. Jackson explaining the situation.
- Call on volunteers to read out their voicemail messages.

D

- Focus students' attention on the Writing Corner. Tell students that they are going to write a short description of the final scene to the sitcom.
- Have them read the first and second points. Allow time for them to brainstorm in their groups, talk about funny scenes and what makes them funny.
- Read the point about researching scripts and encourage students to research and find scripts of sitcoms they know on the Internet.
- Go through the rest of the points. Explain that characters are very important in sitcoms. There are sitcoms that are totally reliant on one or more characters. For that reason, it is imperative that they create the characters and not concentrate only on events.
- Tell them that anything they put down initially can be changed, edited, and replaced. Like other writing tasks, they can only tell if what they wrote is effective if they get someone else to read it.
- Have students use the charts to make notes as they make decisions in their groups.
- Give students some time to write their sitcom scene and script.
- Have students exchange drafts and make comments or suggestions. Encourage them to read more drafts if there is enough time.
- Give students time to rewrite their scripts and exchange with another group.

- Ask each group to rehearse and act out the new script that they have been given.
- Evaluate each scene. Use these questions to help you.
Was the scene easy to follow?
Were the characters interesting, funny, mysterious?
Were the lines memorable?
What made you laugh?

Workbook

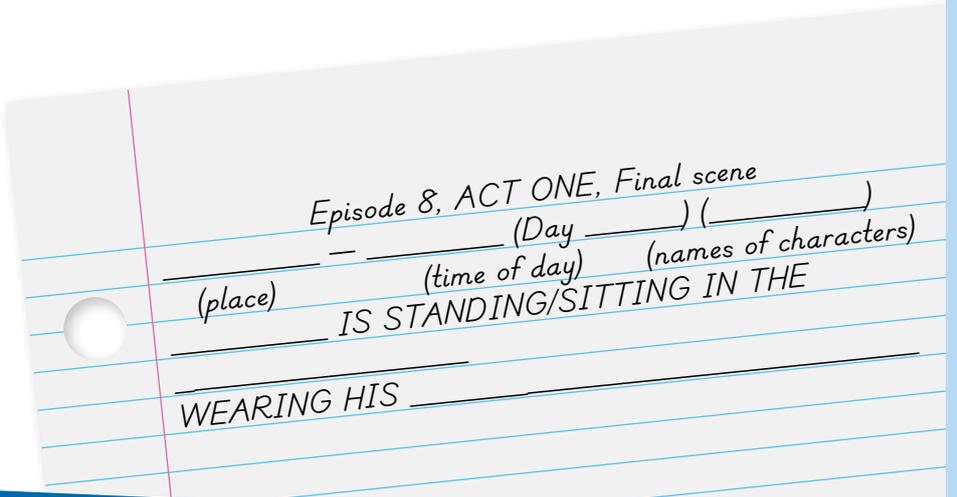
Assign page 88 for additional writing practice above word and sentence level.

- B. Scene Two:** Kevin receives the following messages on his voicemail. Read the messages and say who has left the message and why. Discuss how Kevin will feel when he reads them.
1. Hi Kevin. This is Dad. Your brother has told us the wonderful news! Congratulations, son. We are very proud of you.
 2. Hi Kevin. This is your bro, Bob. Well done. Do you want my help with moving your things? Call me.
 3. Hello Kevin. This is Mr. Jackson from university admissions. Unfortunately, we don't have any record of an offer of a university place for you. Please could you call us at: 234-7684 ext. 43. Thank you.
- C. Scene Three:** Bill has left a message for Kevin at home. Read the message and explain why Bill has left the message. How does Bill feel? In pairs, write the voicemail message Kevin leaves for Mr. Jackson explaining the situation.

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

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

Notes about the final scene:



Writing Corner

When writing a sitcom:

- brainstorm ideas about funny scenes that you have experienced, heard about, or seen.
- identify what makes them funny.
- research and read scripts from sitcoms you know to get ideas.
- picture each scene and write a draft description.
- focus on the characters and list their characteristics (if possible draw them).
- outline the events in the episode.

go back and edit, replace, or add to your material.

give it to someone else to read before you finalize it.

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.

| | |
|--------------------|--|
| <i>in the past</i> | 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.

| | |
|-----------------------|---|
| <i>in the present</i> | 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. |

| | |
|----------------------|---|
| <i>in the future</i> | 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 _____.

وزارة التعليم

8. The clown was not funny. The children didn't laugh at his jokes.

If only _____.



11 Form, Meaning and Function

Expressing Wishes, Regret and Criticism

- Go over the material in the presentation. Call on one student to read from the left column, and another from the right. For example:
A: *I didn't see the TV comedian.*
B: *I wish I had seen the TV comedian. Everyone thought he was so funny.*
 - Go through the examples for past, present and future time in the same way. Point out the use of *would* to express criticism.
 - Write a few sentences on the board for students to restate using *wish*. For example:
I'm not good at math. (I wish I was/were better at math.)
I couldn't go to the football game last weekend. (I wish I could have gone to the football game last weekend.)
My friend won't lend me any money. (I wish my friend would lend me some money.)
 - Call on students to make statements such as those above. For each statement, call on another student to restate it using *wish*.
- A**
- Have students work alone to write their sentences. Then call on several students to read aloud how they completed each sentence.

Answers

Answers will vary. Possible answers:

- I wish it wasn't so cold and wet. OR I wish I wasn't so down.
- He wishes he wasn't so run-down and stressed. OR He wishes he wouldn't get sick so easily.
- I wish my parents would let me go out tomorrow night
- I hadn't taken my brother's cell phone without asking permission
- I wish they would stop laughing. OR I wish I didn't feel annoyed by them.
- If only had enough money to buy that present.
- I wish I had watched the TV sitcom. OR I wish I could talk about the TV sitcom. OR I wish I had watched the TV sitcom.
- If only the children would laugh at the clown's jokes. OR If only the clown was funnier, the children would laugh.

Language Builder

As a verb followed by *would*, it usually indicates a criticism. For example: *I wish you would be quieter.* Followed by an infinitive, *wish* is used to express what the speaker wants to do. For example: *I wish to speak to him.* Explain that this is more formal than: *I would like to speak to him.*



Teaching Tip

Try to vary your teaching methods as much as possible. Using a variety of activities, such as role-plays, debates, group work, discussion, brainstorming, and videos can expose students to a wider variety of language and keep them interested in what you are teaching.

Students sometimes ask to have a class discussion. This can be a good idea, but all discussions should be focused. With students' participation, formulate what questions to ask on a topic. For example: What is your opinion about ____? Do you agree or disagree with ____?

1 Laugh Out Loud

Such...That/So...That

- Write the following sentences on the board and ask students to complete the gaps:
It is very hot today. It is ____ hot ____ we can't go outside. It is ____ a hot day ____ we must have the air conditioning unit switched on in the classroom. (so, that, such, that)
- Explain or elicit that so and such make the meaning of an adjective or adverb stronger: *So...that* and *such...that* are used to show cause and effect.
- Write the following examples on the board and highlight the form:
He is so fast that he won the race. He ran so fast that he won the race.
(so + adjective/adverb + that)
He has so many books that he can hardly carry them. I have so much homework that I can't go out tonight. (so + many/much + noun + that)
It was such a difficult test that none of the students did well. (such + adjective + noun + that)

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

- Read through the two examples and explain or elicit that we use *can't* or *couldn't* to say that we think something is impossible and *must* to say we are sure of something. For example,
It can't be rain. There isn't a cloud in the sky. It must be the neighbor. She's watering the plants on her balcony.
 - Explain or elicit that we use *may* or *might* for speculation and possibilities.
- B**
- Have students work alone to match the sentences and then compare their answers in pairs.
 - Call on volunteers to connect the sentences using *so...that* or *such ...that*. Students should then write the sentences in their notebooks.

Answers

1. d. I'm having such a good time that I don't want to go home.
2. a. The food was so spicy that it burned my mouth for half an hour after eating it.
3. f. Emma is such a popular name that there are four girls in the class with that name.
4. c. The school is so selective that they only accept one student for every 100 applications.

5. g. The company received so many complaints that they had to recall the product.
6. b. My brother has won so many sports trophies that we've had to build a shelf to put them on.
7. e. You have made such a big meal that we will never be able to finish it.

C

- Ask students to look at the pictures and speculate what *must*, *might*, *could*, or *may* have happened. Ask them to say what is an impossibility using *can't*, *couldn't*.
- Students work in pairs to write sentences. Call on volunteers to share their answers with the class.

Answers

Answers will vary. Sample answers.

1. The fans look happy. Their team must have won the game. They can't have lost.
2. Nawal looks angry. She may never stop shouting. / Her daughter must have done something terrible.
3. His parents are sad. He must be going to college.
4. The officer is surprised. The boy might have crashed into him.

Workbook

Assign pages 89–90 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

Managing a multi-level class can be challenging. You want to move quickly enough to keep the interest of the faster learners, but you don't want to move too quickly for the slower learners. Look for clues to help you assess the most beneficial way to organize students for group activities. In some cases, mixing proficiency levels may work best, while at other times students might benefit more from working with classmates at a similar proficiency level.

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)

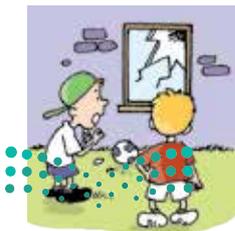
B. Match the sentences. Then use these ideas to write one sentence with **so...that** or **such...that**.

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

- ___ I'm having a good time.
 - ___ The food was spicy.
 - ___ Emma is a popular name.
 - ___ The school is selective.
 - ___ The company received many complaints.
 - ___ My brother has won many sports trophies.
 - ___ You have made a big meal.
- My mouth burned for half an hour after eating it.
 - We've had to build a shelf to put them on.
 - They only accept one student for every 100 applications.
 - I don't want to go home.
 - We'll never be able to finish it all.
 - There are four girls in the class with that name.
 - 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

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.

12 Project

- Organize students in groups and have them brainstorm on films and sitcoms that they find really funny.
- Have a class discussion about scenes and lines that the students remember. Encourage them to help each other by adding details and making suggestions.
- Tell students that they will be preparing a PowerPoint presentation for the class with funny scenes from sitcoms or films.
- Read the directions with the class. Explain to the students that they will need to research older films and sitcoms on the Internet and watch some of the scenes again if possible.
- Have students study the chart and make notes about the scenes. Remind students that they will be using their notes and pictures to prepare and make a PowerPoint presentation for the class.
- Point out that the funny element in each scene does not have to be connected with the words/lines that are spoken but might be associated with a character's appearance and/or personality.
- Elicit the type of language students are planning to use to describe the scene. Ask them to look at the model text on page 14 and highlight the verb forms/tenses that are more commonly used. For example:
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.
- Elicit or explain that present simple is being used as a narrative form to convey a sense of urgency and/or fast development. Ask students to compare with the last sentence, "He is holding ..." which signals a different pace and directs attention to the letter.
- Have groups assign tasks to different members depending on abilities and skills. Give them time to research if there is access to the Internet or a library.
- Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- Give them time to discuss and decide on what they will use.
- Elicit guidelines for PowerPoint presentations , for example: not including too many points on each slide. Using slides to support what they are saying and help the audience focus and remember.

- Allow time for research. This means that if students don't have access to the internet or a library they might not be able to collect the information and/or photos they need. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete the PowerPoint presentation in the next lesson.
- Read the directions for 4 and 5. Call on each group to act out their scenes and have the rest of the class guess which film it came from.
- Have groups present. Let the class choose the best presentation, the one that makes them laugh the most.



Additional Activity

Have students work in groups to plan and create a different version of one of the scenes that they presented.

Workbook

For additional tips on preparing PowerPoint presentations, refer students to page 134.

13 Self Reflection

- Write 'Laugh Out Loud' on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 6 and 7. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
Which joke did you like?
Which joke did you find boring?
What's the moral of the grasshopper, the snail and the centipede joke?
Which is the silliest joke? Why?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 8 and 9, ask them to complete some sentences, for example:
I _____ early when I miss breakfast. (get hungry)
Our mother _____ when my brother is late. (gets worried)
I _____ before the final exams. (get nervous)
It was a frightening/frightened experience.
The children were very excited/exciting about the trip to the sea.
- Have volunteers answer the questions. Elicit more options from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 10 and 11. Call on volunteers to say what the conversation is about in this lesson, and which expressions they remember.
- Have students say what they remember from this section and make notes in the chart.
- Write 'Laughter Really Is The Best Medicine' on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these.

Is it true that "the harder you laugh, the better you feel? Why?

What are laughter clubs?

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they know/remember about sitcoms. Give them some time to work in pairs and then call on volunteers to answer.
- Have students comment on script writing and how they felt writing a script instead of an essay, e.g. story, article. Call on volunteers to present their views.
- Have students scan pages 14 and 15 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and have them present their experiences for the class.
Did they have difficulty making decisions in their group? Why? Why not?
Did they feel that they had the chance to present their ideas?
Was it difficult to collect information? Why? Why not?
Where did they find information? Where did they find photos?
Did they enjoy the PowerPoint presentation?
Would they change anything if they had the chance to do it again? What?
Did they enjoy preparing the PowerPoint presentation? Did everyone contribute?
Was there room for originality and creativity? Why? Why not?
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection

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

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

| Unit 1 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|--------------------------|---------------------------|---------------------------------|
| talk about humor and tell jokes | | | |
| explain consequences with comparatives | | | |
| use past and present participial adjectives | | | |
| use <i>get</i> + adjective and <i>get</i> + past participle | | | |
| use <i>the...the...</i> comparatives | | | |
| express wishes, regret and criticism | | | |
| use <i>such...that/so...that; can't, could, couldn't, must, may, or might</i> | | | |

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



2 You Are What You Eat

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.

- 1 Many Japanese restaurants serve a kind of fish that can kill diners within hours if it is not prepared properly. True False
- 2 Eating chocolate has been linked to an increase in heart disease. True False
- 3 Fresh vegetables are healthier than frozen vegetables. True False
- 4 Apples, potatoes, and onions all taste the same when eaten while holding your nose. True False
- 5 Red dye produced from grinding up insects is used in many food items. True False



Unit Goals

- Vocabulary**
 Food
 Eating habits
- Functions**
 Offer, accept, and decline food and drink
- Grammar**
 Separable and Nonseparable Phrasal Verbs
 Three-Word Phrasal Verbs
- Listening**
 Listen for sequence in a process
- Pronunciation**
 Stress on two- and three-word phrasal verbs
- Reading**
 Accidental Food Discoveries
- Writing**
 Write an essay about a memorable event
- Form, Meaning and Function**
 Count/Noncount Nouns
 Expressions of Quantity: *Some, any, a few, a lot of, much, many, enough*
 Words Connected with Recipes

Warm Up

Begin the class by telling students something about an unusual food you have eaten. Say what it was, what it tasted like, and how you felt about eating it. Then invite students to talk about unusual foods they have eaten. (This is the first introductory question on page 20.)

1 Listen and Discuss

- Have students discuss the second and third introductory questions with a partner. Ask a few pairs to report some of their ideas to the class.
- Ask students to cover page 21 in their books and draw their attention to the quiz on **Food Myths** on page 20. Have them work individually to circle *True* or *False* for each sentence. Make it clear that you don't expect them to know the answers at this time. They should make their best guesses. Discourage students from looking ahead to the reading texts.
- Ask a few volunteers about their answers to the quiz, having them explain their answers.

 Play the audio. Tell students to listen and read along in their books.
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- Have students read the texts again and then work with a partner to check their answers to the quiz. If their answers are different, have them decide on the right answer by rereading the relevant article.
- Have students confirm their answers by checking the answer key on page 21.
- For additional vocabulary practice, ask students to do the following tasks:

1. Find food words.

Students make a chart and list all of the food words they can find in the presentation on pages 20 and 21. (Some foods may be categorized in different ways.) Ask a volunteer to draw their chart on the board and elicit classmates' help in filling it in. The finished chart might look something like this.

| Fruits | Vegetables | Sweets | Fish |
|-------------|-------------|-----------|----------|
| blueberries | carrots | gelatin | blowfish |
| apple | broccoli | chocolate | |
| | cauliflower | candies | |
| | onion | | |
| | potato | | |

2. Find flavor words.

Have students find four words used to describe flavors. Then name two foods that have each of those flavors.

Flavors and possible examples include the following:

bitter: coffee, some kinds of lettuce

sour: lemons, green apples

salty: potato chips, olives

sweet: candy, cookies

Quick Check

A

- Have students work with a partner to match the definitions with words in the quiz. The definitions should give them clues as to where to find the word. For example, the definition *fragrant smell* would lead to the article about the relationship between taste and smell.
- When pairs have found the words, have them compare answers with another pair. If their answers are different, have them work together to decide on the correct answer.
- Read aloud the answers for the students to do a final check.

Answers

- | | |
|-------------|----------------|
| 1. delicacy | 5. peak |
| 2. toxins | 6. aroma |
| 3. licensed | 7. distinguish |
| 4. maintain | |

B

- Have students work individually to answer *true* or *false*. Then have them compare answers with a partner. If their answers are different, they refer back to the presentation to find supporting information. For false answers, have them find the correct information in the article.
- Discuss the sentences with the class. As you do this, ask additional questions, such as the following:

Would you eat blowfish if someone offered you an opportunity to try it?

Why do you think people want to eat such a dangerous food?

Do you like chocolate? Have you tried dark chocolate? Do you like it?

What frozen vegetables are available where you live? Do you often use them in cooking? Do you prefer fresh vegetables? Where do you buy fresh vegetables?

Did you know how important smell was for tasting? Are there any foods that you dislike because of their smell?

Had you heard of cochineal before? Check some food labels to see if cochineal or carmine are listed. Does this bother you?

Answers

- | | |
|----------|----------|
| 1. false | 4. false |
| 2. true | 5. true |
| 3. false | 6. false |

2 Pair Work

- Have students work with a partner to write three more *true/false* statements about food.
- Put students in small groups to read their statements and have classmates say if they are true or false. (Or if the class is small, do this with the whole class.)

Workbook

Assign page 91 for practice with the vocabulary of the unit.



Teaching Tip

As students become more advanced, they should take increasing responsibility for their own learning. They can take a more active role in correcting exercises, finding out why answers are wrong, and so on. The teacher then serves more as just a final confirmation.



Additional Activity

Have students work in groups to find out some information about unusual foods in their country. What is the history of the food? Is it good for you? How do people eat it? If they don't know the names of the foods in English, help them find out. Students report their information to the class.



The tradition of eating blowfish, called *fugu* in Japan, is a very old one, dating back more than 2,000 years. Most deaths from eating it are due to improper preparation by people who are not qualified to prepare it. However, there are still between 20 and 40 fugu poisonings each year. There is no antidote, but not everyone who is poisoned dies. Doctors treat it by trying to keep the victim alive until the poison wears off. Scientists have now developed a non-toxic version of the blowfish that is safe to eat. However, for many this doesn't have the thrill and excitement of the traditional fugu.

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 | 5. the highest point |
| 2. poisons | 6. fragrant smell |
| 3. having legal permission to do something | 7. to be able to identify one from another |
| 4. to keep something in good shape | |

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

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

2 Pair Work

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

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 |

3 Grammar

Note: Because this chart is lengthy, you might want to break it up rather than presenting all of the information at one time. Present the first two sections of the chart and then do exercises **A** and **B** on page 23. Then present the last section and do exercise **C**.

Phrasal Verbs

- Read the explanation and the examples with the class. Explain that certain prepositions and adverbs are called particles when they are used with phrasal verbs. For example, in the sentence *The book's on the desk*, the word *on* is a preposition. However, in the phrasal verb *pick on*, it's called a *particle*. The two words together, *pick + on*, mean to tease someone.
- Practice briefly by asking questions with phrasal verbs with *pick*. For example, ask:

Should we pick out a new color for the classroom?
Do the other students ever pick on you?
Do you have to pick up anything on your way home today?

Separable and Nonseparable Phrasal Verbs

- Ask a volunteer to read aloud the explanation of nonseparable phrasal verbs and the examples.
- Have students look at the list of nonseparable verbs and elicit or provide two or three more example sentences. For example:
Armando comes from Canada.
I came across a new word in the paper today.
- **Note:** Tell students that you won't spend time defining all of the expressions on the lists in the chart right now. There are too many for them to remember at one time. They will come across many of the verbs in the exercises and other activities in the unit and will learn the meanings as they work with them.
- Write the following sentences on the board:
Let's throw out these old bottles.
Let's throw these old bottles out.
Let's throw them out.
Let's throw out them.



Explain that *throw out* is an example of a separable phrasal verb. It means to put something in the trash. With separable verbs, the object—in this case *these old bottles*—can go after the particle or between the verb and the particle. Show students that when the object is a pronoun it must go between the verb and the particle.

- Have students read the explanation and the examples in the chart.

Three-Word Phrasal Verbs

- Ask a volunteer to read the explanation and the examples. Elicit or explain that *cut down on* means to reduce the amount of something that you use. In this case the person is going to eat fewer sweets.
- Have students read the list of three-word phrasal verbs and ask if there are any that they recognize. For example, students may have seen *look forward to* (anticipate with pleasure) and *take care of* (to care for or attend to the needs of someone). Elicit additional example sentences with any expressions that they know. For example:
I look forward to the dinner tomorrow.
I'm taking care of my little sister this afternoon.
 Again, reassure them that there will be more opportunities to learn the meaning of all the phrasal verbs throughout the unit.
- Have students look for examples of phrasal verbs on pages 20 and 21. (2. cut chocolate out; 3. pick out ones that seem fresh; 4. comes not from our taste buds; 5. comes from the shells)

Language Builder

Explain that phrasal verbs are a very important part of English. Using a phrasal verb is often the only way to say something, as, for example, with *turn off* or *turn on* the TV. Other times English speakers are more likely to use a phrasal verb than a more formal single verb. For example, it is more common to say *I need to pick out some shoes to go with my pants* than it is to say *I need to select some shoes to go with my pants*.

2 You Are What You Eat

A

- Have students work individually to complete the sentences with particles. They should refer to the chart on page 22 as necessary.
- Have students compare answers with a partner. If answers are different, have them discuss which they think is right.
- Ask different students to read the completed sentences in the paragraph. For each one, talk about the meaning of the phrasal verb. (See the meaning notes in the answers below.)

Answers

1. on (go on: to begin and then continue)
2. for (call for: require)
3. off (take [weight] off: remove; also take off [clothing])
4. on (put [weight] on: to add something to the body, such as clothing or weight)
5. out (pointed [this] out: indicated)
6. over (talked over: discussed)
7. out (figure out: find an answer or solution to a problem)
8. over (thought [it] over: considered)
9. up (give up: stop doing something; also abandon hope)
10. into (look into: investigate)
11. off (burn off: to cause to go away because of heat or activity)

B

- Read the directions and the example with the class. Remind students of the rule about pronouns. If the verb is separable, the pronoun comes between the verb and the particle.
- Have students work individually to rewrite the sentences with pronouns and circle *S* or *NS*.
- Check answers by having students write their sentences on the board. Have the class check the position of the pronouns.
- Discuss the meaning of each phrasal verb.

send back = return

tell (something) apart = know the difference between two things

throw (something) away = dispose of, get rid of

tired of = bored with

wake (someone) up = to make someone stop sleeping

turn (something/someone) down = to refuse, say no to; also to lower, as in *Please, turn down the radio*

Answers

1. I'm going to send it back. S
2. Most people can't tell them apart. S
3. You need to throw it out. S
4. I never tire of it. NS
5. Wake her up for breakfast. S
6. I never turn it down. S

C

- Ask a volunteer to read aloud the directions and the example. Then have students work individually to complete the sentences. Check answers and discuss the verbs.

Answers

1. ran out of (came to an end of; used up)
2. rid of (throw away something that is unwanted)
3. cut down on (reduced the amount used)
4. came down with (became ill with something)
5. load up on (get a lot of something)
6. looking forward to (anticipating with pleasure)

Workbook

Assign pages 92–94 for practice with the grammar of the unit.



Teaching Tip

Don't overload students with long lists of things to memorize, even if they ask you to. They'll end up being frustrated and the learning will not be effective.



Additional Activity

Have students look up the meanings and find examples of any of the phrasal verbs from the Grammar chart that were not included in the exercises on this page.

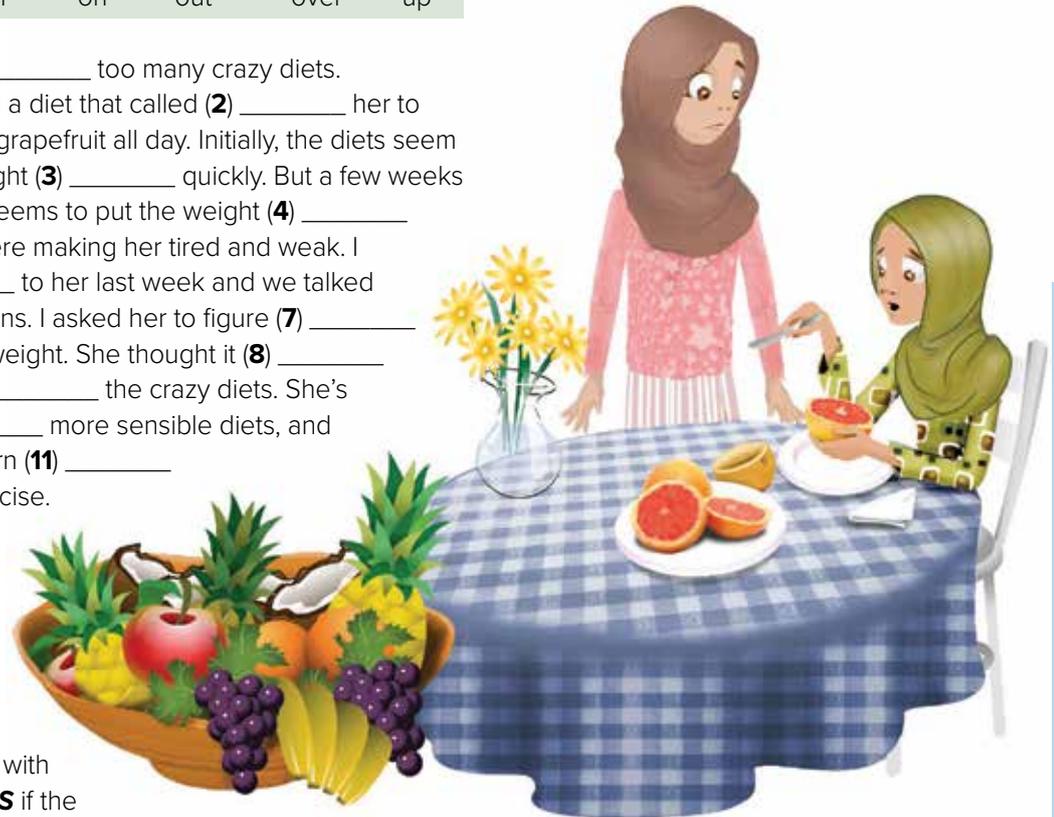


Some English speakers believe that it is incorrect to end a sentence with a preposition, as, for example, *Let's see what they come up with*. English Prime Minister Winston Churchill didn't like this rule. He is famous for saying, "This is a rule up with which I will not put!" (This was instead of the more natural, *This is a rule I won't put up with*.) His "bad" sentence proves that it is sometimes best to end a sentence with a preposition. This happens most often when there is a phrasal verb.

- 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.

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

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...

Would you like to try the...?

Can I give you some more...?

Thanks, I'd love a little/some more...

No thank you...

Thank you, but...

...I couldn't eat another bite.

...I'm stuffed.

4 Conversation

- Write the expression 'Gourmet Cook' on the board. Elicit or explain that a *gourmet* is someone who knows a lot about and appreciates fine food. Ask if anyone in the class is a *gourmet cook* or knows someone who is. Do they like *gourmet food*?
- Tell students that they are going to listen to a dinner table conversation about a wonderful meal.
- 🔊 Play the audio. Have students listen with their books closed.
- Ask several students to name one food that was served at the dinner. Write their responses on the board.
- 🔊 Play the audio again. Have students listen and read along in their books.
- Review the list of foods on the board. Are there any there that were *not* served at the meal? What other foods were mentioned? Point out that the words **crème brûlée** are actually French. Ask: **Why do people often use French words to discuss cooking?** (In the western world, France is famous for its cooking and great chefs.)
- Ask: **What does Nawal mean when she says the meal is phenomenal?** (She means that it's uncommonly excellent.)

Real Talk

- Model the expressions in the Real Talk box for students to repeat. Then ask who said each one and why. Possible answers include the following:
 - spread** (Nawal says this, indicating that Fadwa has prepared a lot of food.)
 - whipped it up in no time** (Fadwa says this, meaning that it didn't take her long to prepare the meal.)
 - quite the (cook)** (Nawal says this, meaning that Fadwa is a good cook.)
 - Come to think of it** (Nawal says this to indicate that she's just realized that it would be rude not to have dessert. She is joking, because she has just said she was too full to have anything else.)
 - have a sweet tooth** (Nawal says this, meaning that she likes sweet foods and can't resist the dessert.)
- Ask students some questions to elicit use of the expressions. For example:
 - Can you think of something that you whipped up in no time?**
 - Say something about a friend who is very good at something using quite the _____.**

Has anything just occurred to you? Tell us about it with the expression Come to think of it _____.

Do you have a sweet tooth?

- Put students in pairs to practice the conversation. Then have one pair act out the conversation for the class.

About the Conversation

- Arrange students in pairs to ask and answer the questions.
- Check answers as a class.

Answers

1. Yes. She says it must have taken all day to make such a phenomenal meal.
2. Fadwa prepared chicken, grilled asparagus, chocolate raspberry layer cake, and almond crème brûlée.
3. First she says she can't "eat another bite." But then she decides that she can eat more when she hears about the desserts.

Language Builder

Point out that the word *bite* as a noun can mean a small amount of food. It's often used when talking about eating, as in the following examples:

I don't want much; just give me a bite.

We'll have a bite to eat before the show.

I can't eat another bite.

Your Turn

- Call on a student to read the directions aloud.
- Focus students' attention on the box of phrases for *Offering, Accepting, and Declining Food and Drink*. Explain that these expressions are useful when dining with others in a home setting either as a guest or a host. Model the expressions for students to repeat.
- Ask: **Which expressions does Fadwa use in the conversation?** (Can I give you some more of the chicken? Would you like to try the grilled asparagus?)
- Have students work with a partner or with a small group. One student plays the role of host and the others are the guests. They role-play a conversation at the dinner table using expressions from the box.
- To make the activity more real, have students first decide what foods are being served.
- Invite one pair or group to act out their conversation for the class.

5 Listening

- Read the directions with the class. Then focus students' attention on the picture and the words in the box. Ask students if they can relate any of the words to the picture. Ask if anyone knows the name of the plant that chocolate comes from. (cacao tree)
- 🔊 Play the audio twice. The first time, students just listen. The second time, they write the words in the order they hear them.
- 🔊 Play the audio a third time to verify students' answers.

Answers

- Step 1:** pod **Step 5:** crumb
Step 2: bean **Step 6:** paste
Step 3: nib **Step 7:** chocolate bar
Step 4: cocoa mass

🔊 Audioscript

Chocolate comes from the cacao tree, a tree that grows in the tropical rainforests of a number of countries, including Brazil, Indonesia, the Ivory Coast, and Ghana. The first step in turning cacao into chocolate candy is the harvesting of cacao pods. Unlike many modern crops, cacao pods must be harvested by hand, instead of machine. After workers pluck each pod by hand, they open the pods with a long knife called a *machete*. Then the workers take out the cacao beans and throw away the husks.

Workers place the beans in large piles, and cover them with banana leaves. The beans are left there for about a week. During this time, the beans turn a deep, rich color and the cocoa flavor and aroma develop. This process is called fermentation. After fermentation, the beans are scooped into sacks and shipped to chocolate manufacturers.

Once the manufacturers receive a shipment of beans, they get down to the business of processing the cocoa into chocolate. The manufacturing process involves many steps including roasting the beans at extremely high temperatures, separating the shell from the inside of the bean, and getting rid of the shells. The broken bean bits that remain are called nibs. The nibs are then crushed up into cocoa mass and melted.

Manufacturers blend the melted cocoa mass with milk and sugar. These ingredients are churned until they become a brown powder called crumb. Cocoa butter is added to the crumb. This mixture becomes a thick liquid called chocolate paste. The paste is put into a machine that smoothes it out. The liquid chocolate is then poured into molds. Finally, the chocolate cools down, is taken out of the mold, and becomes a chocolate bar!



6 Pronunciation

- 🔊 Play the audio twice. The first time, students listen. The second time, they listen and repeat, or speak along with the recording.

7 Vocabulary Building

A

- Have students work individually to match the words with the definitions.

B

- Have students compare answers with a partner.

Answers

1. c 3. f 5. d 7. a
 2. g 4. e 6. b

Workbook

Assign page 95 for additional reading practice.



Teaching Tip

It's a good idea to have students read aloud from time to time in class. It's good practice for speaking as it gets them saying the words of the language. It's also a useful skill. In real life, people do often read short passages aloud to each other.



Additional Activity

In groups, give students copies of this coded message. Each number represents a letter. For example, the letter O is 15. So wherever there is a 15, they write the letter O. Their job is to break the code and read the sentence from a famous film.

12-9-6-5 9-19 12-9-11-5 1 2-15-24 15-6
 3-8-15-3-15-12-1-20-5-19, 25-15-21 14-5-22-5-18
 11-14-15-23 23-8-1-20 25-15-21'18-5
 7-15-9-14-7 20-15 7-5-20.

(Answer: Life is like a box of chocolates. You never know what you're going to get. —from the movie *Forrest Gump*. The code is a simple alphabet code, A = 1, B = 2, etc.)

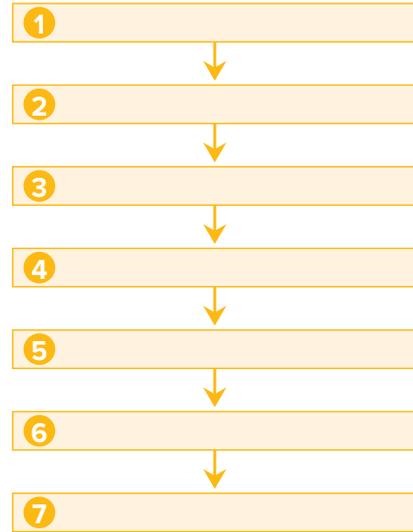


- Don't give chocolate to pets. It contains a substance called *theobromine*, which is poisonous to them.
- Chocolate's melting point is just below body temperature. That's why it melts in your mouth.

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 | |



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 26 and 27. 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 |

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.



8 Reading

- With books closed, have students speculate on how these food items may have been invented.

READING STRATEGY Jigsaw reading

- If possible, photocopy the reading and cut out the paragraphs about the four foods: popsicles, ice cream cones, chocolate chip cookies, and potato chips. (If this is not possible, ask students to number the paragraphs and tell them which paragraph they are to read. Tell them to ignore the other paragraphs for the time being.)
- Read the title and the first paragraph with the class.
Ask: **What do you think a lucky accident is?**
- Have students count off 1, 2, 3, 4, around the room. Then make groups with all the 1s in one group, 2s in another, and so on. If the groups are too large, you could divide them.
- Write these questions on the board:
Who discovered the food?
When?
How did they happen to discover it?
What happened after they discovered it?
- Assign each group a paragraph to read. Give a copy of the paragraph to each student. Students ask and answer the questions on the board and discuss the paragraph in their group until they feel everyone understands it.
- As students are working, go around and help as necessary. Make sure that all students are participating. Tell them that in the next step each student is going to have to explain the story to another group.
- Make new groups of four students each. Each group should have a 1, 2, 3, and 4, in other words, one student for each of the paragraphs. In the groups, each student then tells the others about the food he or she read about. (If there are extra students, put five students in some groups, with two students presenting the same food.)
- As students are working, walk around and check their understanding. Make notes of anything that they are finding difficult.

 Play the audio. Have students listen to the entire article and read along in their books.

- Review the notes you made during the jigsaw reading and ask students about any points that seemed unclear to them.
- Ask questions to elicit students' opinions of the article and the topic. For example:

Why do you think it took Epperson 18 years to turn his discovery into a business?

Can you think of other examples where two cultures have combined to create a new food?

Do you think that the payment Ruth Wakefield received for her cookie recipe was fair?

Do you like these foods? Are the foods good for you?

- For additional vocabulary practice, have students do the following tasks. Write the tasks on the board or read them aloud as students do them.

Find 7 adjectives that describe food in the first paragraph (cool, creamy, chewy, delicious, salty, addictive, crispy)

Find the word that refers to the thing you use to hold a popsicle. (stick)

Find a word in paragraph 3 that describes a successful business (booming)

Find a word in paragraph 3 that is similar to a word used to describe potato chips. (crisp)

Find a word in paragraph 4 that means a small hotel. (inn)

Find a word in paragraph 4 that refers to the mixture you use to make things like cookies and cakes. (batter)

Find two words in paragraph 5 that describe people: one means bad-tempered (cranky) **and the other means difficult to satisfy or please.** (picky)

Find a word in paragraph 5 that means delicious. (delectable)



After Reading

- Have students work in pairs or small groups to ask and answer the questions. Emphasize that they should answer in their own words whenever possible. Suggest this procedure for answering questions:
 1. Re-read the relevant portion of the article.
 2. Close your book and look at your classmates.
 3. Answer the question in your own words.
- Check answers by reading the questions and calling on students to answer with their books closed.

Answers

Answers will vary. Sample answers:

1. A boy left a bucket of soda out one cold night with a mixing stick in it, and it froze.
2. It was invented at the 1904 St. Louis World's Fair.
3. A Syrian immigrant named Ernest Hamwi rolled up his pastry to make a cone for the ice cream.
4. She received a lifetime supply of chocolate chips.
5. Because a customer complained about his french fries being too soggy, Crum was going to "teach him a lesson" by giving him very crisp french fries!

9 Speaking

- Have students work in groups to make a list of popular desserts and snacks, and create a new dessert or snack. Have students copy the chart in their notebook to make notes. After several minutes have groups present their new dessert/snack and the class choose the best idea.

Workbook

Assign pages 96–97 for additional writing practice at word and sentence level.

For extra speaking practice with language for requests, offers, and refusals, have students work in pairs to discuss the situations on page 131.

Teaching Tip

Give students some tips for giving effective feedback to their classmates.

- Feedback should be positive as well as negative. Start by pointing out the good things.
- Make constructive suggestions, not negative comments. Avoid saying things like "This is bad." or "I don't like this."
- Ask questions about things you don't understand.
- Don't be too picky. Just focus on a few important items.

Additional Activity

Review phrasal verbs. Put students in small groups. Give each group a list of four or five of the phrasal verbs on page 22. As a group, students write original sentences with each of the verbs. Then have each group read their sentences for the class.

Project: Snacks

Arrange students in groups. Each group chooses a typical snack food that is popular in their country. Have students work together to prepare a report about the food. The report should include the following information: a history and description of the food, information about how it is prepared and the ingredients, the best places to buy the food, and its nutritional value.



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 | | |

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.

10 Writing

A

- Ask students to think of an unforgettable meal. Read the question for A. Call on volunteers to answer.
- Direct students' attention to the pictures. Discuss what they see. Elicit answers to questions. For example:
Where can you see photos like these? Do you find the food appetizing? Why? Why not?
- Ask students to read the titles and brainstorm on what they expect to read about. Have them say which of the two might be associated with a negative experience and why.

Answers

The first article, due to the use of *Too* in the title.

- Have students read the directions for 1. Ask them to try and predict some of the answers based on the titles and the pictures.
- Call on students to report their ideas for the class.
- Have students read the texts individually and answer the questions. Then compare with a partner.
- Call on students to report their answers in class. Have the rest of the class listen and agree, disagree and make comments.

Answers

- The meal at the seafood restaurant was memorable because there was too much food and everyone got sick. The meal on the plane was memorable because it was the tastiest and best meal the person had ever had.
- The seafood meal was served at a famous restaurant in Bangkok, Thailand. The bon filet dish was served on the plane.
- The writer felt that the meal was over the top/too extravagant/too expensive. The writer of the second article was extremely satisfied with his meal.
- Too Much Seafood - clues: went overboard, proceeded to order almost everything that was on the menu, feast/ could have fed twenty starving people, gobbling down, exorbitant check
- Pepper Sauce and Truffle - clues: appetizing smells, amazed, succulent, tastiest bon fillet, delicious
- Read the directions for 2 with the class. Play the audio and let students listen and follow.

● Have students work in groups discussing the questions.

Call on a student from each group to report the group's answers in class.

- Have students read directions for 3. Ask them to find the first word in the text and notice the collocation, "immense amounts of seafood". Ask questions like these to guide them:

Do you think they are small or large amounts of seafood? Why?

- Direct them to the previous sentence about the friend ordering almost everything on the menu

Answers

Huge, very large, humongous, considerable, etc.

- Organize students in pairs and have them work on the list of words in 3. Remind them to find the words in the text first before they attempt to replace them with other words or look them up.
- Organize students in pairs and have them work on the list of words in 3. Remind them to find the words in the text first before they attempt to replace them with other words or look them up.

Answers

Immense: extremely large, enormous, huge

Feast: a large, elaborate meal

Gobble down: eat something quickly and clumsily with almost no chewing

Exorbitant: much larger amount of money than normal, astronomical

Extravagant: spending more than one can afford

Skip a meal: not have a meal

Waft: move gently through the air

Succulent: juicy and good

Famished: extremely hungry, starving

Appetizing: food that looks and smells so good it makes you want to eat it



Additional Activity

Have a class discussion on memorable events and meals. Have electronic or hard copy dictionaries available in class for students to use if they need words or phrases.

2 You Are What You Eat

B

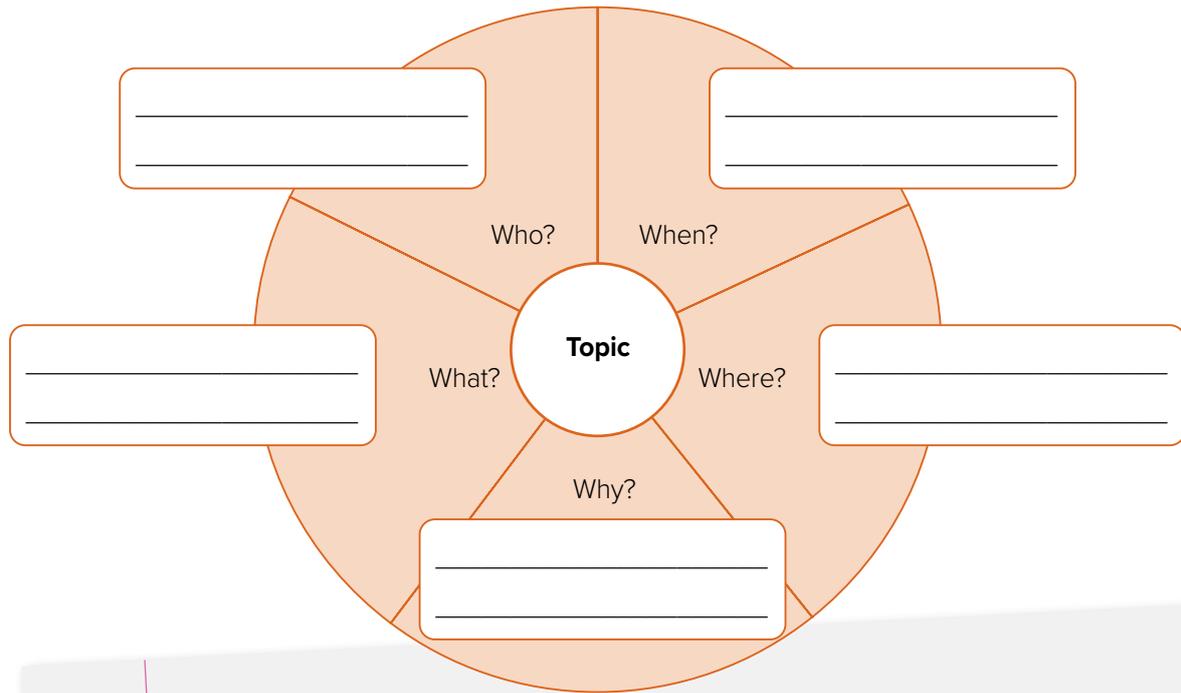
- Organize students in groups and have them read the directions for 1 and 2. Have them study the organizer and try to remember details about the meal.
- Stress the fact that the meal might have been memorable because of something that happened or someone that was there.
- Give students time to complete the organizer individually.
- Focus students' attention on the Writing Corner. Read the first two points. Have students visualize different scenes that they remember and make notes about them.
- Ask students to think of their audience when they select and organize their information. Remind them to take audience expectations and values into consideration when they decide on the content of their essay.
- Explain that regarding the last point, they will have to decide which component they need to emphasize depending on whether the meal is memorable due to the event, the food associated with the event, a person or people or a different aspect.
- Direct students to the model text. Have them read and decide how they are going to begin and develop their text.
- Have students write the first draft of their essay. Circulate and monitor; help when necessary.
- Give students time to exchange their essays, comment and suggest corrections.
- Have students edit and rewrite their essays.
- Call on volunteers to read their corrected essays in class.

Workbook

Assign page 98 for additional writing practice above word and sentence level.



- 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.

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

a burger
an egg

Plural Count Nouns

two burgers
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 (+)

There is **some** juice.
There are **some** fries.

Negative (-)

There isn't **any** juice.
There aren't **any** fries.

Questions (?)

Is there **any** juice?
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**?

Q: **Would** you **like** some mustard on it?

A: I'd **like** a steak sandwich.

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!



11 Form, Meaning and Function

Count/Noncount Nouns

- Go over the material on the page and ask students to look around the classroom and add more examples of singular nouns. Write them on the board and ask students to find the equivalent plural form.
- Point out the examples of noncount nouns in the presentation (rice and tea). Ask students to add to the list of noncount nouns with their own examples. Write them on the board: sugar, chicken, meat, money, news, information, advice etc.

Expressions of Quantity: Some/Any

- Explain that we use the quantifier *some* in affirmative statements and *any* in negative statements and in questions.
- Write on the board: *Is there any furniture in this classroom?* Ask students to respond with an affirmative and negative response. For example: *There are some chairs. There aren't any beds.*

Would Like

- Have two students read the questions and answers in the presentation. Elicit that we use *would like* as a polite way to state a choice or preference.

A

- Have students look at the food items. Call out the names of different foods and have students say if they can see some of that food or not using *some* and *any*. (Yes, I can see some. or No, I can't see any.)
- Students complete the conversation alone and then compare their answers in pairs.

Answers

1. order
2. would, like
3. some
4. any
5. any
6. some
7. some



Additional Activity

Have students identify dishes they know that require a lot of ingredients. Have students list the dishes and the ingredients. Then have them tell the class the dish and the necessary ingredients with quantity words. For example: For stew you need a lot of beef or lamb, an onion, some carrots, and some potatoes. You also need a little oil, a little salt, and a little pepper. You also need to add tomato juice.

fun facts

- Italy is well-known for its soups, pasta dishes and pizzas. Bolognese is the most famous pasta and 'Pizza Margherita,' the most popular pizza in the world today, was first created in 1889 to honor Queen Margherita of Italy. This is a pizza made with the colors of the Italian flag: tomatoes for the color red, mozzarella cheese for the color white, and basil for the color green.
- The biggest pizza ever made was baked in Norwood, South Africa in 1990. The massive pie was 37.4 meters across and weighed 12,194 kilograms. It contained 4,500 kilograms of flour; 1,800 kilograms of cheese; and 900 kilograms of sauce.
- People all over the world like different toppings on their pizza. In Japan, eel and squid are favorites; in Costa Rica, coconut is preferred; Brazilians like green peas; and in India, popular pizza toppings are pickled ginger and minced mutton.

Words Connected with Recipes

- Before students look at the vocabulary chart on page 31, ask: *What is your favorite recipe?* Ask students to work together asking and answering about what kind of dish it is, what they need to make it, how they go about making it and so on.
- Write the headers from the vocabulary chart on the board: Dish, Quantity etc. Call on volunteers to tell the class about their partner's recipe. As they speak write key words under the appropriate columns in the chart on the board.
- Tell students to look at the vocabulary chart on page 31 in their Student Book and read out the words in each column.

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

- Before students open their books, write the following words from the presentation on the board in two columns. Write vegetables, carrots, bananas, eggs in the first column; and bread, seafood, milk, fruit in the second column. Ask: *How are the words in each column similar?* Elicit that the words in the first column are count nouns and the words in the second column are noncount nouns.
- Have volunteers read the example sentences. Elicit the quantity words for count nouns and the quantity words for noncount nouns. Then elicit the quantity words for both count and noncount nouns. Point out that we use *enough* to mean the correct, or appropriate amount—as many/much as needed. Model sentences with *enough*. For example: *I eat enough vegetables, but I don't eat enough fruit.*

Language Builder

Explain the importance of using the article *a* with *a few* and *a little*. Without the article, the meaning changes. For example, *Joe eats a few carrots every day* means that Joe eats two or three carrots every day. *Joe eats few carrots* means that Joe doesn't usually eat carrots.

Sequence Words: First, Then, After That, Finally

- Have volunteers read aloud the sentences. Elicit who is speaking. (someone who is baking)

Language Builder

Explain that in writing, we use a comma after the sequence words and expressions that begin a sentence. The sequence word then can be written with or without a comma after it. However, *then* is used with a comma when it precedes a summing up, or conclusion sentence: *Then, you're saying you don't want to go.*

B

- Ask if students have ever made a pizza. If anyone has, have him/her talk about the experience. If no one has, ask if students think pizzas are easy or difficult to make.
- Have students look at the pictures and identify the ingredients. Make sure they know that the ingredients are shown on the left. Then using the pictures, elicit the steps in making a pizza.
- Have students read the recipe before they write anything. Tell them to find out how long it takes to make a pizza. (over an hour).
- Elicit the missing word in the first sentence as a model. Remind students that they are going to use both *before* and *then* twice.
- Have students complete the task individually and then check answers in pairs.

Answers

1. Before
2. Then
3. First
4. After
5. Before
6. Then
7. Finally

Workbook

Assign pages 99–100 for more practice with the form, meaning and function of the structures in the unit.



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: DIRECTIONS:

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

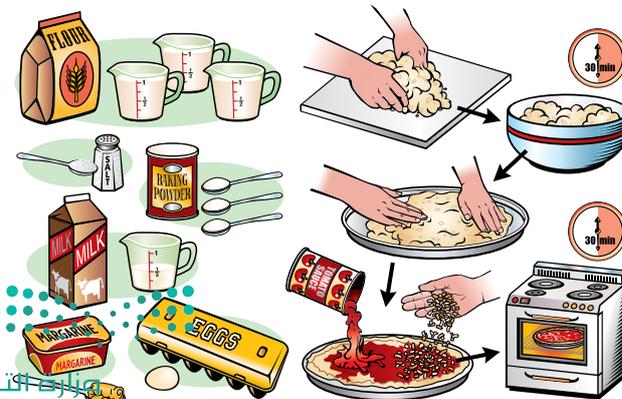
Sequence Words: First, Then, After That, Finally

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

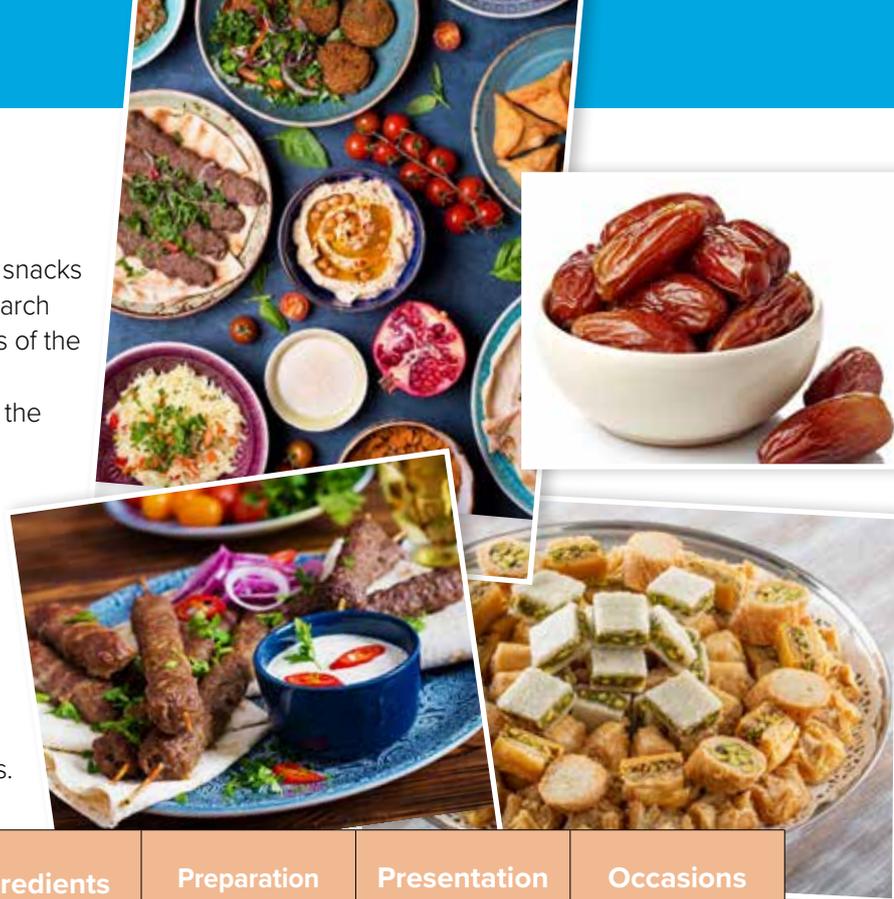


(1) _____ you start, check that you have all the ingredients. (2) _____, put three cups of flour, one teaspoon of salt, and three teaspoons of baking powder into a bowl. (3) _____ add half a cup of milk, one tablespoon of margarine, and one egg to the ingredients in the bowl, and mix them well to make 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

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

12 Project

- Organize students in groups. Tell them that they are going to make a PowerPoint or poster presentation about snacks and desserts in their country and two more countries of the Arab world.
- Read directions 1 and 2 with the class. Ask groups to brainstorm and exchange information about snacks and desserts in Saudi Arabia and/or other Arab countries.
- Have groups use the chart to make notes on any information they can get from each other in each group. Tell them not to worry about blank boxes as they will have the opportunity to research and gather more information later.
- Allow time for groups to discuss and make notes. Call on individual students from each group to report in class.
- Groups will probably overlap to some extent. Help them to make sure they also have one or two different items.
- Have students read 3 and 4. Allow them to research and find relevant information if there is access to the Internet or give them copies of material that you downloaded yourself, to help them. Alternatively, you may want to let them share out tasks among members of the group, research and collect information and do the presentation in the next lesson.
- Have students assign roles and tasks to members of their group. Explain that they have to think of what they need for their presentation. Use questions like these to help them:

What kind of photos or drawings do we need?

Are we going to include any authentic material, for example, menus or recipes?

Which sources are we going to use? (Internet, books, menus, advertisements, leaflets etc.)

Are we going to interview anyone we know? Are we going to include part of the interview or a recording?

What kind of format are we going to use for our slides? OR What kind of background are we going to use for our poster?

Who is going to:

Prepare the bullet points for the slides?

Choose or design the PowerPoint presentation format?

Find and scan photos?

Design the poster?

Write captions?

- Call on groups to present. Ask them to involve as many group members as possible.
- Ask the class to listen and choose the snacks and desserts that have been presented in the most appetizing and tempting manner.



Additional Activity

Have students research and compare cooking implements in the past to cooking implements now. Find differences and similarities.



Teaching Tip

When assigning tasks for a poster or PowerPoint presentation, remind students to think about every single thing that needs to be done, for example writing captions, checking information, drawing pictures, making a collage. Have them plan in groups and draw up a list of tasks before they share them out among members of the group.

Workbook

For additional tips on preparing PowerPoint and poster presentations, refer students to page 134.

Let groups organize themselves and get ready to rehearse. Make additional changes if necessary.

13 Self Reflection

- Brainstorm You Are What You Eat. Write the title on the board and elicit as many ideas and words as possible from the class. Call on a volunteer to list the words on the board.
- Have students scan pages 20 and 21. Ask them to think about things they liked and things they disliked in this part of the unit. Use questions to help them remember. For example:
What is the origin of cochineal or carmine? What is it used for?
Are fresh vegetables healthier than frozen vegetables? Why? Why not?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 22 and 23, ask them some questions. For example:
Say if they are separable or inseparable:
I wasn't very hungry. I just picked at my food and waited for everyone to finish.
 (inseparable)
You need to cut up the potato and throw it in the gravy.
 (separable)
I have never come across anyone by that name.
 (inseparable)
We need to figure out a solution to this problem.
 (separable)
- Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 24 and 25. Call on volunteers to say what the conversation is about in this lesson and which expressions they remember.
- Have students say what they remember from this section and ask them to make notes in the chart.
- Write the title of the reading on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.

- Organize students in pairs and have them answer questions like these:

How were popsicles invented?

Was Wakefield's agreement with Nestle a profitable one? Why? Why not?

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing, ask them to say what they know/remember about desserts and snacks in the Arab world. Ask them if they have ever tried to prepare any of the dishes that have been presented.
- Have students scan pages 28 and 29 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Discuss what they did. Elicit answers from the students and ask them if they think it was beneficial. List some aspects of project work on the board. For example:

Personalization

Creativity

Natural language use

Focus on meaning

Research/collecting information

Using other knowledge

- Have students reflect on the work they did with their group and evaluate the activity. Identify the aspect that they think they fulfilled.
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

13 Self Reflection

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

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

| Unit 2 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|--------------------------|---------------------------|---------------------------------|
| talk about 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 <i>would like</i> | | | |
| talk about recipes | | | |
| use sequence words: <i>first, then, after that, finally</i> | | | |

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

3 Amazing Animals

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.



Unit Goals

- | | |
|---|---|
| <ul style="list-style-type: none"> 🎯 Vocabulary Animals Animal care and behavior 🎯 Functions Ask for advice Give advice 🎯 Grammar Passive Modals The Passive with Reporting Verbs 🎯 Listening Listen for specific information | <ul style="list-style-type: none"> 🎯 Pronunciation The y and j sounds 🎯 Reading Animal Heroes 🎯 Writing Write about a type of animal 🎯 Form, Meaning and Function Adjectives <i>All/Both/Neither/None</i> <i>Both ...and/Neither...nor/</i> <i>Either ...or</i> |
|---|---|

Warm Up

Begin the class by telling a brief anecdote about a positive experience you have had with an animal; for example, a pet you have or had or an interesting animal you came into contact with. Then ask students about any interesting experiences they have had with pets or other animals they've seen in the wild or in a zoo.

1 Listen and Discuss

- Have students discuss the introductory questions with a partner. Call on a few pairs to report their ideas to the class. Then ask the other students to comment. Were their answers to the questions similar or different?
- Focus students' attention on the photos of animals on pages 34 and 35. Have students scan the first lines of the stories for answers to the following questions.

What kind of animal is pictured in the first photo on page 34? (a groundhog)

What's his name?

(Punxsutawney [punk-sa-taw-ney] Phil)

What's the name of the gorilla in the second photo?

(Koko)

Where does the cat in the third article live?

(in England, at the Prime Minister's residence)

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What kind of animal is in the photo on page 35?
(a lion)

When did John Rendall and Anthony Burke first adopt the lion? (1969)

 Play the audio. Have students listen and read along in their books.

- Ask: **Which story do you think is the most interesting? Why?**

- For additional vocabulary practice, have students find the following key words and expressions in the presentation and answer the questions about them.

shadow

What kind of day is it if Punxsatawney Phil can see his shadow—sunny or cloudy? How do you know?

(It's sunny because you can't see a shadow when it's cloudy.)

sign language

What did Koko use to speak sign language—pictures on cards or her hands? What was the original purpose of sign language?

(She used her hands. Sign language was developed to help deaf people communicate.)

stray

Where did Humphrey the cat live before he came to the Prime Minister's residence?

(No one knows exactly. He was a stray, which means he didn't have a home.)

release

(When prisoners are released from prison, means that they are allowed to leave. Here the lion is allowed to leave his owners and go back to a wild life in Africa. In both cases the person or animal is given freedom.)

Quick Check

A

- Have students find the words in the stories and underline them. Then they work individually to match the words with their meanings.
- Have students compare answers with a partner. If their answers are different, have them check the words in the story again and decide on one answer.
- Check answers as a class.

Answers

- | | |
|------|------|
| 1. d | 4. f |
| 2. e | 5. c |
| 3. b | 6. a |

B

- Have students work in pairs or small groups to ask and answer the questions. If they are unsure, have them refer back to the articles to find the answer.
- With books closed, read the questions and call on students to answer in their own words.

Answers

Answers will vary. Sample answers:

1. If he sees his shadow, there will be six more weeks of winter. If he does not see his shadow, then spring will arrive early.
2. Koko communicated using human sign language.
3. Koko used both basic and abstract words.
4. It's a cat that lives in the Prime Minister's residence. The cat's job is to catch mice.
5. They kept Kristyan in their basement in London. They took him everywhere and pampered him.
6. Kristyan remembered them and was very happy to see them.

Language Builder

Point out that a word is described as *concrete* when it refers to a specific physical object that can be seen, heard, or touched, such as *book*, *chair*, *song*, or *star*.

Abstract words describe concepts and ideas, such as *love*, *freedom*, *hope*, and *hate*. These are things that cannot be seen, touched, or heard.



2 Pair Work

- Have students work individually to write a paragraph about an animal they have known. Tell them not to say what kind of animal it is.
- Have students exchange paragraphs with a partner, read each other's paragraph, and try to guess what their partner's animal is.
- Ask two or three volunteers to read their paragraphs aloud for the class to guess the animal.

Workbook

Assign page 101 for practice with the vocabulary of the unit.



Teaching Tip

When you see that a word from a previous unit is being used in a later unit, take advantage of this to review the word and have students see it in multiple contexts. It is through this kind of repeated exposure to words that students acquire a better sense of their meaning and incorporate them into their active vocabulary.



Additional Activity

Put students in small groups and give each group eight to ten index cards or slips of paper. Assign each group one of the stories from pages 34 and 35 and have them copy the sentences from the story onto the cards, one sentence per card. Then have them mix up the cards and exchange cards with a group that has written a different story. With books closed, the group puts the sentences from the story in order. When they finish, they check the order with the book. Students can repeat this until they have done all the stories except the one they wrote themselves.



Groundhogs are furry brown rodents that weigh between 9 and 11 pounds (4 and 5 kilograms). They can climb trees and they're good swimmers. They live underground and hibernate during the winter. This means that they go into a very deep sleep, similar to a coma, for the winter months. They eat the leaves of grass and other plants, as well as seeds and roots.

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.

3 Grammar

Passive Modals

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

Active Modal

They **will release** the tiger into the wild.
 The vet **may cancel** the cat's checkup.
 You **can train** a parrot to talk.
 You **should clean** the bird's cage weekly.
 You **have to provide** fresh water every day.
 You **must keep** your hamster in the cage.

Passive Modal

The tiger **will be released** into the wild.
 The cat's checkup **may be canceled**.
 Parrots **can be trained** to talk.
 The bird's cage **should be cleaned** weekly.
 Fresh water **has to be provided** every day.
 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 |

3 Grammar

Passive Modals

- Briefly review the passive.
- Write this sentence on the board:
The owners have pampered the cat.
Ask students to change it to the passive. Elicit the sentence and write it on the board:
The cat has been pampered by its owners.
Point out that the verb is comprised of the auxiliary (*has*) + a form of *be* (*been*) + the past participle (*pampered*).
- Draw students' attention to the chart. They can see in the first line that the pattern is the same (modal + *be* + past participle). Have them read the active and passive example sentences.
- Say these sentences and have students change them to the passive.
They will find the lost cat.
(The lost cat will be found.)
The cat may catch the mice.
(The mice may be caught by the cat.)
You have to feed the birds every morning.
(The birds have to be fed every morning.)

The Passive with Reporting Verbs

- Explain that reporting verbs are used to say what other people say or believe about something. *Say* is the most common reporting verb. Point out the list of other reporting verbs at the bottom of the chart.
- Have students read the explanation and the examples. Ask: **Who believes that dolphins are the most intelligent animals?** (The sentence doesn't say. It uses the passive with a reporting verb. Therefore we don't know who believes this.)

- Say these sentences and have students change them to the passive with *It is said that...*
People say that cats are very curious animals.
(It is said that cats are very curious animals.)
They say that pets should never be given chocolate.
(It is said that pets should never be given chocolate.)
They say that groundhogs ate all the vegetables in the garden.
(It is said that groundhogs ate all the vegetables in the garden.)

Language Builder

Point out that students should think twice when they read sentences with phrases like *It is said that* or *She is believed to be*. They should ask themselves: *Why doesn't the writer tell me who said these things?* Sometimes statements like these are made when the speaker or writer does not have support for the statement.

- A**
Read the directions with the class. Do the first two items with the class as examples. Elicit that the first sentence is active. The verb *are* is the main verb in the sentence. Then elicit that the second sentence is passive. The verb is *are believed to be* (passive + infinitive).
- Have students work individually to circle *A* or *P* for the rest of the sentences.

Answers

- A
- P
- P
- A
- A
- P
- P
- P



3 Amazing Animals

B

- Ask a volunteer to read aloud the directions and the example. Then do the first sentence with the whole class as an additional example.
- Have students work in pairs to rewrite the rest of the sentences.
- Check answers by having students write their sentences on the board.

Answers

1. If possible, cats should be adopted in pairs.
2. Cats must be vaccinated against diseases.
3. Cats should be fed daily.
4. Cats can be trained not to bite or scratch.
5. Cats should never be aloud indoors.
6. A lot of good information about caring for cats can be found on the Internet.
7. New born kittens mustn't be separated from their mother.
8. Cats can be left alone all day if they have water and food.
9. An appropriate diet for your cat will be suggested by your veterinarian.

C

- Ask a volunteer to read aloud the directions and the example. Point out that the new sentence uses the same reporting verb as the original sentence. Do the first sentence with the class as an additional example. Elicit the sentence: *Elephants are believed to have good memories.* Point out that the first verb, *believe*, changes to the passive. The verb in the *that*-clause, *have*, changes to the infinitive *to have*.
- Have students work individually or in pairs to complete the sentences. (You might give them the choice as to how they would prefer to work.)
- Check answers by having students write sentences on the board.

Answers

Answers will vary. Sample answers:

1. Elephants are believed to have good memories.
2. It is believed that reptiles are descendants of dinosaurs.
3. The cow is believed to be a quiet, docile creature.
4. Napoleon is said to have feared cats.
5. The old lady on the corner is said to have 25 cats.
6. In China, the panda is believed to be a gentle animal.
7. It is calculated that pandas may become extinct in the wild over the next few decades.
8. It is said that giraffes can spot a person over a kilometer away.
9. The horse is claimed to have thrown off its rider.
10. It is believed that dolphins can communicate with humans.

Workbook

Assign pages 102–104 for practice with the grammar of the unit.



Teaching Tip

Keep a few ideas on hand for tasks to give to students who finish an activity early. These will keep them busy while the others are still working. One idea is to have them write two or three more questions or exercise items like the ones they have just completed. They can present these to the class at the end of the activity.



Additional Activity

Have students work in pairs to write five original sentences about animals, some active and some passive. Then have pairs exchange sentences and mark each other's sentences *A* or *P*. Students then return the sentences to the "authors" to be corrected. As students are doing this, monitor closely to make sure they are writing good examples of active and passive sentences. Make notes of problems and go over these as a class when the activity is over.



Here are a few more amazing animal facts:

- The blue whale is the largest animal on earth. It weighs 170 tons. That's the equivalent of 22 elephants.
- Giraffes and humans have the same number of bones in their necks: seven.
- On average, sharks kill 10 people a year. But 100 people die every year because they are stepped on by cows!
- Most domestic cats live to be 15 to 20 years old. But one cat in England lived to be 36. That's the oldest recorded age for a cat.



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 _____.



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**.



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.

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

Asking for Advice

What do (you suggest) I do about...?

Could you advise me on...?

I really need some advice on...

How should I handle it when...?

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...

4 Conversation

- Focus students' attention on the photo. Ask: **Who's the boss in this relationship between the man and the horse?** Then ask: **Have you ever tried to train an animal of any kind?** For students who answer yes, ask: **How did you do it? Was it difficult?**
- Tell students that they are going to hear a conversation in which one person is describing problems he's having with his horse. The other person gives him some advice.
- 🔊 Play the audio. Have students listen with their books closed.
- Ask: **From what you heard, do you think that Sami's problem is that he's too strict with his horse or not strict enough?**
- 🔊 Play the audio again. Have students listen and read along in their books. Verify their answers to the previous question. (Sami isn't strict enough. He can't say *no* to the horse.)

Real Talk

- Model the expressions in the Real Talk box for students to repeat. Then ask who says each one and why. (Omar is the one who uses all of the expressions.) Possible answers include:
 - Hang in there!** (Omar says this because he's encouraging Sami not to give up on the horse now. With classes, the horse will improve.)
 - 24/7** (Omar means that Sami needs to make the horse follow the rules all the time. He can't make any exceptions.)
 - get to the point** (Omar is going to say what he thinks right away, without delay.)
 - calling the shots** (Omar means that in the relationship between Sami and the horse, the horse is in charge, not Sami.)
 - back to the drawing board** (Omar means that every time Sami lets the horse break a rule, he'll have to start training all over again.)
- Have students work with a partner to practice the expressions. They can ask and answer questions, such as the following:
 - When would you tell someone to hang in there?**
 - What things in our town are open 24/7?**
 - Do you like it when people get right to the point?**

If you have a pet, who calls the shots in the relationship—you or the pet?

Can you think of a time when you had to go back to the drawing board on a project?

- Put students in pairs to practice the conversation. Then invite one pair to act out the conversation for the class.

About the Conversation

- Have students work in pairs to ask and answer the questions.
- Check answers by reading the questions aloud and having students answer with their books closed.

Answers

1. His horse doesn't follow instructions, will gallop instead of cantering, and won't turn when he needs him to.
2. He tells him that he needs to set rules and stick by them.
3. Sami says it is hard not to let his horse have his way.

Your Turn

- Ask a student to read aloud the directions.
- Focus students' attention on the phrases in the box for *Asking for Advice* and *Giving Advice*. Explain that phrases like these make our speech sound more polite. They also prepare the listener for what you are going to say.
- Model the expressions for students to repeat. Then ask: **Which phrases are used in the conversation?** (Sami says, "I really need some advice. How should I handle it when...?")
- Brainstorm with the class a few ideas that might be appropriate for creating their own conversations. Guide them toward topics that are not too personal for the classroom or too difficult to address with the language available.
- Have students role-play their conversations. Remind them that this is a speaking activity. They might make a few notes to help them remember some ideas, but they shouldn't write the conversation.
- Ask one or two pairs to act out their conversation for the class.

5 Listening

- Focus students' attention on the photo. Ask: **What is the horse trainer doing?**
- Draw students' attention to the chart. Ask the students to guess what 'Undesirable practices and beliefs' / 'Desirable practices and beliefs' might be.
- 🔊 Play the audio twice. After the first listening, give students time to make notes in the chart. After the second listening, have students complete and change their notes as necessary.
- 🔊 Play the audio again for students to listen and check their answers.

Answers

| Undesirable practices and beliefs | Desirable practices and beliefs |
|--|---|
| Break the horse's spirit | Create a willing and accepting partner |
| Rule by fear | Owners need to be firm leaders |
| Use harsh treatment and extreme force. | Rule the horse with respect |
| | Communication is the secret to natural horsemanship. |
| | Get to know your horse's body language, natural tendencies. |
| | The horse needs time and patience. |

🔊 Audioscript

Horses are gifted animals with their own code of behavior and communication. What is called 'horse breaking' does neither the horse, nor the rider credit. When preparing a horse for saddle our aim is not to break the horse's spirit, but to create a willing and accepting partner.

Although harsh treatment and extreme force are no longer condoned by many horsemen, there are still those that adopt violent and cruel training techniques. One such trainer, who resorted to beating horses that he considered "stubborn," got a taste of his own medicine when his horses, which were certainly strong and beautiful, did miserably in a show because they panicked at the sound of applause and could not be handled because they did not trust their rider.

It is true that horse owners need to be firm leaders to their horses, but ruling by fear rather than respect will not help get the best they can from their horses. Adopting a slow and methodical approach towards training allows one to get to know one's horses, and train them to deal with all sorts of things including potentially frightening distractions.

The secret to natural horsemanship is communication. Before you attempt to develop your riding techniques and other details, you should take the time to get to know your horses, learn their body language, natural tendencies, and how they react to things. Each horse is different.

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It seems to me that people go to great lengths to avoid what is the simplest and most rewarding option—namely, a few days of around the pen work that takes a bit of time and patience but pays off in the long run.

6 Pronunciation

- 🔊 Play the audio twice. The first time, students just listen. The second time, they repeat or speak along with the recording.

7 Vocabulary Building

A

- Have students work individually to match the words with the definitions.

B

- Have students compare answers with a partner.

Answers

- | | | | |
|------|------|------|------|
| 1. d | 3. f | 5. c | 7. e |
| 2. a | 4. g | 6. h | 8. b |

Workbook

Assign page 105 for additional reading practice.

💡 Teaching Tip

When students read or role-play conversations, it's often difficult to get them to speak with expression. Encourage students to use expression by modeling portions of the conversation for them and having them listen closely to and imitate how people speak in the recordings.

💡 Additional Activity

Working in pairs, have students imagine they are working at an animal shelter. The following people have come to look for a horse. Recommend a horse that would be best for each: 1) a family with young children; 2) a young man who likes hunting and sports; 3) an older woman who lives alone.



According to the 2019 U.S. Pet Ownership & Demographics Sourcebook, cat ownership outnumbered dog ownership by approximately 4.5 million cats, however, more households own dogs.

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 *yet* and *regular* with the *j* sound in *jet* and *magic*. Listen and practice.

1. Jack owns a very energetic young stallion.
2. The horse has an intelligent, gentle nature.
3. Ponies have beautiful features and are popular with children.
4. Many true stories demonstrate that horses are loyal human companions.
5. These are just a few of the techniques used to train horses.

7 Vocabulary Building

A. You will see these words in the reading on pages 40 and 41. 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.

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.

8 Reading

- Discuss the **Before Reading** question with the class. Elicit examples and stories from students about ways in which animals are good for people.
 - Have students do a quick overview of the article. Give them no more than one minute to look at the title and the pictures and then scan the first two or three lines of each paragraph. (The time limit is important to ensure that they don't try to read the whole article.)
 - Then ask the following questions:
 - What does the title *Animal Heroes* refer to?**
(animals that help people)
 - Is it only domestic animals that help people or do wild animals sometimes help as well?** (Both domestic and wild animals help people at times.)
 - What animals will you read about in the article?**
(a cat, a horse, a gorilla, and a dolphin)
-  Play the audio. Ask students to listen and read along in their books.
- **Note:** The **After Reading** questions on page 41 address the main ideas of the article. Since it is logical to discuss main ideas before discussing details, you might want to do the **After Reading** questions here and then present the reading strategy, "Understanding details," after students have answered the questions. The Notes and Answers for **After Reading** are on the following page of this Teacher's Guide.

READING STRATEGY Understanding details

- Explain that the way we read is often determined by the information we need to know about a topic. Sometimes it is enough to understand the main ideas. Other times the reader needs to understand all the details as well. Also, details often provide the most interesting information in an article.
- Tell students that you're going to test how many details they remember from the story. Have them close their books. Then read the following questions aloud. Students write their answers.

paragraph 1

In what room of the house was the fire located?

(the kitchen)

Did the cat need Pilar to get her out of the house?

(No, she could have gotten out through the cat door.)

paragraph 3

Where was the horse? (in the stable)

What did the horse do? (It started making noise and galloped towards the house.)

How did Charlotte react? (She understood that Thunder was disturbed for a reason)

What did Charlotte do? (She got everyone out of the house before the earthquake hit.)

paragraph 4

What was Todd Endris doing when he was attacked?
(surfing)

How big was the shark that attacked him?
(4 meters long)

paragraph 5

Was the gorilla in the story male or female? (female)

How old was the gorilla? (8 years old)

How many days was the boy in the hospital? (4 days)

- After you've read all the questions, have students open their books. Ask the questions again and call on students to give their answers. After each answer, have students find the correct answer in the reading. How many did they get right the first time?

After Reading

- Have students work in pairs or small groups to ask and answer the questions. Emphasize that they should answer in their own words whenever possible.
- Check answers by reading the questions and calling on students to answer with their books closed.

Answers

1. They are alert to danger before humans are.
2. Thunder galloped towards Charlotte's house and with the noise she made saved everyone in the house from the earthquake.
3. Dolphins are thought to be friends and protectors of humans. The example of how they saved Todd Endris demonstrates this.
4. Dolphins formed a protective circle around Endris to help him get to shore.
5. The boy fell into the gorilla area. The gorilla picked him up and carried him to the zookeeper.

9 Speaking

- Have students in pairs or groups. Tell students that they are going to share a story they've heard or experienced where an animal helped a person.
- Ask students to use the chart to make notes.
- After several minutes have students of each group to chose the story they liked the most and share it with the class.

Workbook

Assign pages 106–107 for additional writing practice at word and sentence level.

For extra speaking practice with sounding natural, have students work in pairs to discuss the topics on page 133.

Additional Activity

Do a pair dictation exercise. Put students in pairs. Each student selects two or three sentences from the article to dictate to their partner. The students who are dictating should read complete sentences at a slow but natural pace, not word by word. They pause after each sentence to give their partner time to write. Students take turns dictating their sentences to each other. If they don't understand or remember something, they ask their partner to repeat it. When both students have taken the dictation, they check what they've written with the book.

Project: Research an Animal

Working in groups, have students research a story about an animal helping a human in some way. Have students summarize and illustrate the story on a poster to present to the class.



Here are some more interesting facts about dolphins:

- Dolphins can swim up to 24.5 miles (39 kilometers) per hour.
- They live for 40 to 50 years.
- Bottlenose dolphins can dive 1280 feet (390 meters).
- They can jump 20 feet (6 meters) out of the water.
- The largest dolphin is the orca or killer whale, which is really a dolphin and not a whale. Orcas can grow up to 30 feet (9 meters) in length.



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?

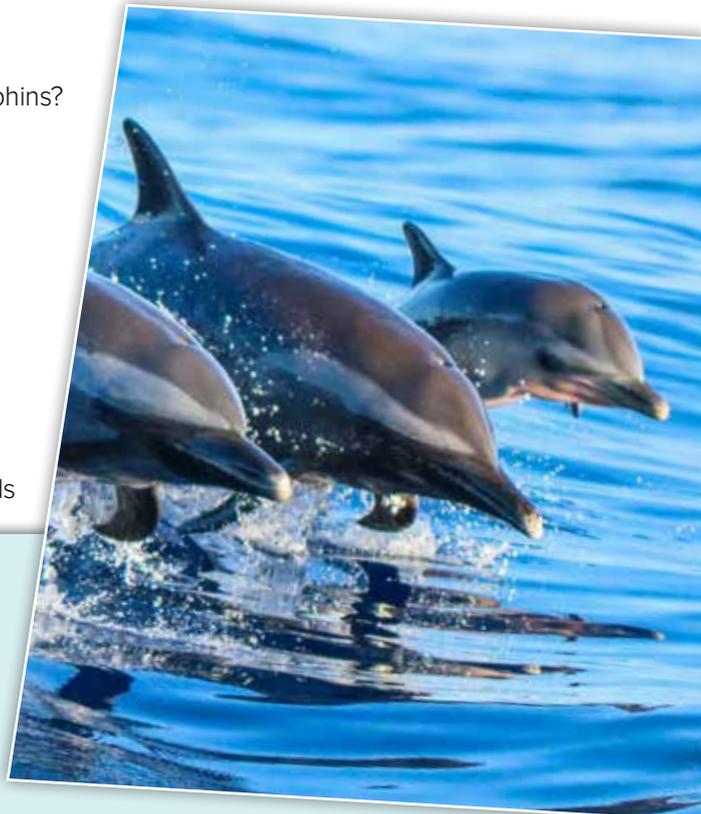
9 Speaking

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 | |
| Conciusion/comments | |

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.

10 Writing

A

- Brainstorm on Dolphins. Elicit ideas from the class. Ask students what they know about dolphins. Hold a brief discussion in class.
- Direct students to A 1. Read the directions with the class.
- Organize students into pairs or groups. Have them write questions they would like to have answered about dolphins.
- Call on a student from each pair/group to report their questions in class.
- Play the audio and have students listen and make a note of any answers to their questions.
- Read directions for 2. Ask students to compare the points raised with their questions and leave out any points that have already been answered.
- Have students read the text and find out/ confirm the information about dolphins.

Answers

- The origin of dolphins: marine mammals that are claimed to have evolved from land mammals some 50 or 60 million years ago.
- Types of dolphins: 32 types that live in salt water.
- Eating habits: 20 to 25 kilos of fish per day/ they regulate their food intake according to the fat content of the fish and their needs
- Bottlenose dolphins: more familiar to people/ life expectancy: 40 to 50 years/ connection with humans/ rescued divers
- Special abilities: recognize themselves in a mirror, scan using sonar, sleep with one eye closed, whistle and communicate through whistles, go to a depth of 260 meters
- Relationship with people: connection with people, interested in people, have rescued people repeatedly.
- Have a student read 3 aloud. Demonstrate the first point using the first paragraph. Elicit answers about the topic of the paragraph from the class.

Answers

What are dolphins?/Introduction of dolphins

- Have students work in pairs or groups identifying the topic of each paragraph. Call on a student from each pair/group to report their answers for the class.

Answers

Paragraph 2: Dolphins and their eating habits/The eating habits of Dolphins/What Dolphins eat

Paragraph 3/bullet points: What Dolphins can do/The incredible abilities of dolphins/Super dolphins

Paragraph 4/single line: Dolphins and people.

Paragraph 5: What dolphins like/The qualities of dolphins

Paragraph 6: Conclusion/The writer's view and feelings towards dolphins/The writer's opinion of dolphins

- Allow students to add to the information in the text if they know about dolphins.
- Read directions for 4 and identify all the points that have been answered including student-created questions.
- Have students think about the text in pairs and decide how they might like to change the text. Suggest that they might want to include more information about an area and less about another or change the order, etc.

3 Amazing Animals

B

- Tell students that they will write an essay about a type of animal.
- Read directions for tasks 1 and 2 and have students decide on a type of animal in small groups.
- Have groups decide on an animal and share what they know about it in their group. Tell them to write the information in the K column. Then write what they want to know about the animal in note-form or questions in the W column. Explain to students that they can make notes individually and then share them with the rest of their group.
- Have groups research and find out what they want about the animal in the library or on the Internet.
- Focus students' attention on the Writing Corner. Have a student read each point aloud and discuss it in class. Explain to them that it is very important that they select information from the sources that they use and make notes about it. Then set the original text aside and only use their notes to avoid copying the text as it is in the original.
- Explain that sharing opinion, enthusiasm and feelings with the reader makes the text more attractive and prompts the reader to take a position. An essay that is restricted to factual information will read like a dictionary or encyclopedia, which is informative in a neutral manner.
- Regarding reference to the animal, have students go back to the text about dolphins and highlight the way the writer refers to dolphins.

Answers

Dolphins; they; Dolphins (repetition); they (repetition); the bottlenose dolphin; Bottlenose dolphins; wonderful creatures

- Point out that there is often a tendency to include too much information if one is not confident enough to select and leave things out. Tell students to think of what they do when they read something. Do they read parts that list true but generally uninteresting information with interest? Do they remember all the information? Encourage students to be selective.
- Direct students' attention to the model text. Have them notice the use of I in the first paragraph. Elicit the effect this creates from students. Does the use of I and the opening lines make them want to read the essay? Would they be more interested in an essay that started with, "Peregrine falcons are very good hunters. They are fast and..."

- Give the students time to plan and draft their essays. Then ask them to exchange, read each other's drafts and comment or suggest corrections.
- Have students rewrite their drafts making changes and corrections.
- Call on some students to read their essays aloud in class. Then have all the students post their essays on the board or the wall for the rest of the class to read.
- Ask students to choose the essays they like best and say why they like them.



Additional Activity

Ask students to provide clues from different essays for the class to guess which animal is being described. Organize this as a group game in class. Allow students to add more animals if they wish.

Workbook

Assign page 108 for additional writing practice above word and sentence level.

- 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.

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**.

Cats **are** very **independent**.

Giant pandas **may become extinct** in the future.

Dolphins are **intelligent animals**.

Tigers are very **independent animals**.

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.

(adjective) Keeping pets **healthy** is very important.

(noun) You won't get much **use** out of that bag.

(adjective) That bag is **useless**.

(noun) The tall buildings in Dubai made a big **impression** on the tourists.

(adjective) I felt **impressed** when I saw the very tall hotel.

(noun) Please take **care** when feeding the animals.

(adjective) Please be **careful**.

(noun) Young children have a lot of **energy**.

(adjective) Young children are very **energetic**.

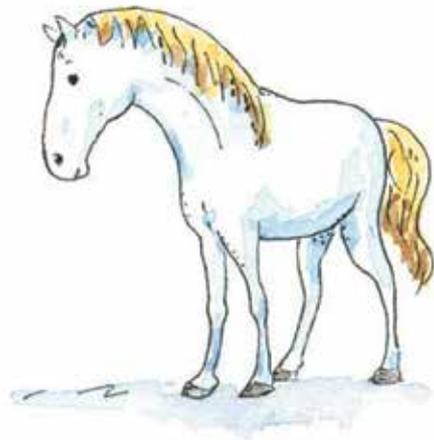
(adjective) The tourists found the tall buildings in Dubai very **impressive**.

(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.



11 Form, Meaning and Function

Position of Adjective

- Read through the examples in the presentation and elicit that an adjective follows the verb *be*. Point out the meaning of *become* and tell students that we can also use *get* in the same way. For example: *Let's go inside, the baby is getting cold.*

Adjectives from Verbs and Nouns

- Go through the rules on forming adjectives from verbs and nouns. Write the suffixes on the board in columns. Number the columns.
- Call on two volunteers to read out the example sentence: One student should read out the sentence with the noun and the other with the adjective. As students read out the sentences, have the class call out the number of the column on the board in which you should write the adjective.
- Call on volunteers to write more adjectives on the board in the correct column. Ask students to form an example sentence with each new adjective that is added.

A

- Have students work on the exercise alone and compare their answers with a partner.

Answers

1. live
2. affectionate, cooperative
3. joyfully, loving
4. famous
5. healthy
6. beautiful
7. energetic
8. loyal

B

- Set this as an extra activity to either follow up during the next lesson as a pair work activity or as a written activity. Emphasize that students should use as many adjectives as they can in their description.

Language Builder

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.*



Additional Activity

What animal am I?

Students work in pairs. Have students write the name of an animal on a sticky label without their partner seeing what they have written. Students then stick the label on their partner's forehead. Students then ask and answer yes/no questions until they guess correctly the name of their animal. Encourage students to use as many adjectives as possible when asking questions. The activity stops when both students have managed to correctly guess which animal they are.

3 Amazing Animals

All / Both / Neither / None

- Read through the example sentences and elicit or point out that *both* and *neither* refer to two people or two things. *All* or *none* refer to three or more people or things. For example,
All of them are teachers. None of them are math teachers.
All of them teach science. None of them teach math.
- *Neither* means *not one* and goes with singular verbs and nouns. For example,
Both of them are teachers. Neither of them is a math teacher.
Both of them teach science. Neither of them teaches math.
- Highlight the form. (*All / Both / Neither / None* + of + subject + auxiliary verb or main verb.)

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

- Read through the information in the presentation and call on volunteers to read the example sentences.
- Refer students to exercise C to practice the form.



- Students should work alone to write sentences and then compare with a partner.
- Call on volunteers to read out their sentences to the class.
- Have the class correct any errors as a group.

Answers

Students' own answers.

Workbook

Assign pages 109–110 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

Before presenting new language points, study the presentation and anticipate any questions students might have. Be prepared to answer these questions and provide additional examples that clarify the point.

Incorporate grammar instruction and practice into reading and writing activities. When reading a text, ask students to skim for the target grammar. When writing, ask students to try to use the target grammar at least once or twice.



All / Both / Neither / None

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

All tigers, cheetahs, leopards, and lions are big cats.

Both cheetahs and leopards are fast animals.

Neither tigers nor lions can be domesticated.

None of the big cats can be domesticated. They are all wild animals.

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

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

My favorite animal is **either** an elephant **or** a camel.

Both camels **and** elephants are intelligent animals.

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

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

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

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

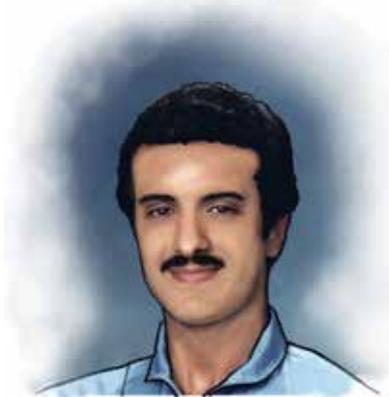
Neither my brothers **nor** my uncle *wants* to see that documentary.

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



Both Prince Sultan bin Salman **and** Majed Ahmed Abdullah spent their childhood in Riyadh.

Neither I **nor** my brother have seen a better football striker than Majed Ahmed Abdullah.



Prince Sultan bin Salman

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

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



Majed Ahmed Abdullah

12 Project

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

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



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

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.

12 Project

- Direct students' attention to the photos and have students name the animals shown.
- Organize students in groups and have them brainstorm on animals that live in the Arab world and some countries in Asia. Tell them to mention any type of information that they have about them.
- Call on a student from each group to present the group's ideas and discuss in class.
- Read directions for tasks 1 and 2. Discuss where students can find information.
- Remind them to use the Internet, look up encyclopedias and other books and talk to adults that can give them information. Have them make notes and if possible record interviews.
- Have students study the chart and make notes in the right space. Point out that they will have to include their reasons for selecting the particular animal.
- Tell the class to include environmental information and to indicate if some of the animals are classified as endangered.
- Have a class discussion about which animals to include. Give groups some time about 10 minutes to discuss. Remind them to assign tasks to different group members and to make sure there is at least one person making notes.
- Call on a student from each group to report the group's decisions in class and write the names and the area of the animals on the board. Encourage the class to comment, or challenge each choice. Remind them to give reasons for their objections or reservations. For example, camels might be challenged as a choice because most people know about them.
- Have students work in groups and discuss the information they have. Remind them to make notes in the chart. Encourage them to be as creative as possible.
- Call on a student from each group to present some of their ideas for the class. Ask students to listen carefully and discuss or comment on the ideas that are presented.
- Have groups plan and prepare their poster presentation. Encourage them to add their own ideas. Remind groups to assign tasks and responsibilities to group members depending on their skills and abilities. Tell each group to appoint a chairperson that can control the discussion and make sure everyone has a chance to express their opinion and make suggestions.

Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.

- If there isn't internet access, tell students that they will have to do some of the work for the poster in class and some after class.

In-class tasks: assign research and design tasks, assign responsibilities, share the work among members of the group.

Discuss and draft presentation, plan posters, collect and organize available information.

Out-of-class tasks: Research the Internet for information on specific animals.

- Explain to students that after they have collected all the information and designed their posters, they will spend some time in class coordinating before their presentation in the next or the following lesson.



Additional Activity

Competing for the same animal – If groups decide to deal with some of the same animals set up a competition. Tell the groups that they will have to research very carefully and find the most interesting information and details about the animal if they want to claim it as their choice. Have the contestants present their information in class and let the class decide which one is more interesting/ original/ funny/ exciting.

Workbook

For additional tips on preparing poster presentations, refer students to page 134.

13 Self Reflection

- Write 'Amazing Animals' on the board and elicit as many ideas and words as possible from the class. List the words on the board. Ask students to say which animals they associate the unit title with. Elicit answers from volunteers.
- Have students scan pages 34 and 35. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
Which animal were they most impressed by?
Which animal would they be interested in finding out more about?
Would they expect a lion or a tiger to get attached to people? Why? Why not?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 36 and 37, ask them some questions. For example:
Change the active modal to a passive modal:
They will release all the details tomorrow morning
The board may cancel the meeting.
They should update their information more regularly.

Answers

All the details will be released tomorrow morning.

The meeting may be cancelled.

Their information should be updated more regularly.

Complete these sentences:

It is said that he _____

Horses are believed to be _____

- Have volunteers answer the questions. Elicit more examples from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 38 and 39. Call on volunteers to say what the conversation is about and which are their favorite expressions.
- Have students say what they remember from this section and make notes in the chart.

- Write 'Animal Heroes' on the board and brainstorm on language and information that students remember. Call on volunteers to list as many words as they can on the board. Encourage the rest of the class to make suggestions.
- Have a class discussion about unusual incidents with animals.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about dolphins. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 42 and 43 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work and research. Elicit ideas from the students and have them present their experiences for the class.
Did they have difficulty making decisions in their group? Why? Why not?
Did they feel that they had the chance to present their ideas?
Was it difficult or easy to access different sources and collect information? Why? Why not?
Where did they find information? Where did they find photos?
Did they enjoy preparing their poster?
Would they change anything if they had the chance to do it again? What?
Was there room for originality and creativity? Why? Why not?
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection

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

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

| Unit 3 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|--------------------------|---------------------------|---------------------------------|
| talk about animals and their behavior | | | |
| ask for advice | | | |
| give advice | | | |
| use passive modals | | | |
| use the passive with reporting verbs | | | |
| use adjectives | | | |
| compare people using: <i>all / both / neither / none; both...and... / neither...nor... / either...or...</i> | | | |

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

4 What Would You Do?

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?



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?

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?



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?



Unit Goals

- ⦿ **Vocabulary**
Moral dilemmas
- ⦿ **Functions**
Discuss ethical dilemmas
Give opinions
- ⦿ **Grammar**
Present Hypothetical Conditionals versus Past Hypothetical Conditionals
Implied Conditionals
As If/As Though for Unreal Situations
- ⦿ **Listening**
Listen for specific details
- ⦿ **Pronunciation**
Stress on content words and function words
- ⦿ **Reading**
Peeking Into Our Medical Future
- ⦿ **Writing**
Write a personal narrative about an important decision that has impacted your life
- ⦿ **Form, Meaning and Function**
Future Progressive and Future Perfect
Used to Versus *Be Used To*
Was/Were Going To (Future in the Past)

Warm Up

Begin the class by presenting students with a small moral dilemma. For example, say:

One of your friends asks you to read a report he wrote for a science class. You read it and realize that he copied it directly from a website.

Ask: **What would you do?** Elicit some possible answers from students and discuss the positive and negative consequences of their ideas. For example, students might talk to the friend about the problem, but then the friend might be angry.

1 Listen and Discuss

- Discuss the first introductory question with the class. Elicit that *moral* and *ethical* are words that relate to ideas of right and wrong behavior. Actions that are good or right are called *moral* or *ethical*. Bad actions might be called *immoral* or *unethical*.

- Put students in pairs to discuss the second and third introductory questions.

- Ask a few volunteers to report their answers to questions 2 and 3 and explain them.
- 🔊 Play the audio for the first situation. Ask students to listen and read along in their books.
- Briefly discuss the situation and elicit answers to the question. Have students explain why they would or would not do what Russ did.
- 🔊 Repeat this procedure with the other situations. Play the audio for each situation and then stop the recording to discuss it.
- Vary the way in which students respond to the question at the end of each situation. Discuss the situation with the class, have students discuss with a partner, or have them write a brief answer to the question.
- **Note:** At this point, don't teach or insist on their using the conditional forms correctly. They should express their ideas with language that they know and are comfortable using.
- For additional vocabulary practice, have students find words in the situations with the following meanings. Write the definitions on the board or read them aloud and have students search for the words.

Situation 1

the main building at an airport (terminal)

Situation 3

a large block of frozen water floating in the ocean (iceberg)

to go down underwater (to sink)

to die underwater, because of being unable to breathe (to drown)

Situation 4

to try hard to do something that is very difficult (to struggle)

Quick Check

A

- Have students find and underline the words from the box in the situations on pages 48 and 49. Then have them work individually to complete the sentences.
- Have students compare answers with a partner. If they don't agree on an answer, they should reread the situation containing the word and decide on the correct answer.
- Read the answers aloud for students to check. Discuss any words that are still not clear.

Answers

1. responsible
2. vanish
3. motivate
4. morally
5. dread
6. tempted

B

- Have students work in pairs to ask and answer the questions.
- Check answers by reading the questions aloud and calling on students to answer with their books closed.

Answers

Answers will vary. Sample answers:

1. He's flying to his brother's wedding.
2. He does not help the man but hurries to catch his flight.
3. He is considering cheating on his test because he can't remember the answers.
4. There is only enough space for nine passengers.
5. Because then she will be able to buy a cell phone and her parents will be proud of her.

Proverbs

- Ask students to read and discuss the meaning of the proverbs in pairs.
- Have students discuss in class. Encourage them to express their thoughts.



2 Pair Work

- Brainstorm two or three ideas with students about possible topics. Guide them away from any topics you feel are too serious or too difficult to discuss in class. There are many examples of moral dilemmas that confront students every day; for example: cheating or copying when preparing school work, telling on a fellow student when they know that person has done something wrong, telling a white lie to get out of trouble, etc.
- Have students work in pairs to create their situations and then present them to the class.

Workbook

Assign page 111 for practice with the vocabulary of the unit.

Teaching Tip

Discussing moral and ethical dilemmas can result in lively and interesting class discussions. However, if the issues are too controversial or some students have very strong opinions, they can also prove difficult to handle. It's important to establish an atmosphere of mutual respect for the discussions from the start. Ensure that everyone feels comfortable expressing their own opinion.

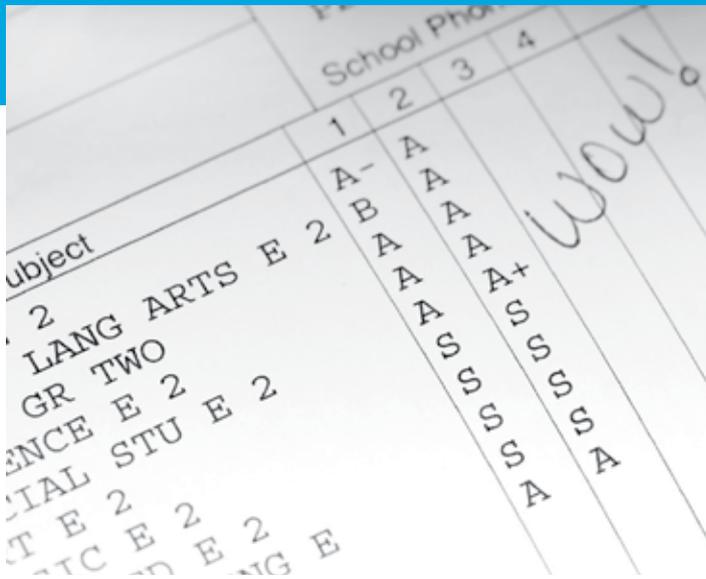
Additional Activity

Put students in pairs. Give each pair two of the vocabulary words highlighted on these pages. Have them write two original sentences with each word. Then say the words and call on students to read sentences for each one.



According to a major testing organization, cheating among high school students in the U.S. is rising.

- Eighty-six percent of high school students agree that most students do cheat at some point.
- Among middle school students, two thirds said that they sometimes cheated on tests and nine out of ten said that they had copied another student's homework.
- When asked why they cheated, students talked about the increased pressure to get good grades. They also pointed out that cheaters are not usually caught and if they are, the punishment is not very severe.



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?

"All sunshine makes the desert."

—Arabic proverb

"Ask the experienced rather than the learned."

—Arabic proverb

Quick Check

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

| | | |
|---------|-------------|---------|
| dread | motivate | tempted |
| morally | responsible | vanish |

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

B. Comprehension. Answer the questions.

- Why is Russ at the airport?
- What does Russ decide to do?
- What is Mike considering doing? Why?
- What is the problem on the lifeboat?
- Why is Mariana tempted to not tell the truth about her science grade?

2 Pair Work

وزارة التعليم

Ministry of Education Work with a partner to create a morally challenging situation, or a dilemma.

2022 Find out what your classmates would do in the situation.

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.

3 Grammar

Present Hypothetical Conditionals versus Past Hypothetical Conditionals

- Write this sentence on the board: ***If I wanted to go downtown, I would take the bus.*** Ask: ***Do I want to go downtown?*** (no) Explain that this is a hypothetical or imaginary situation. You're saying that *if* something were true, this is what you would do.
- Change the word *would* in the sentence on the board to *might* and then to *could*. For each one, ask: ***How does this change the meaning?*** Elicit that *would* means that you are fairly certain that this is what you would do. *Might* indicates that it's a possibility but not certain. *Could* means that it's possible—there is a bus that goes downtown—but it's still not certain that you'll take it.
- Have students read the explanations and the examples in the chart. Explain that in these sentences the *if*-clause presents a condition or situation, and the main clause presents a possible result. Therefore, the main clause is often referred to as a *result clause*.
- Write sentence starters on the board and have students complete them with their own ideas. For example: ***If I had more time, _____.***
- Emphasize that although these sentences use the past forms of verbs, they actually refer to present situations.
- Have students read the explanations and examples for the past hypothetical conditionals. Ask: ***What verb form do we use in the if-clause?*** (past perfect) ***What verb form is used in the result clause?*** (*would have, could have, or might have* + past participle)
- Write sentence starters for students to complete with their own ideas. For example: ***If I had had more time yesterday, _____.***

Implied Conditionals

- Ask a volunteer to read aloud the explanation and the examples. Ask: ***Do these sentences include a result clause?*** (yes)
- Elicit more examples. For example: ***You come home and find your mother has cleaned your room.*** (I would have cleaned it.)



As If/As Though for Unreal Situations

- Read the explanation and the examples in the chart. Have students find more examples of *as if/though* and other conditionals on pages 50 and 51.
- As an additional example, tell students a situation like the following: ***I saw a friend on the street the other day, but he didn't say hello. He acted as if he hadn't seen me. But I know he did.***

Language Builder

Point out that the clauses in a conditional sentence can go in either order.

If I knew the answer, I'd tell you.

I'd tell you if I knew the answer.

When the *if*-clause is first, it is followed by a comma. When the result clause is first, there is no comma.

- A**
- Ask a volunteer to read aloud the directions and the example. Point out that the conditional sentence gives an opposite situation to the real one. Do item 1 with the class as an additional example. Ask: ***What's the condition?*** (Thomas doesn't take good care of himself.) ***What's the result?*** (He gets sick.) ***If Thomas took good care of himself, he wouldn't get sick.***
 - Have students work in pairs to rewrite the rest of the sentences. Remind them to use *could* and *might* as well as *would* in the sentences.
 - Ask students to write their sentences on the board.

Answers

Answers will vary. Sample answers:

1. If Ibrahim took good care of himself, he wouldn't get sick.
2. If he had driven more carefully, he wouldn't have had an accident.
3. If I had known how hard this course would be, I wouldn't have taken it.
4. If he were my son, I could tell him what to do.
5. If I had extra money, I could help the poor.
6. If you paid attention in class, you would/might understand the lessons.
7. If Aisha had told her parents about the problem, they could have helped her.
8. If we had had time, we could/would have visited him in the hospital.

B

- Ask a volunteer to read aloud the directions and the example. Elicit other possible answers. (For example: I would have written my roommate a note. I would have tried to recover the file. I wouldn't have told him the truth, either.)
- Have students work individually to write answers. Encourage them to express their real opinions. As students are working, go around and help as needed.
- Put students in pairs and have them ask and answer the questions. Remind students that there are many possible answers for each situation.
- Check answers by calling on volunteers to report their answers. Elicit a few responses for each situation.

Answers

Answers will vary. Sample answers:

1. I would have called them and told them about the mistake.
2. I would wait for the other driver to come out.
3. I would have told Fatima that I liked the dress, too.
4. I would not have read her journal.
5. I would tell her that I bought the dessert.

C

- Ask a volunteer to read aloud the directions and the example. Point out that the example uses *were* after *she* in the second clause. This is a more formal, traditional usage; however, it has also become standard to use *is* in this situation.
- Have students work individually to write new sentences.
- Check answers by asking volunteers to write their sentences on the board.

Answers

Answers will vary. Sample answers:

1. I feel as though I were dreaming.
2. We are spending money as though we were rich.
3. Asma acts as though she liked Sophie.
4. You look as if you had seen something scary.
5. Adel walks as though he were an old man.
6. You are behaving as if you owned the house.
7. He is behaving as if he took public speaking lessons.
8. Faris is talking as though he didn't need this job.
9. He is acting as if he knew the answer.



Workbook

Assign pages 112–114 for practice with the grammar of the unit.



Teaching Tip

Accuracy is important when speaking a language. However, tell students not to worry too much about making mistakes, especially in informal conversations. It's more important to focus on communicating ideas. Most English speakers will understand if they are struggling a little with the language and be eager to help them out.



Additional Activity

Play a chain game with sentences with *if*. To start the game, write a sentence starter on the board, such as ***If I had two weeks' vacation, _____***. Have one student complete the sentence, saying, for example, ***If I had two weeks' vacation, I'd go to the beach.*** Then the next student says ***If I went to the beach, I'd go swimming every day.*** This continues with the next student starting ***If I went swimming every day, _____***, and so on. Each student builds on the previous sentence. When students run out of ideas with one chain, start a new one.

fun facts

The Kindness of Strangers: A study was done in various cities around the world about how willing people were to help strangers. In one of the tests, an experimenter would drop a pen while walking down the street, and then record how many times someone would point it out or pick it up for them. The following are some of the results.

Percentage of people who helped:

- New York: 28%
- Houston, Texas: 70%
- San Francisco: 65%
- Rio de Janeiro: 100%
- Mexico City: 55%
- Madrid: 75%
- Rome: 35%
- Shanghai: 75%
- Stockholm: 90%

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



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...
I feel/I believe...

The way I see it...

It seems to me that...

As far as I'm concerned...

I would think/say that...

4 Conversation

- Ask: **Do you ever talk to friends when you have a problem and can't decide what to do? Do your friends give you good advice? Do you follow it?**
- Focus students' attention on the photo. Ask: **What is the boy in the photo doing?** (He is stealing clothing from a store.)
- Have students close their books. Tell them they are going to listen to a conversation between two friends that involves stealing. Khaled is asking his friend Majid for advice.
- Tell students to listen first for the answer to this question: **What is the relationship between Khaled and the boy who is stealing the clothes? Are they friends or co-workers?**
- 🔊 Play the audio. Have students listen with their books closed for the answer to the question.
- Elicit students' answers to the question. (The boy is Khaled's co-worker.) Ask what they heard that helped them answer the question.
- 🔊 Play the audio again. Have students listen and read along in their books. Verify the answer to the question about Khaled.

Real Talk

- Model the expressions in the Real Talk box for students to repeat. Ask who says each one and why.
Possible answers include:
rotten (Majid says this. By asking Khaled not to tell the manager, the boy has put Khaled in a bad position. He has to choose between loyalty to a co-worker and to his manager and the store.)
I wouldn't put it past him. (Khaled says this because he thinks the boy will probably steal again. Point out that this expression always implies a negative or wrong action.)
blow the whistle on (Majid says this. He means that Khaled should tell his manager what's happening.)
call (Majid says this. He means that Khaled has to make the decision. Point out that this word is often used in sports. The referee or umpire in a game makes calls about plays, such as *foul*, *fair*, *safe*, or *out*.)
- Put students in pairs to practice the conversation. Then invite one pair to act out the conversation for the class.

Culture Note

A *whistle-blower* is a person in a company or organization who reveals problems or unethical behavior happening in the company in order to stop it. This is a difficult role to play, as the whistle-blower risks getting into trouble. In the U.S., there are now whistle-blower laws to protect the rights of the whistle-blower.

About the Conversation

- Have students work in pairs to ask and answer the questions.
- Have students close their books. Check answers by reading the questions and calling on students to answer.

Answers

1. Someone he works with is shoplifting, and he doesn't know whether to tell the manager or not.
2. Majid thinks he should tell the manager.
3. *Answers will vary.*

Your Turn

- Ask a student to read aloud the directions.
- Focus students' attention on the phrases in the box for *Giving an Opinion*. Explain that these expressions indicate that what the person is going to say is their opinion, not a fact or what other people may think.
- Ask: **What expressions does Majid use to introduce his opinions?** (*The way I see it...* and *It seems to me that...*)
- Put students in pairs to create their own conversations. Students should take turns playing the roles of the person with a problem and the one giving their opinion or advice.
- Ask one or two pairs to act out their conversations for the class.

5 Listening

- Ask students if there are ever situations in their country where hikers or other types of adventurers need to be rescued. Ask: **Who performs the rescues? Who pays for them?**
- Tell students that they're going to hear about rescues on Mount Hood, a mountain in the state of Oregon in the United States. Have them read the sentences. Can they guess the answers to any without listening?

 Play the audio twice. After the first listening, give students time to write *true* or *false*. Then have them listen again to check and change their answers if necessary.

 Play the audio a third time to check answers.

Answers

1. false 3. false 5. false
2. true 4. false 6. true

Audioscript

Mount Hood is the highest mountain in Oregon, a state in the western United States. At 3400 meters it is an irresistible draw to hikers looking for a challenge. Inevitably, some of these hikers run into trouble. Each year 25 to 50 people have accidents or get lost on Mount Hood and require rescue. Although most of these are understandable accidents, a few result from reckless risk-taking.

In one recent case, three experienced climbers went hiking in the middle of a snowstorm in December with minimal gear. Most hikers climb Mount Hood in May or June when the weather conditions are favorable. But in December, the mountain is covered in snow and ice. Winds up to 135 kilometers per hour whip the snow around making it difficult to see. Temperatures can drop below freezing. As one rescue worker put it, "What were they thinking? They were just asking for it."

There is growing frustration in the community towards such risk-takers and the danger they put the rescuers in. During a rescue a few years ago, a helicopter full of rescue workers crashed and the rescue workers narrowly escaped being killed. Linda Carle, who lives in the Mount Hood area, asks, "If someone made a poor decision, why should rescue teams have to risk their lives to save them? Why are people tempted to take unnecessary risks and do things that aren't right if they know that they can get into trouble?"

Most of the Mount Hood rescue workers are either volunteers or part of the local sheriff's department. There is no charge for these rescues. It is the taxpayers who pay the bill. Some have begun to suggest that people who take irresponsible risks and require rescue should be charged for the rescue. They feel it is only fair that costs for things like damaged helicopters and medical care for rescuers be paid for by the people who took the risks. What would you do if you were the local sheriff at Mount Hood?



6 Pronunciation

- Write sentence 2 on the board. Circle the function words (the, are, for, in, and) and underline the content words. Explain the difference.

 Play the audio twice. The first time, students listen. The second time, they repeat the sentences, or speak along with the recording.

7 Vocabulary Building

A

- Have students work individually to match the words with the definitions.

B

- Have students compare answers with a partner.

Answers

1. e 3. g 5. d 7. a
2. f 4. h 6. c 8. b

Workbook

Assign page 115 for additional reading practice.



Teaching Tip

Have students work with their books closed as much as possible during the class. This keeps attention focused on speaking and communication, as opposed to just reading things out of the book.



Additional Activity

Put students in small groups and have them role-play a town meeting about the rescues on Mount Hood (or a similar situation in their country). People in the meeting have to vote *yes* or *no* on this proposition.

Hikers who take excessive risks and have to be rescued will pay a fine of up to \$5,000.



Stores lose billions of dollars each year to shoplifters. Twenty-five percent of shoplifters are teens between the ages of 13 and 17. When asked why they shoplift, teens give the following reasons: 1) because they are bored; 2) their friends pressure them to do it; or 3) they want to have the expensive things their friends have, such as electronic gadgets.

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 54 and 55. 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.

8 Reading

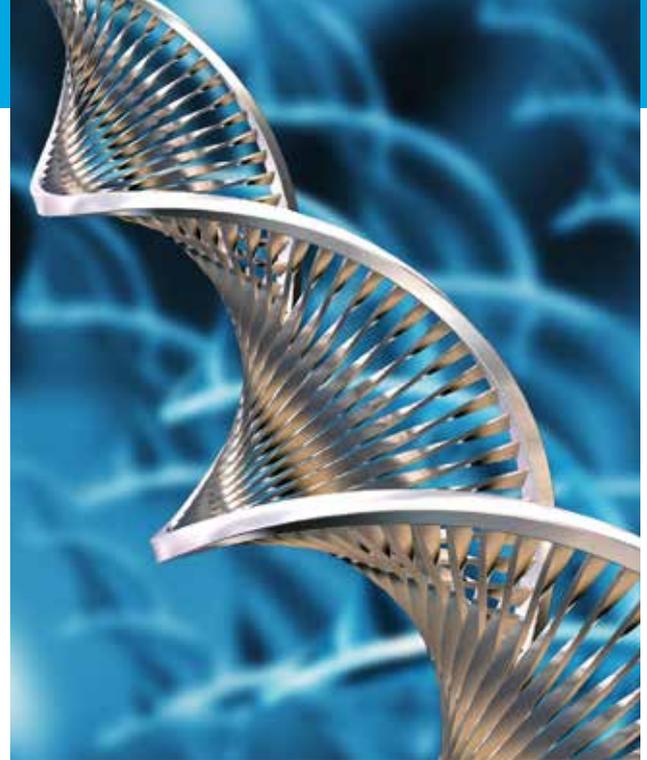
Before Reading

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?”

8 Reading

READING STRATEGY Reading for a purpose

- It's easy for students to forget that there is a real purpose for reading beyond that of doing exercises in a book! Present the following situation and task to the class.

Situation

A friend of yours has been offered an opportunity to undergo genetic testing. There is a history of a genetic eye condition among the older people in his family. He doesn't know much about genetic testing. He's uncertain about having the test. He's asked for your advice.

Task

You have seen this article and think it might help your friend make the decision. Read the article and summarize some of the most important points for your friend. Recommend that he read it for himself.

- Give students time to read the entire article, thoroughly and calmly without interruption. As students are reading, encourage them to keep going, even if they don't understand every word, and underline all the potential diseases that can be identified using genetic testing. Go around the class and help if anyone is having difficulty.
- Put students in pairs. Have students take turns playing the role of the friend in the situation. The other student summarizes some of the most important points in the article and recommends that the friend read the article.
- Discuss the experience with the class. What did students tell their partners about the article? What are the main ideas of the article? Make a list on the board. Possible answers for main ideas include:

Genetic testing can tell adults if they are at risk for getting a certain disease later in their lives.

If the test is negative, they will worry less.

If it's positive, they may be able to prevent the disease.

If the disease is untreatable, people might become depressed.

It's possible that a person may test positive, but not develop the disease.

Some people prefer not to know.

- Ask: **Do you think the article would help someone make a decision about having the test? Why or why not?**



- Play the audio. Ask students to listen with their books closed.
- As additional vocabulary practice, ask students to analyze words to find their meaning. Write these words on the board: **treatable/untreatable**. Ask: **What word do you see as the main part of each word?** (treat) Elicit that when referring to disease, *treat* means to take care of a person with the disease and try to cure it.
- Then ask: **What do treatable and untreatable mean?** (*Treatable* means that a disease can be cured or treated. *Untreatable* means that it can't be.) Explain that the suffixes *-able* and *-ible* usually mean that something is possible. The prefix *un-* means *not*.
- Write the following words on the board and ask students to guess their meanings:

preventable = describes something that can be prevented

predictable = describes something that can be predicted

questionable = describes something that is doubtful; you can question it

excitable = describes someone who can easily become excited

irresistible = describes something that can't be resisted (This word is used in the Listening about Mount Hood.)



After Reading

- Have students work individually to answer *true* or *false* and then compare answers with a partner. If their answers are different, tell them to reread the relevant portions of the article and decide on the correct answer.
- Read the answers aloud for students to check. Have students point out the parts of the article that provided the answers.

Answers

1. false
2. false
3. true
4. false
5. false

9 Speaking

- Put students in small groups to discuss the questions. Encourage students to use expressions for giving opinions such as:

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...

- Have students make notes in the chart.

Workbook

Assign pages 116–117 for additional writing practice at word and sentence level.

For extra speaking practice with expressing opinions, agreeing, and disagreeing, have students work in pairs to discuss the topics on page 132.

Teaching Tip

Encourage students to read for pleasure. Build a supply of easy reading materials in English that your students will be able to read and enjoy. Once you start to collect these, you can use them again and again with different classes.

Additional Activity

Present students with some *What would you do if...* questions that involve a moral dilemma to discuss. Students can discuss these with a partner or in small groups. For example:

What would you do if your best friend asked to copy your homework?

What would you do if your parents forbid you to play a certain video game, but you know your friend has it at his house?

What would you do if you got a perfect score on a math test and then saw that, in fact, some of your answers were wrong?

What would you do if a salesperson gave you back too much change?

What would you do if a friend told you they were going to do something dangerous and asked you not to tell anyone?

What would you do if you overheard some students talking about cheating on a test?

Project: Reading For Pleasure

Have each student in the class read something in English that is somewhat longer than they are used to; for example, a short story or a magazine article. Stress that they should read simply for pleasure and general understanding. Don't ask them to write anything about it.

In class, have students tell a partner or a small group about what they read. Did they enjoy it? Why or why not?

fun facts

People have always found it hard to make decisions. Here are some quotes about the subject.

- We can avoid making choices by doing nothing, but even that is a decision.
- A wise man makes his own decisions; an ignorant man follows public opinion.
- Be willing to make decisions. That's the most important quality in a good leader.



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? |
|--|-----------------------------|---------------------------------|--|
| | | | |
| | | | |
| | | | |

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.

10 Writing

A

- Direct students' attention to the pictures along the side of the page. Elicit ideas from them about the pictures. Ask them questions like these to help them:
Who are the people in the pictures?
Where are they?
What are they doing? How do you know?
- Have students read and think about question A. Organize them in small groups and ask them to make a list of criteria. Call on a student from each group to report their criteria in class. Hold a class discussion on the issue.
- Tell students that they are going to read a personal essay about someone's choice of study and profession.
- Have them read the directions for task 1. Play the audio and have students listen and read.
- Have students answer the questions individually and then check with a partner.
- Allow time for students to comment on the writer's decision.
- Read directions for 2 with the class and have students answer the question individually. Then ask them to compare with a partner.
- Call on students to present their ideas for the class. Ask the rest of the class to listen, ask questions, agree or disagree with the speaker.
- Organize students in pairs and have them read directions for 3. Explain that such questions are aimed at helping them notice features of different texts, how they are organized, how ideas are presented etc. Give them time to read the text, identify different features and answer the questions.

Answers

- Not all events are presented in chronological order. For example, "I had originally wanted to go to Art School..." indicates that this was so before the writer finished school.
- ...but I had changed my mind when ... I was also reluctant/ my father was likely to disapprove in a quiet but very noticeable manner/but I didn't (want to study medicine)/ not all that certain that I wanted a teaching career/for some reason, I did exactly the opposite/I have often wondered what my life would have been like .../but not too enthusiastically/ This is the choice that has become a life's choice ... to ever make me regret it.

- After I finished school refers to a long time in actual terms, so do the following sentences: I chose to try out a number of things...I took a number of courses ...
- Call on pairs to report their answers to the class.

4 What Would You Do?

B

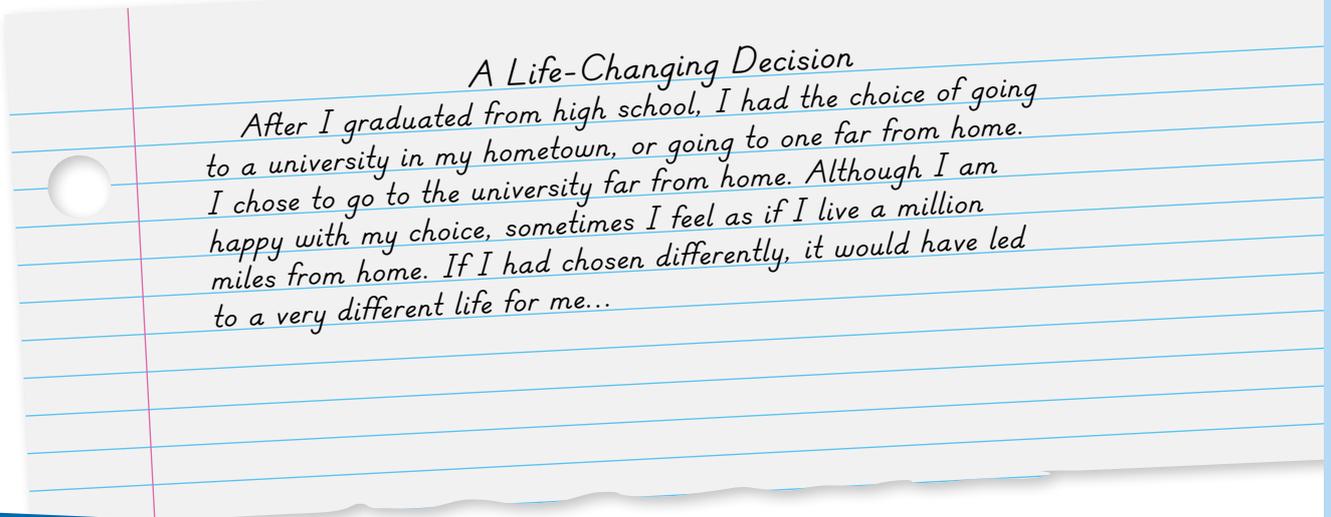
- Tell students that they are going to write a speculative and personal narrative about an important decision that they or a family member has made.
 - Go through directions for tasks 1, 2 and 3. Organize students in small groups and ask them to think individually about decisions they or a family member has made and discuss it in their group. Encourage students to comment on each other's ideas and make suggestions. Remind them to make notes.
 - Call on one student from each group to present their ideas to make sure that everyone is on the right track.
 - Have students think about the consequences of the decision and how it has affected their lives. Tell them to think about how their life would be different if the decision had not been made and make notes in the chart.
 - Focus students' attention on the Writing Corner. Explain that they will be writing a reflective and speculative narrative, so they need to think about all the points outlined. Explain that people often take such aspects for granted and do not spend enough time thinking about them. But because in this type of text the writer has to try and convey so much in terms of background, people, attitudes and feelings, opportunities and options, within restricted time and space it is imperative that he/she think about it make notes and plan how everything is going to be presented.
 - Direct students' attention to the second part of the Writing Corner which focuses on speculation. Point out that in this section the writer is expected to refer to the way things are/the real context/the now of the story and wonder or speculate on how things might have been different. The reader does not necessarily expect the writer to deal with all the issues raised at this stage, so the writer can address questions directly to the reader involving him/her directly in the speculation. Finally, the closing lines can present the writer's feelings and opinion in retrospect, as he/she evaluates the decision that was made.
 - Have students use their notes to draft a narrative essay. Remind them to organize their information, views and feelings and separate or combine them depending on what they want to convey.
 - Direct students to the model narrative essay and have them draft their essays. Circulate and monitor; help when necessary.
- Give students time to read their texts and make comments and corrections individually before they exchange with other students.
 - Have students exchange drafts and comment/correct each other's texts. Then ask them to edit and rewrite.
 - Call on volunteers to read their narrative essays in class. Have the rest of the students listen and make a note of the way feelings and attitudes are presented along with factual information in different texts.

Workbook

Assign page 118 for additional writing practice above word and sentence level.

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



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.

11 Form, Meaning and Function

Future Progressive

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

Affirmative (+)

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

Questions (?)

Will you **be working** on the weekend?

Short Answers (+)

Yes, I **will**.

Short Answers (-)

No, I **won't**.

Future Perfect

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

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

Time Expressions for the Future

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

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

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



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

- 💡 Sheri started studying genetics in 2020. By 2024, she will have been studying genetics for four years.
- 1. My parents got married in 1990. By 2022, _____.
- 2. My brother became a vegetarian three weeks ago. By next week, _____.
- 3. Jasim starts his new job today. A week from now _____.
- 4. Some hospitals have used robots in surgery. By 2035, all _____.
- 5. I've already lost five kilograms on my diet. If I lose another two, _____.

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

- 💡 **1st Event:** I will graduate from college. **2nd Event:** 2023 will come.
By 2023, I will have graduated from college.
- 1. **1st Event:** The football game will start. **2nd Event:** We will arrive at the stadium.
- 2. **1st Event:** I will fall asleep. **2nd Event:** This TV show will be over.
- 3. **1st Event:** I will pass my law exams. **2nd Event:** 2025 will come.
- 4. **1st Event:** My father will work as a medical doctor for 20 years. **2nd Event:** He will retire.

11 Form, Meaning and Function

Future Progressive

- Present to the class when the future progressive is used. Explain that both *will* and *be going to* can be used to talk about a continuous action that will occur in the future.
- Go over the affirmative statements and the questions. Point out that in conversation, the short answers are enough. It's not necessary to repeat everything because the meaning is clear.
- Have students work in pairs to ask each other about their plans for the week. They should reply with short answers. For example:
A: *Will you be studying at the library tomorrow?*
B: *Yes. I will.*

- Write on the board: *What are you going to be doing...? / What will you be doing...?* Then write future time cues on the board. For example: next year, at this time tomorrow, a week from today, in five years, a month from now, next weekend, next school vacation. Have students ask and answer questions using the cues. For example:
A: *What are you going to be doing next weekend?*
B: *I'm going to go to my friend's graduation*

Future Perfect

- Read the explanation with the class. Draw a timeline on the board to illustrate the concept of the future perfect. Plot the example sentences in the book on the timeline.
- Direct students to exercise A on this page to practice the future perfect.

Time Expressions for the Future

- Read through the examples. Ask students to form some example sentences of their own based on real events and facts.

A

- Have students work individually to complete each prediction with the correct verb form. Remind them that more than one answer is possible.
- Call on students to read their completed sentences for the class.

Answers

1. they will have been married for 32 years
2. he will have been a vegetarian for a month
3. he will have been working in his new job for a week OR for seven days
4. will be using robots in surgery.
5. I will have lost seven kilograms

B

- Have students work alone to write sentences. Students then read their sentences in pairs.

Answers

1. By the time we arrive at the stadium, the football game will have started.
2. By the time this TV show is over, I will have fallen asleep.
3. I will have passed my law exams by 2025.
4. By the time he retires, my father will have worked as a medical doctor for 20 years.



Teaching Tip

Create an atmosphere in the classroom where students are not afraid to make mistakes. Students should not feel anxiety about giving incorrect answers.



Used To versus Be Used To

- Read aloud the explanation and example sentences. Have students read aloud the example sentences.
- Give a few examples of things that you used to do, and write them on the board. For example: *I used to read a lot, but now I don't have time.*
- Contrast these examples with sentences about things you are used to doing. For example: *I am used to working late. I have a lot of marking to do!*
- Make sure that students understand the difference in meaning. Elicit additional examples of each use from the class.
- Direct students to exercise C for practice.

Was/Were Going To (Future in the Past)

- Read the explanation with the class. Have a student read aloud the example. Elicit if the example describes a prediction or an intention that wasn't carried out. (an intention)
- Explain that we also use was/were going to with prediction in the past. For example: *When he was younger, he thought he was going to be rich.*

C

- Have students work on this exercise alone and then compare their answers with a partner.

Answers

Answers will vary. Sample paragraph.

A year ago, Fahd's life was very different. He used to spend many hours in front of the computer doing schoolwork or playing games. He didn't use to eat any fresh fruit or vegetables and he mostly ate junk food whenever he got hungry. He then started to feel tired all the time and the doctor warned him that he was going to get sick unless he changed his unhealthy lifestyle. Now, he is eating healthy foods and exercising often. In the past, he used to feel tired all the time, but now he is full of energy!

D

- Allow students some thinking time and tell them to make some notes. Then using their notes, students should work in pairs to talk about their lives.
- Emphasize that students should practice the structure *used to do* and *be use to doing* as much as possible in their conversation.



- To check answers as a class, call on volunteers to write completed sentences on the board. Check the sentences for the correct forms of *used to* and *be used to*.

Answers

Students' own answers.

Workbook

Assign pages 119–120 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

When practicing grammar, allow students to make mistakes when speaking and writing on the board. Mistakes provide the best teaching opportunities for the whole class to learn from.



Additional Activity

Do a chain sentence activity with was/were going to. Start the chain by saying Yesterday, I was going to clean my house, but I watched a film on TV instead. Go around the room, eliciting a sentence from each student about what he or she was going to do yesterday (but didn't).

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 ...

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 | |



12 Project

- Have students look at the photos and identify what is in them. Ask them to give reasons for their answers. Elicit answers from volunteers and list ideas on the board.
- Read directions for 1.
- Organize students in groups and have them brainstorm on medical practices and ground breaking methods of treatment that they have heard of or know about.
- Read the directions for 2. Have students talk about and make decisions about the sources they are going to use to get information. Suggest that they interview family members who are medical doctors if possible. Remind them to record and/or make notes as they interview people.
- Ask students to download and print information that they find on the Internet. Allow them to use source material in Arabic if necessary. Explain, however, that the information will need to be transferred to English.
- Call on a student to read the directions for task 3 aloud. Discuss each point and clarify what the students are required to do. Remind them that they need to focus on groundbreaking methods of treatment and procedures used in Saudi Arabia.
- Direct students' attention to the chart. Ask them to read through the headings/categories and elicit examples from students like these:
Target condition: congenital blood disorders
Description/type: medicinal
Origin: KSA
Stage of application/development: protocol/applied in acute condition
Rate of success: 70%
Patients' comments: minor side effects, an effective life-changing treatment that has allowed us to function fully as individuals.
- Have students read the directions for 4. Elicit ideas and guidelines about PowerPoint presentations from volunteers.
- Call on a student from each group to present the group's research ideas for the class.
- Have groups make decisions and assign tasks to members of the group. Encourage them to communicate after school in order to talk to each other about what they found and coordinate the next stage in their preparation.



- Allow time for research. This means that if students don't have access to the internet or would like to take photos or do interviews they will need time after class. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete their PowerPoint presentation for the next lesson.
- Call on each group to present. Suggest that they take turns presenting each item that they have researched and collected information about.



Additional Activity

Research and find out which diseases were not incurable 50 years ago and what the mortality rate was in each case. Present information about the cure or preventive method that saved lives and reduced mortality rate considerably.

Workbook

For additional tips on preparing Powerpoint presentations, refer students to page 134.

13 Self Reflection

- Write 'What Would You Do?' on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 48 and 49. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
What was the captain's dilemma on the lifeboat? Do you think he made the right decision? Why? Why not?
What was Marianna's dilemma?
Which dilemma did you think was the most difficult to deal with? Why?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 50 and 51, ask them complete some sentences. For example:
If I knew the answer, _____
I we had left earlier, _____
I would have told him to stop, if _____
He wouldn't have committed a crime, if _____
- Have volunteers complete the sentences. Elicit more examples from students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 52 and 53. Call on volunteers to say what the conversation is about in this lesson, for example: dealing with problems, facing a predicament
- Have students say what they remember from this section and make notes in the chart.
- Write 'Peeking Into Our Medical Future' on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:

What is "newborn screening"? What purpose does it serve?

What is "predictive gene testing?"
Which are some of the benefits of genetic testing?

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about life-changing decisions. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 56 and 57 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and have them present their experiences for the class.
Did they have difficulty making decisions in their group? Why? Why not?
Did they feel that they had the chance to present their ideas?
Was it difficult or easy to collect information? Why? Why not?
Where did they find information? Where did they find photos?
Did they enjoy the presentation?
Would they change anything if they had the chance to do it again? What?
Did they enjoy designing the PowerPoint presentation? Did everyone contribute?
Was there room for originality and creativity? Why? Why not?
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection

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

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

| Unit 4 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|--------------------------|---------------------------|---------------------------------|
| talk about ethics and morals ethics and moral dilemmas | | | |
| give opinions | | | |
| present hypothetical conditionals versus past hypothetical conditionals | | | |
| use implied conditionals | | | |
| use <i>as if/as though</i> for unreal situations | | | |
| use the future progressive and future perfect | | | |
| use time expressions for the future: <i>by the year, this time tomorrow</i> | | | |
| use <i>used to</i> versus <i>be used to</i> | | | |
| use <i>was/were going to</i> | | | |

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

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 _____.



Unit Goals

- Language Review**
- Language Plus**
- Reading**
Mind Over Matter
- Writing**
Write about a new technology

1 Language Review

- A**
- This exercise reviews two- and three-word phrasal verbs, which were presented in Unit 2. Refer students to the grammar chart on page 22 for review as necessary.
 - Write the following sentence on the board and elicit three different versions of the sentence using *shoes*, a pronoun, and the separable verb *send back*.
I'm going to _____ because they don't fit me. (send back shoes)
(I'm going to send back the shoes. I'm going to send the shoes back. I'm going to send them back.)
 - Remind students that when the object is a pronoun it can't go after the particle. It must go between the two parts of the verb. (*I'm going to send back them* is incorrect.)
 - Ask a volunteer to read the directions aloud. Do the first two sentences with the class as examples. Elicit that the first sentence is correct. The second sentence is incorrect because it places the pronoun *it* after the particle *up*. Have students rewrite the sentence with the correct phrase *whipping it up*.
 - Have students work individually to complete the exercise, writing *correct* or rewriting the sentence if it has an error. Then have students compare answers with a partner. If their answers are different, have them check the Grammar chart on page 22 to see if the verb is separable or inseparable.
 - Check answers by having students write their rewritten sentences on the board.



Answers

1. correct
2. This cake is delectable. Thanks for whipping it up.
3. Just the aroma of breakfast is enough to wake me up.
4. correct
5. correct
6. The vendor ran out of nachos halfway through the baseball game.
7. I substitute honey for sugar in my tea. I can't tell them apart.
8. correct
9. We ran into our professor at the library.
10. correct

B

- This exercise reviews the use of the passive with reporting verbs, which was presented in Unit 3, on page 36.
- Write the following sentence and starters on the board. Have students complete the sentences using the passive with the reporting verb.
They think that texting is responsible for many accidents.
It is _____ . Texting is _____ .
(It is thought that texting is responsible for many accidents./Texting is thought to be responsible...)
- Point out that in the second sentence, the verb *is* changes to the infinitive form *to be*.
- Ask a volunteer to read aloud the directions and the example. Have students work individually to rewrite the sentences. Then have them compare answers with a partner. If there are differences in their answers, have them review the chart on page 36 and decide on the correct answer.
- Check answers by having students write their sentences on the board. Elicit corrections from the class.

Answers

1. It is believed that the Chinese made the first fireworks over 2,000 years ago./It is believed that fireworks were first made by the Chinese over 2,000 years ago.
2. It is thought that the Egyptians were the first people to domesticate the cat.
3. Space travel was thought to be impossible 100 years ago.
4. Janet is thought to be responsible for spreading the rumor.
5. It is said that the shortest distance between two points is a straight line.
6. The earth was once considered to be flat.
7. Unemployment is expected to decline by 2 percent this year.
8. Many cancers are thought to be treatable if they are caught early.

C

- This exercise reviews the passive forms of modal verbs presented in Unit 3. Refer students to the Grammar chart on page 36.
- Write this sentence on the board: **You can finish the job in an hour.** Ask a volunteer to come to the board and rewrite it in the passive. (The job can be finished in an hour.)
- Point out that the passive form of a modal verb always follows this pattern: modal + be + past participle.
- Read the directions and do the first sentence with the class as an example.
- Have students work individually to rewrite the rest of the sentences. Check answers by calling on students to read the sentences.

Answers

1. Many illnesses can be prevented with a healthy diet.
2. The school's budget may be cut next year (by the school board).
3. Hiccups can be cured by drinking a glass of water quickly.
4. Older people should be treated with respect by young people.
5. Application forms must be submitted by March 13th.
6. Children should be read to every day.
7. The potential side effects of the medication should be explained by a pharmacist.
8. A disease must be diagnosed before it can be treated.
9. I think a cure for cancer will be found in the near future.
10. New items may be added to the menu next week.

D

- This exercise reviews past hypothetical conditionals, which were presented in Unit 4. Refer students to the Grammar chart on page 50.
- Ask a volunteer to read aloud the directions and the example. Write the example sentence on the board and review the verb forms used in the *if*-clause (past perfect or past perfect progressive) and the result clause (*would have, might have, could have* + past participle).
- Focus students' attention on the cartoon story. Discuss what's happening in each frame. Suggest that they give Marco's roommate a name to make it easier to tell the story. a) Marco spills the milk. b) His roommate steps in the milk. c) His roommate slips and falls. d) He breaks his leg. e) He goes to the hospital. f) He asks his roommate to forgive him.

- Refer students again to the example sentence on the board. Point out that in this exercise each sentence has to begin with the second part of the previous sentence. Write on the board: **If Marco hadn't spilled the milk, _____.** Elicit the second part. (... his roommate wouldn't have stepped in it.)
- Have students work with a partner to write the rest of the sentences.

Answers

Answers will vary. Sample answers:

- b. If Marco hadn't spilled the milk, his roommate wouldn't have stepped in it.
- c. If his roommate hadn't stepped in the milk, he wouldn't have slipped.
- d. If his roommate hadn't slipped, he wouldn't have broken his leg.
- e. If his roommate hadn't broken his leg, he wouldn't have gone to the hospital.
- f. If Marco hadn't said sorry, they would have argued.
- g. If Marco had cleared the kitchen, his roommate wouldn't have had the accident.

Language Builder

Point out that it's common to use the negative contractions *hadn't, wouldn't, and couldn't* in conditional sentences. However, Americans don't usually use a contraction for *might not*. Explain that it isn't wrong to say *mightn't have*; it just doesn't sound right to an American ear.

E

- This exercise reviews present hypothetical conditionals, presented in Unit 4, on page 50.
- Write the example sentence on the board. Review the verb forms used in the *if*-clause (simple past) and the result clause (*would, could, might* + verb)
- Elicit possible follow-up sentences to the example. Point out that, as in the previous exercise, students should build each sentence on the one before it.
- Have students work individually or with a partner to write another series of sentences.

Answers

Answers will vary.

Workbook

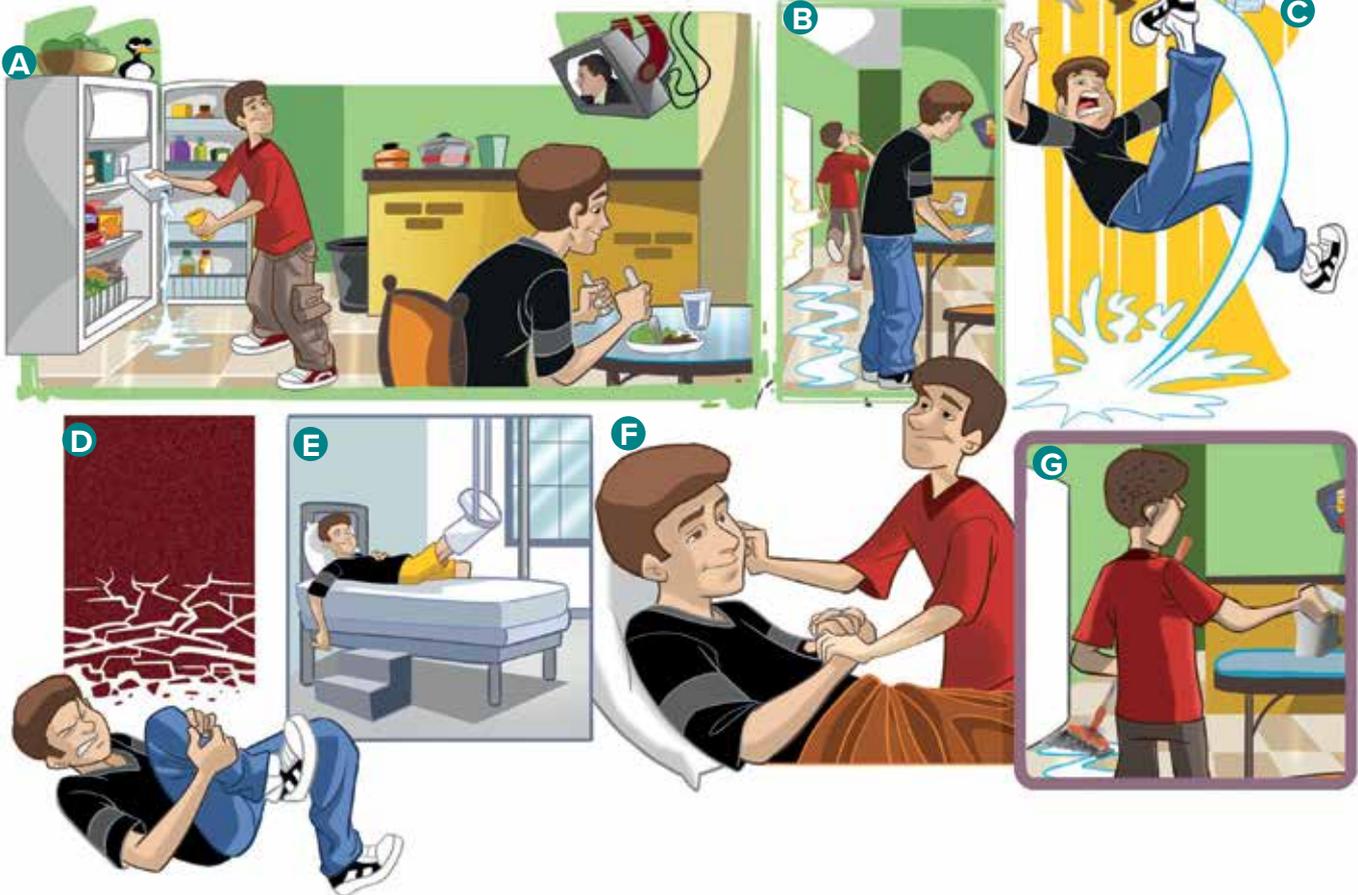
Assign pages 121–122 for review of participle adjectives and an additional reading.

C. Rewrite each active sentence as a passive sentence.

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

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

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



E. Imagine a series of events that could happen in your own future. Use the present hypothetical

📌 *to write six sentences. Use **could**, **would**, and **might**.*

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

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 led 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.

2 Reading

- With books closed, discuss the two **Before Reading** questions with the class. Elicit ideas from as many students as possible. Have students ask each other the questions and state whether they agree or disagree with what others have said. (Don't state your own opinions, as this can discourage some students from expressing ideas that might disagree with yours.)
- Have students look at the title of the article and the pictures. Ask: **What do you think the expression *mind over matter* means?** (It refers to the belief that people can control the physical world with their minds.) **What do you think the article will be about?**

Language Builder

After students have listened to the article, explain that the expression *mind over matter* is usually used to express a person's intention to ignore or overcome a physical pain or illness and continue with their lives and occupations. It's used a little differently here, in that it refers to the possibility that the mind can actually move physical objects.

 Play the audio. Have students listen and read along.

- Review and verify the answers to the question: **What do you think the article will be about?**

READING STRATEGY

Understanding complex sentences

- **Note:** You might want to have students do the **After Reading** exercises before presenting this strategy.
 - Explain to students that sentences with complex grammatical structures can be challenging for a reader. This is something they are likely to encounter as they read more academic materials.
- Have students find the following sentences in the article. Then read or, if possible, make copies of the *true/false* items after each one to give to students. Have them mark each item as *true* or *false* based on the sentence from the article.
 1. 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.
 - a. The writer believes that we can move objects without touching them. (true)
 - b. Some people believe that we do not use the full power of our brains. (true)
 2. Kulagina demonstrated her ability in a number of experiments, many of which were filmed.
 - a. Some of Kulagina's experiments were recorded on film. (true)
 - b. All of Kulagina's experiments were recorded on film. (false)
 3. 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.
 - a. Scientists want to be able to control objects around them with their brains. (false)
 - b. Scientists hope that disabled people will be able to use their minds to control objects around them. (true)
 4. While this technology has the possibility of dramatically improving the lives of disabled people, there are also many less dramatic, commercial uses for it.
 - a. The technology might be used to make products to sell to people who aren't disabled. (true)
 - b. The technology has already made the lives of disabled people much better. (false)



After Reading

A

- Have students look at the list of words in the box and find each word in the article.
- Have students work individually to complete the sentences. Then have them compare answers with a partner. If their answers are different, they should try to decide on the correct answer.
- Call on volunteers to read the complete sentences aloud.

Answers

1. paralyzed
2. sensation
3. alleged
4. far-fetched
5. skeptical
6. converted
7. potential

B

- Arrange students in pairs to ask and answer the questions.
- Check answers by having pairs report their answers to the class. Have students support their answers by referring back to the parts of the article with the correct information.

Answers

Answers will vary. Sample answers:

1. Telekinesis is the ability to move objects with your mind.
2. She was a Russian woman who was alleged to have telekinetic powers.
3. A computer chip implanted in the brain could read brain waves and send a message to a computer.
4. Nagle had a chip implanted in his brain that could read brain waves.
5. As a result, Nagle could perform simple tasks in his home just by thinking about them.

Discussion

- Have students discuss the questions in small groups.
- Have one person from each group report some of the group's ideas to the class. Discuss any differing opinions with the whole class.



Additional Activity

Perform an informal mind reading experiment. Before you set up this activity, explain that this is just for fun and not a true scientific experiment in any way.

Arrange students in at least two groups and make one person in each group the leader. Give this person a set of 20 cards with the number 1, 2, 3, or 4 written on each card. (There should be 5 of each number.) Shuffle the cards so they are in random order.

The leader turns over the cards one by one but does NOT show them to the other people in the group or say the numbers. Instead, as each card is turned over, the leader concentrates on the number, thinking, for example, *four, four*, as if trying to send the number mentally to the others in the group. The other students try to read the leader's mind and they write down a number, 1, 2, 3, or 4. (They don't say their guesses; they just write them without telling their classmates.)

When the cards are finished, the leader reads out the correct numbers, and the others check their answers to find out how many times they guessed the number correctly.

Since there are four numbers, the chance that anyone will get one right by guessing is about 25 percent. Check to see if any students had significantly more than 25 percent correct. Did they feel that they were able to read the leader's mind? Did one leader's group do better than the other(s)?

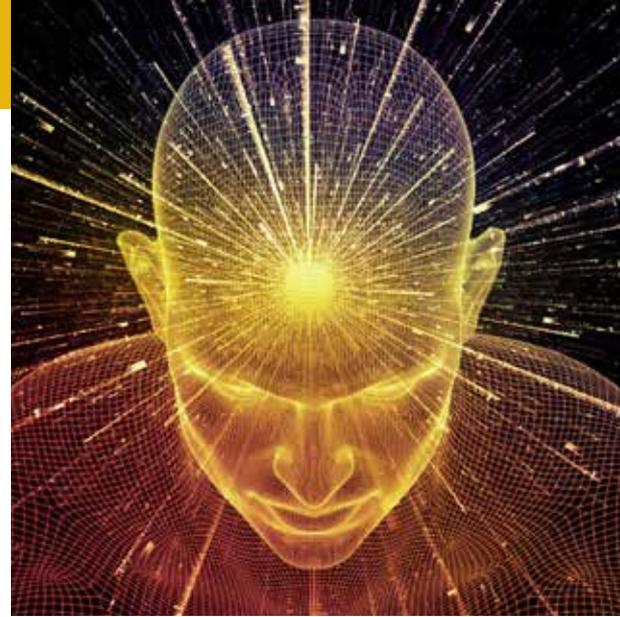
Workbook

Assign pages 125–127 for review of vocabulary and grammar presented in Units 1–4.

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

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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.

3 Language Plus Aa

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.



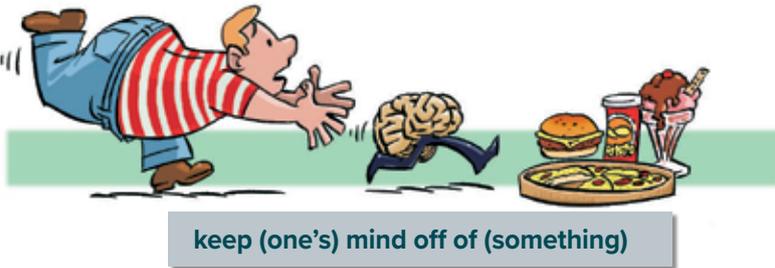
set (one's) mind at ease



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



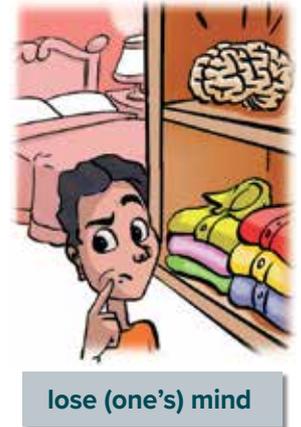
have a lot on (one's) mind



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 1

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.

3 Language Plus

- Focus students' attention on the cartoons and the idioms. Ask questions about each picture to elicit the meaning of the idiom.

set one's mind at ease = do something so you don't have to worry anymore about something

give someone a piece of one's mind = tell someone what you really think because you are angry about something

have a lot on one's mind = have a lot of things to think or worry about

keep one's mind off of something = do something to make yourself stop thinking or worrying about something

keep an open mind = be ready to accept or consider new ideas

lose one's mind = think that you are going crazy

- Have students work individually to complete the sentences with the idioms in the cartoons. To check answers, call on volunteers to read the completed sentences aloud.

Answers

1. gave him a piece of my mind
 2. keep my mind off of food
 3. losing my mind
 4. have a lot on my mind
 5. keep an open mind
- Ask students to use the idioms to talk about their own experiences. Ask questions like the following:

What do you do to keep your mind off of your problems?

Do you ever think you're losing your mind?

Do you have a lot on your mind these days?

Did you ever give anyone a piece of your mind?

Why? What did you say?



4 Writing

The Definite Article and Generalizations

- Read the explanation and the examples with the class. Give students more examples using the same words with and without the definite article. For example:
It's important to drink water every day. (general)
Don't drink the water in that bottle. It isn't clean. (specific)
I love cats. (general)
I feel sorry for the cats at the animal shelter. (specific)
The sign says "Men Only." Women can't go in. (general)
The men built the house in two days. (specific)
- Have students work individually to cross out *the* as necessary in the sentences. To check answers, call on volunteers to read their corrected sentences aloud.

Answers

1. The men are often taller than women.
2. The students in Mrs. 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 music the band played.
5. It is always frustrating to drive in the traffic.
6. The traffic in my area is terrible in the morning.

* (please note that both with and without "The" could be correct depending on context.)

Language Builder

The American writer Mark Twain made this joke about the phrase *mind over matter*. He said, "Age is just a matter of mind over matter. If you don't mind, it doesn't matter."

He was playing with different meanings of *mind* and *matter*. *Mind* as a verb means to care about something. *Matter* as a verb means to be important.

So Twain's second sentence means if you don't care about it, it (your age) isn't important.

Writing Prompt

- Tell students that they will be writing an essay about a new kind of technology. Brainstorm a few ideas with the class about recent technologies or technologies they think will become common in the future.

Write Your Essay

- Have students choose one technology to write about. Discuss with the class where they can find information about their topics. Explain that when they do research, it's important to keep track of their sources. They need to be able say where the information came from.
- Have students read the section titled *Developing Your Writing: Taking Notes and Citing Sources*. Ask these questions: **What is plagiarism?** (copying the words of another writer and using them as your own) **How can you avoid plagiarism?** (by putting information in your own words) **How do you give credit to your sources?** (by including a list of sources at the end of the essay)
- Explain that it is possible to use a short quote from a source in an essay. In that case, copy the other person's words carefully and put them in quotation marks. Then credit the source in a note or by saying something like *Dr. X says*, and then giving the quote. Remind students that they should use only one or two very short quotes.
- Have students read the start of the sample essay *Robotic Surgery* and look at the sources. Ask: **What is the essay going to be about—using robots to make cars or using robots to perform surgery?** (to perform surgery) **Why does the writer mention other uses of robots?** (to show that robots are an important part of our everyday lives and to lead into the topic)
- Since students have to do research for the essay, assign the essay for homework, giving them a few days to do the research and write the first draft. Give them a firm due date. Tell them how long the essay should be, for example 250 words or about one page.
- On the due date, have students exchange essays with a partner. They read and comment on each other's essays.
- Have students revise their essays and give them a date to hand in the final essay. Tell them that they should consider their partner's comments and decide which ones to use as they revise.



Project: Inventions

Have students work in pairs or small groups to make their own invention. They should start by thinking about something they need, such as a better way to wake up in the morning, a more comfortable and useful student desk for the classroom, or a better way to get to school. Encourage them to be creative with their ideas. They draw a picture of their invention and write a paragraph to describe what it does and how it works. Display the inventions in the classroom.



The Japanese enjoy a different approach to inventing called *Chindogu*. It was created by Kenji Kawakami. The idea is to create “unuseless” inventions to address problems of everyday life. The inventions are impractical, but they try to solve real problems. The Japanese believe that this playful approach to inventing helps people become more creative. Typical *Chindogu* inventions include the following:

- little umbrellas to put on your shoes to keep your feet dry,
- slippers for cats that will dust your floors as the cat runs around the house,
- eyeglasses with little funnels mounted on them to make it easier to put drops in your eyes,
- a hat with a roll of toilet paper mounted on it for people who suffer from allergies.

Workbook

Assign pages 128–130 for additional reading and writing practice.

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*.

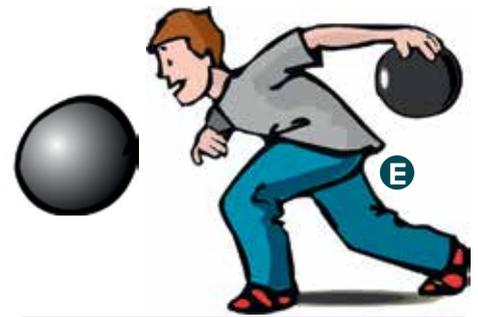
Include a list of your sources at the end of your essay. If the source is a book, write the name of the author, the title of the book, the city and name of the publisher, and the year it was published. If the source is a Web page, write the name of the author (if known), the website title, the title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

5 Language Plus Aa



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

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

6 Writing

Tools for Writing: Avoiding Wordy Sentences

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

Avoid unnecessary repetition of words or ideas.

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

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

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

Wordy Phrase

The reason...is that
 An example is
 In order to

In the event that
 In spite of
 Due to the fact that

Replace With

Because
 For example
 To
 If
 Although
 Because

Wordy Phrase

At the present time
 As a matter of fact
 I think / I believe
 In my opinion
 In conclusion
 The reason why

Replace With

Now
 In fact
 (nothing)
 (nothing)
 (nothing)
 (nothing)

5 Language Plus

- Focus students' attention on the cartoons and the idioms. Ask questions about each picture to elicit the meaning of the idiom.

To know the ropes (To know how to do something)

Start from scratch (To begin something without using anything that was prepared before)

Race against time (Try to do something even though you have very little time)

Keep your eye on the ball (Be alert and pay close attention to what is happening)

Get the ball rolling (To start something so that it can start making progress)

Go overboard (To do something in an extreme way)

- Have students work individually to match the idioms with the cartoons.
- Ask students to use the idioms to talk about their own experiences. For example, ask:

Have you ever had to race against time?

Have you ever gone overboard?

Answers

- | | |
|------|------|
| 1. c | 4. d |
| 2. e | 5. b |
| 3. a | 6. f |

6 Writing

Tools for Writing:

Avoiding Wordy Sentences

- Read the suggestions with the class. Explain that inexperienced writers often think that using a lot of words to say something is better. They may even try to pad their essays with extra words. In reality, the opposite is true. The writer's first goal is to be clear.
- Read the wordy phrases and the possible replacements with the class. Explain that it is sometimes appropriate to use these expressions; however, the problem is that writers use them too much.

fun
facts

Laughter can be the best medicine, but there are stories about people who have really died laughing.

- In 1975, a British bricklayer had a fit of laughter while watching his favorite sitcom, a program called *The Goodies*. He laughed for 25 minutes, and then died of heart failure.
- In 1989, a Danish man is said to have died from a heart attack while laughing at comedian John Cleese in the movie *A Fish Called Wanda*.

Workbook

Assign pages 123–124 for additional writing practice.





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Vocabulary

1 Laugh Out Loud

VOCABULARY

Nouns

antibody prop
equivalent script
mood sitcom

Verbs

enhance
gratify
prompt
stimulate

Adjectives

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

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

2 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 extravagant phenomenal
booming famished picky
delectable immense soggy
exorbitant licensed succulent

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

Nonseparable phrasal verbs

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

Separable phrasal verbs

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

EXPRESSIONS

Offering, accepting, and declining food and drink

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

Real Talk

Come to think of it quite the (something)
have a sweet tooth spread
in no time whipped it up

3 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!

4 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 1–4

VOCABULARY

Nouns

advantage egg yolk
brain wave portion
device potential
egg white sensation

Verbs

carry out
convert
flip through
implant
regain

Adjectives

alleged paralyzed
disabled skeptical
dramatic various
effective wireless
far-fetched

EXPRESSIONS

Idioms

get the ball rolling
give (someone) a piece of (one's) mind
go overboard
have a lot on (one's) mind
keep an open mind
keep (one's) mind off of (something)
keep your eye on the ball
know the ropes
lose (one's) mind
race against time
set (one's) mind at ease
start from scratch



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 |



MEGAGOAL 2.3 Audio Track List

CD1

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



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Key to Phonetic Symbols

| Vowels | | Consonants | |
|--------|-------------|------------|--------------|
| Symbol | Sample Word | Symbol | Sample Word |
| /iː/ | week | /b/ | bike |
| /ɪ/ | gift | /p/ | pool |
| /ɛ/ | bed | /g/ | give |
| /æ/ | bad | /k/ | car |
| /ɑ/ | father, box | /d/ | day |
| /ə/ | month, bus | /t/ | ten |
| /ɔ/ | small, door | /z/ | zero |
| /u/ | room | /s/ | son |
| /ʊ/ | book | /ʃ/ | shoe |
| /eɪ/ | name | /dʒ/ | just, garage |
| /aɪ/ | line | /z/ | television |
| /ɔɪ/ | boy | /tʃ/ | check |
| /aʊ/ | town | /v/ | very |
| /oʊ/ | old | /f/ | fine |
| /ɜː/ | first | /w/ | wife |
| | | /j/ | yard |
| | | /h/ | here |
| | | /ð/ | this |
| | | /θ/ | thousand |
| | | /m/ | map |
| | | /n/ | now |
| | | /ŋ/ | ring |
| | | /l/ | left |
| | | /r/ | right |



1 Photocopiable Activity

Exercise 1

1. defeating
2. frightened
3. disappointing
4. frightening
5. disturbing
6. threatened
7. irritating
8. upsetting
9. worried
10. concerned

Exercise 2

1. more I study
2. longer I wait
3. more I spend
4. colder the weather
5. harder I try
6. more I look at the painting
7. cheaper the flight
8. faster I drive

Exercise 3

1. I bite them because I get stressed.
2. I get impatient.
3. they get worried.
4. get confused
5. gets darker earlier
6. get dirty
7. I get excited
8. I get disappointed

Exercise 4

1. fascinated
2. remarkable
3. stimulated
4. enhanced
5. genuine
6. astonished
7. puzzling
8. irritated
9. bilingual
10. prompt

Exercise 5

Answers will vary.



2 Photocopiable Activity

Exercise 1

1. figure it out
2. throw them away
3. tell them apart
4. fit me in
5. talk it over
6. take it off
7. turn it down
8. look into it

Exercise 2

1. with
2. to
3. on
4. out
5. to
6. along
7. of
8. down

Exercise 3

1. I look forward to seeing you.
2. I don't feel up to it./I don't feel like having dinner.
3. He turned it down.
4. Don't give up now.
5. I'd like to point out.
6. We'll have to make do with what we have in the fridge.

Exercise 4

1. indulgence
2. consumed
3. has a sweet tooth
4. delectable
5. abundance
6. nutritional
7. staples
8. enhanced
9. spread
10. recipes

Exercise 4

Answers will vary.



3 Photocopiable Activity

Exercise 1

1. Air traffic controllers are believed to have been responsible for the near crash of a private jet.
2. It is said that chamomile has medicinal properties.
3. It is suggested that parents prevent children from consuming too many sweet treats.
4. It is estimated that solar storms will continue for some time.
5. The car was thought to have been empty.
6. He was considered missing in action when he turned up in town two months later.
7. The students were expected to be in class ahead of time.
8. It was felt that something important was about to happen.
9. It was calculated that the next eclipse would take place in two decades.
10. It was hoped that the tornado would change course and leave their town unharmed.

Exercise 2

1. The foundations need to be checked and fortified.
2. Cracks and other damages need to be repaired.
3. Broken windows must be replaced.
4. Secure locks have to be installed in all the doors.
5. The whole building needs to be rewired and new lights need to be installed.
6. The classrooms must be painted with non-toxic paint.
7. The old computers should be replaced with new ones.

Exercise 3

1. sense
2. escape
3. consciousness
4. residences
5. aggressive
6. endangers
7. deliberate
8. compassion
9. run
10. fetch

Exercise 5

Answers will vary.



4 Photocopiable Activity

Exercise 1

- If I had noticed it was late, I wouldn't have taken my time getting there.
- He wouldn't have missed the interview if he had gotten the letter from the company.
- if she watched the news, she'd know what was happening in the world.
- They wouldn't be stressed if they knew the answer to the question.
- If we hadn't spent a lot of money shopping, we would have had enough to pay the phone bill.
- If he had taken care of himself, he wouldn't have gotten ill and he wouldn't have had to give up his job.
- We wouldn't have missed our flight if we hadn't had a flat tire on the way to the airport.
- If we knew his contact details, we would be able to get in touch.

Exercise 2

- I would call and remind him. I would also email him and send him text messages to make sure he doesn't forget.

Exercise 5

| | disease | treatment | tests | issue | surgery | development | situation | condition |
|---------------|---------|-----------|-------|-------|---------|-------------|-----------|-----------|
| potential | | | | ✓ | | ✓ | ✓ | ✓ |
| preventative | | ✓ | | | ✓ | | | |
| dread | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| controversial | | | | ✓ | | ✓ | ✓ | |
| treatable | ✓ | | | | | ✓ | ✓ | ✓ |
| undergo | | ✓ | ✓ | | ✓ | | | |

Sentences will vary.

- I'd have asked him to wait for me to finish studying and helped him later.
- I'd have done exactly the same.
- I would ask if anyone needed to use my computer when I was out.
I would pretend to be on my way out, hide in the cupboard and catch the person who did it.
- I would thank my aunt and explain that I had to do some studying and would need some quiet time. I would then ask her if my cousin was going to be there and explain that he would of course, want to play, and I wouldn't be able to, which could cause more upset for everyone.

Exercise 3

Answers will vary.

- as though he had one
- as if she did
- as though he had some
- as if they went to the moon
- as if it was a palace
- as if he did

Exercise 4

- dread
- tempted
- motivate
- vanish
- morally
- genetic
- controversial
- treatable
- undergo
- preventative



1 Laugh Out Loud

Page 81

A

1. bilingual
2. irritated
3. remarkable
4. astonished
5. puzzled

B

Answers will vary. Sample answers:

1. The Internet fascinates me. I don't understand how it works!
2. My friend can speak Spanish and English.
3. I was puzzled this morning when I couldn't find my car keys.
4. I was irritated last night when I wanted to watch TV, but my sister was already watching a game show.
5. It hopes.
6. Penguins are black and white. They live in cold places, such as Antarctica.
7. Some centipedes have 100 legs, but not all of them.
8. Snails move very slowly.

Page 82

C

- | | |
|------------------|------------------|
| 1. disappointing | 7. exciting |
| 2. boring | 8. interesting |
| 3. frustrated | 9. fascinating |
| 4. irritating | 10. entertaining |
| 5. annoyed | 11. welcoming |
| 6. relieved | 12. satisfying |

D

Answers will vary. Sample answers:

- | | |
|-------------------------------|--------------------------|
| 1. My teacher will get angry. | 4. I get bored. |
| 2. I will get upset. | 5. She'll get dirty. |
| 3. I got excited. | 6. I'll get embarrassed. |

Page 83

E

Answers will vary. Sample answers:

1. a. The older you get, the happier you get.
b. The more time you spend with your family, the happier you are.
2. a. The more you read, the smarter you get.
b. The more you study, the more bored you get.
3. a. The faster you ride, the better it feels.
b. The warmer it gets, the less you want to ride.
4. a. The more you cycle, the stronger you get.
b. The less it rains, the more you can cycle.

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5. a. The lower the sun gets, the prettier the sunset.
b. The later it gets, the lower the sun gets.

Page 84

F

Answers will vary. Sample answers:

- | | |
|-------------------------|------------------------------|
| 1. Roller coasters | 6. Cold, snowy weather |
| 2. the more tired I get | 7. the more frustrated I get |
| 3. by my homework | 8. is boring |
| 4. are entertaining | 9. the smarter I get |
| 5. if I stay out late | 10. are frightening |

G

- | | |
|-----------------------|--------------------------|
| 1. killer | 5. Do you get it? |
| 2. getting to | 6. You blow me away |
| 3. cheer him up | 7. To tell you the truth |
| 4. I have a good one. | |

Page 85

H

1. b 2. c 3. e 4. f 5. a 6. d

Page 86

I

Four high school boys ... Who was driving?
A class of fifth graders... I won't have to write anything, right?
Teacher: Brian... Well, you told us it's H to O.
Teacher: Tess... I am the ninth letter of the alphabet.
Student: Mr. Smith ... What happened to all the books?
Students' own answers.

Page 87

J

Answers will vary. Sample answers:

Action words (verbs): sit, think, study, focus, concentrate, pay attention, support, touch, rest

Describing words (adjectives): careful, quiet, empty, loaded, piled, hard, demanding, challenging, sophisticated, analytical, advanced.

1. The more I study physics the more questions I have.
2. The more challenging the topic, the more interested I get.
3. The more I concentrate, the more analytical I become.

Page 88

K

Answers will vary.

Page 89

L

1. Fatima wishes she knew some funny jokes.
2. Nawal regrets telling her sister the joke.
3. Aisha wishes her father would tell her funny stories./Aisha wishes her father told her funny stories.
4. Badria wishes it would stop raining./Badria wishes she felt happy again./Badria wishes she could feel happy again.
5. Khaled wishes Hameed and Jasem would stop telling terrible jokes.

Page 90

M

- | | | | |
|---------|------------|---------|-------|
| 1. such | 3. so few | 5. such | 7. so |
| 2. so | 4. so much | 6. such | |

N

Students' own answers.

2 You Are What You Eat

Page 91

A

- | | | |
|-------------|-------------|----------------|
| 1. toxins | 4. bitter | 7. distinguish |
| 2. licensed | 5. locks in | |
| 3. peak | 6. aroma | |

B

Answers will vary. Sample answers:

1. People need to be licensed to fish and drive.
2. I like the aroma of baking cookies, cinnamon, and roses. I don't like the aroma of gas.
3. Coffee and dark chocolate are bitter foods.
4. Lemons and limes are sour foods
5. Two examples of delicacies are fish eggs and chicken feet.
6. Toxins are poisons.

Page 92

C

1. V – whip / P – up / O – a snack
2. V – talk / P – over / O – it
3. V – catch / P – up / Prep – on / O – my favorite TV show
4. V – calls / P – for / O – a celebration
5. V – burn / P – off / O – it

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6. V – gave / P – up / O – eating meat
7. V – come / P – up / Prep – with / O – a menu
8. V – loaded / P – up / Prep – on / O – it

D

1. give meat up/give up meat
2. cut down on foods
3. run out of energy
4. come down with a cold
5. load up on other foods
6. turn into a health nut
7. whip lots of delicious foods up/whip up lots of delicious foods
8. think it over

Page 93

E

Answers will vary. Sample answers:

1. Bill's tired of it.
2. It's difficult to tell them apart.
3. She's trying to cut down on it.
4. Tom sent them back to the kitchen.
5. Yesterday, I came across it.
6. Jake is taking his parents out for dinner tonight.

F

Answers will vary. Sample answers:

- | | |
|----------------------------|------------------------|
| 1. put you out | 4. Come to think of it |
| 2. whip them up in no time | 5. spread |
| 3. have a sweet tooth | 6. quite the |

Page 94

G

Answers will vary. Sample answers:

1. a. Please turn the volume down!
b. Please turn it down!
2. a. Adel is on the phone talking the problem over with Greg.
b. Adel is on the phone talking it over with Greg.
3. a. She is trying to give up sweets.
b. She is trying to give them up.
4. a. Tom is trying to figure out the answer.
b. Tom is trying to figure it out.
5. a. Ali ran into Omar while walking towards his office.
b. Ali ran into him while walking towards his office.

Page 95

H

Answers will vary. Sample answers:

1. They contain protein and vitamins, and are high in potassium and fiber.
2. The French, Germans, and Italians absolutely loved them. But the British thought they were poisonous at first.
3. They were first cultivated in Southeast Asia, in a region including the northeastern part of India, southern China and northern Myanmar.
4. They were called "seaman's butter" because the fruit lasts for a long time and it was good for sea voyages.
5. Egypt is among the world's leading producers of tomatoes and Saudi Arabia is one of the biggest producers of dates.

Page 96

I

Answer will vary.

Instructions

5, 6, 1, 9, 2, 8, 3, 7, 4

J

Answers will vary.

Page 97

K

Answers will vary. Sample answers:

Two-word phrasal verbs: go out (to eat), dig into (a meal), bite into, eat up (your dinner), drink up, pick at (food),

Three-word phrasal verbs: sit down to (a meal), get taken out (to a restaurant), catch up over (lunch/dinner)

1. The boy's father suggested they go out and catch up over dinner. They sat down to an excellent meal and had a very good time.
2. The boy's father expected him to pick at his food, but he was hungry and dug in with enthusiasm.
3. When they had eaten up and drank up, they paid the check and left.

Page 98

L

Answers will vary.



Page 99

M

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

N

1. Is there any meat?
Yes, there is some meat.
2. Are there any eggs?
Yes, there are some eggs.
3. Is there any ice cream?
No, there isn't any ice cream.
4. Is there any sugar?
Yes, there is some sugar.

Page 100

O

1. spoon
2. chop
3. eggs
4. taste

P

2. bowl
4. pan
6. minutes
3. add
5. oven

3 Amazing Animals

Page 101

A

1. residence
2. pampered
3. abstract
4. released
5. embraced
6. bond
7. duration
8. adapted

B

Answers will vary. Sample answers:

1. People often embrace when they say hello or goodbye.
2. My mother is an affectionate person. She is always hugging me and my sisters.
3. I don't like abstract art because I often don't understand what the picture is about.
4. I live in a small house with my parents.

Page 102

C

Answers will vary. Sample answers:

- 1. be fed
- 2. get
- 3. be purchased
- 4. buy
- 5. be fed
- 6. be kept
- 7. clean
- 8. open

D

Answers will vary. Sample answers:

- 1. Bear Spray can be used if a bear approaches you in the wild.
- 2. Wild animals should not be fed.
- 3. A bear may be warned by a bell.
- 4. Food must be kept up in the trees.
- 5. Food has to be cleaned up from your campsite.
- 6. Garbage must not be left behind.
- 7. It is said that bears follow the scent of food.
- 8. The trail should not be left at any time.
- 9. It is believed that running from bears is more dangerous than standing still.

Page 103

E

Answers will vary. Sample answers:

- 1. a. Polar bears must not be approached in the wild.
- b. It is said that polar bears are very fierce.
- 2. a. Ostriches are said to be the largest birds in the world.
- b. Ostriches must be given a lot of room to roam.
- 3. a. Great white sharks are thought to be one of the most ferocious animals in the ocean.
- b. Areas where great white sharks swim should be avoided by swimmers.
- 4. a. Kittens should be kept with their mothers for the first month.
- b. Kittens are said to make good pets.
- 5. a. It is said that koala bears sleep up to 18 hours a day.
- b. Koala bears are considered to be cute animals.

Page 104

F

- 1. Dolphins **are** considered to be one of the most intelligent animals.
- 2. It is **said** that dolphins evolved 10 million years ago.
- 3. Even though dolphins are friendly, people should **be** careful when swimming near them.
- 4. Sounds from very far away **can be** heard by dolphins.
- 5. It is believed that dolphins need to live in groups to be happy.
- 6. Tricks can **be taught** to dolphins.

- 7. Dolphins must **be kept** in salt water.
- 8. Tuna should **be** bought from companies that practice dolphin-safe fishing.

G

- 1. back to the drawing board
- 2. 24/7
- 3. calling the shots
- 4. get to the point
- 5. hang in there

Page 105

H

- 1. false
- 2. true
- 3. false
- 4. false
- 5. true
- 6. false

Page 106

I

A.

- Hydra
- The Sphinx
- Unicorns
- Dragons
- Pegasus

B.

- Hydra:** invincible, terrifying, poisonous, devour
- The Sphinx:** mysterious, intellectual, guardian, riddles
- Unicorns:** gentle, horn, purity, goodness, rainbow
- Phoenix:** symbol, guardian, invincible
- Pegasus:** winged, protector, goodness, purity
- Dragons:** wise, terrifying, guardian

C.

Answers will vary. Sample answers:

Hydra was a multi-headed creature that devoured anyone that came near her.
Each of Hydra's heads seemed to have a will and a movement of its own.

Page 107

J

Answers will vary. Sample answers:

| What I already know about ... | |
|-------------------------------|--|
| elephants | Loyal, family-oriented, packs, support each other |
| chimpanzees | Naughty, possessive, highly emotional, agile |
| bears | Dangerous when hungry, vicious when there are cubs |

1. **a.** Elephants are very loyal to their friends and family.
b. They can lift heavy weights with their trunks.
2. **a.** Chimpanzees are very sociable animals who get hurt very easily.
b. Like most apes chimps like to eat fruit and nuts.
3. **a.** Destruction of their habitat has obliged bears to look for food around inhabited residential areas.
b. Bears can be very protective of other smaller animals when they are weak and vulnerable.

Page 108

K

Answers will vary.

Page 109

L

1. The great white shark.
2. They can grow up to 20 feet (or 6 meters).
3. A shark can weigh up to 4,400 pounds (or 2,000 kg).
4. The sense of sound and smell.

M

Students' own answers. Sample answer:

A dolphin is a very intelligent animal. Even though it is quite a big animal, a dolphin can swim quite fast. It is not a dangerous animal; it is very friendly.

Page 110

N

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

O

Answers will vary. Sample answers:

1. Both cats and mice can run fast.
2. Neither Jon nor Adel joined the after-school Computer Club. They joined the after-school Creative Workshop instead.
3. Both Sam and Ali like fishing. Ali caught a fish but Sam didn't.

4

What Would You Do?

Page 111

A

- | | | |
|-------------|---------------------|-----------|
| 1. morally | 4. dread | 7. reason |
| 2. motivate | 5. get away with it | |
| 3. vanish | 6. responsible | |

B

- | | | |
|------------|---------------------|------------|
| 1. tempted | 4. reason | 7. morally |
| 2. dread | 5. motivate | |
| 3. vanish | 6. get away with it | |

Page 112

C

Answers will vary. Sample answers:

1. had
2. might/would not have been cancelled
3. had gotten
4. were
5. might/would/could have remembered
6. would stay
7. would learn
8. hadn't slept

D

Answers will vary. Sample answers:

1. I wouldn't be in this class
2. you would have done better on the test
3. If I could go anywhere
4. If she had worn a jacket
5. I would call him
6. he wouldn't have been so full
7. I would be a gardener
8. she wouldn't have gotten lost
9. If I had studied
10. I would call the police
11. I would have returned it to you
12. there wouldn't be any crime
13. I would have been on time
14. If I were rich

Page 113

E

- 1. had known
- 2. hadn't been
- 3. was/were
- 4. was/were
- 5. had thought
- 6. had rained
- 7. lived/had lived
- 8. were/had been

F

Answers will vary. Sample answers:

- 1. He acts as if he were a baby.
- 2. He drives as if he were a race driver.
- 3. It smelled as if we were in a garden.
- 4. He acts as though he were the king.
- 5. It looked as if it had snowed.

Page 114

G

Answers will vary. Sample answers:

- 1. If I hadn't driven so fast, I would still have a new car.
- 2. If you hadn't driven so recklessly, you wouldn't have broken your leg.
- 3. I would ask if I could wash dishes.
- 4. I would drive away.
- 5. If I hadn't driven away, I wouldn't have gotten arrested.
- 6. I would tell the teacher.
- 7. I would ask the woman if she lost something. If she said she lost money, I would ask her how much. If it was the right amount, I would give her the money.
- 8. I would tell my friend that he can only copy my homework during football season.

Page 115

H

Answers will vary. Sample answers:

- 1. If I were Heinz, I would also probably try to steal the drug for my wife. It is not right that the druggist would not allow Heinz to pay the money over time in order to save his wife.
- 2. I think that I am in Stage 2: Self-Interest. I think it is more important that Heinz first saves his wife and worries about the consequences later.

Page 116

I

A

- 1. She assumed that Sid had taken the car without telling Carl.
- 2. Whether he should tell his mother that he had given the model car to Sid himself.
- 3. He did, partly. He kept an eye on Sid and tried to feed him and then put him to bed but was not prepared to take the time

needed. So he gave Sid a model car with small parts to keep him happy so he could play with his friend.

- 4. In Sid's eyes he probably didn't, because he had given him the car.

B

| | Event/Cause | Outcome/Effect |
|---|---|---|
| 1 | the phone rang | Carl wanted to see his friend/ take care of his brother |
| 2 | Carl gave Sid hot milk | Sid dropped the cup on carpet/ started crying |
| 3 | Carl gave him ice cream and the model car | Sid choked on a small part |

Answers will vary.

Page 117

J

Answers will vary. Sample answers:

| Cause | Effect |
|--|--------------------------|
| didn't pay attention in class | found the test difficult |
| didn't study | failed the test |
| studied through the night because they were sleepy | made mistakes |

- 1. If they had paid more attention in class, they wouldn't have found the test difficult.
- 2. If they had studied, they would have answered more questions.
- 3. If they hadn't stayed up through the night they wouldn't be sleepy.

Page 118

K

Answers will vary.

Page 119

L

- 2. will have become
- 3. will be attending
- 4. will be using
- 5. will have developed
- 6. will have reached

M

- 1. By 2025, many households will have bought a smart robot.
- 2. Students' own answers.

Page 120

N

- 1. used to be
- 2. would always listen
- 3. wasn't going to
- 4. used to be
- 5. are used to him

O

Students' own answers.

EXPANSION Units 1–4

Page 121

A

1. annoying
2. depressing
3. interesting
4. disappointed
5. entertaining
6. embarrassed
7. puzzling
8. irritated

Page 122

B

1. at a doctor's office
2. the doctor and a patient
3. the banging on the desk and a loose nail
4. No, not really.
5. He was livid with anger.
6. seeing himself in the mirror, collared by the painting with his head sticking out
7. to remind him of the incident
8. *Answers will vary.*

Page 123

C

Answers will vary. Sample answers:

Naming words (nouns): people, crowd, stores, palm trees, lights, stories

Action words (verbs): walk, look at, watch, chat, talk, run, hurry, wait

Describing words (adjectives): crowded, bustling, busy, noisy, expensive (shops), twinkling (lights)

Place words (where): mall, stores, staircase

Time words (when): morning, midday, early, late, Saturday, weekend

1. The shopping mall was very crowded last Saturday at midday.
2. There were people standing, walking, talking, and hurrying about. Many people watched the bustling crowds from the top story.
3. The mall has been decorated with lots of twinkling lights. Even the palm trees are covered in lights.

Page 124

D

Answers will vary.

Page 125

E

Across

3. substitute
4. toxins
6. controversial
8. hassle
9. disturbed
10. delectable
12. delicacy
14. vendor
15. duration
16. aroma

Down

1. inherited
2. deliberately
5. vanish
7. quandary
11. domesticated
13. crummy

Page 126

F

1. looks down on people
2. figure it out
3. talk the problem over/talk over the problem
4. take care of him
5. burn that big meal off/burn off that big meal
6. run into her
7. figure him out
8. take the butter out/take out the butter
9. throw it out
10. ran into them

G

1. Milk must be stored in the refrigerator.
2. Yogurt can be made at home.
3. Unwashed fruit should not be eaten.
4. Meats don't have to be fried in oil.
5. Butter may be kept out of the refrigerator for a few days.
6. The doughnuts should be served with coffee or orange juice.
7. Ice cream shouldn't be eaten every day.
8. Soy milk can be drunk as a substitute for milk.

Page 127

H

Answers will vary. Sample answers:

1. I wouldn't tell anybody else
2. I would not have learned how to use a computer
3. I would give it to the principal
4. I would be a bear

5. I would have called the police
6. I would tell the teacher
7. I would have worn my blue shoes
8. I wouldn't have gotten in trouble
9. you, I would be very careful
10. gotten up early, I would have been very tired

I

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

Page 128

J

A

- | | |
|-----------------|--------------|
| 1. tested | 5. noticed |
| 2. destroyed | 6. referred |
| 3. demonstrated | 7. nutrition |
| 4. substance | 8. yield |

B

- 1896 Penicillin was originally tested.
 1928 Penicillin was rediscovered.
 1939 Penicillin's ability to kill infectious bacteria was noticed.
 1941 The yield of penicillin was increased ten times.
 1943 Penicillin was proven the most effective antibacterial agent.

It is necessary for pharmaceutical companies to produce new antibiotics because microbes have developed a resistance to penicillin.

Answers will vary.

Page 129

K

Answers will vary. Sample answers:

Idioms

change one's mind; call to mind, be of two minds, give someone a piece of your mind, make up one's mind, have

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1. The purpose behind the meeting is to call to mind other projects that carried similar benefits and risks.

2. The men are trying to make up their minds whether to go ahead with the project.
3. The men must have in mind the business plan when coming to important decisions.

Page 130

L

Answers will vary.

SPEAKING SKILLS

Page 131

A

Students' own answers.

Page 132

A

Students' own answers.

Page 133

A

Answers will vary. Sample answers:

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

Fahd: Uh-huh.

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

Fahd: Really? I thought you only had four.

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

Fahd: Yeah. Well, I'd like to go to Malaysia again and go to the beach. What do you think?

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

Fahd: Great! Let's make a reservation.

B

Students' own answers.

Page 134

A

Students' own answers.

1 Photocopiable Activities

Grammar and Vocabulary Review

Exercise 1

Fill in the blanks with the appropriate form of the word in parentheses.

- When we arrived, an electric storm hit. There was a strange, (1) deafening (deafen) silence and we could hear thunder in the distance. The children were (2) _____ (frighten). We got them into the house and pulled all the curtains shut. It was so (3) _____ (disappoint) for everyone. We had been looking forward to a pleasant, sunny afternoon in the country and instead we got this (4) _____ (frighten) storm. Then lightning struck a tree nearby and we saw it burning. It was really a (5) _____ (disturb) sight. We were all getting nervous and feeling (6) _____ (threaten). The house was basically a log cabin and log cabins are often struck by lightning. Our cell phones stopped working. They gave off a highly (7) _____ (irritate) signal as they shut down. I'd never heard it before. It wasn't the sound that I found (8) _____ (upset) but the fact that we would not be able to call anyone if we needed help. I know my mother gets really (9) _____ (worry) if she can't get through to us. I was tired, hungry, and (10) _____ (concern) about the children. I kept wishing it all to go away.

Exercise 2

Complete the sentences with the correct phrase. Think about meaning.

more I spend more I look at the painting harder I try ~~more I study~~ cheaper the flight
colder the weather longer I wait faster I drive

1. The more I study, the better I remember.
2. The _____, the more nervous I get.
3. The _____, the quicker I run out of money.
4. The _____, the more heating fuel we need.
5. The _____, the more difficult it gets.
6. The _____, the more I like it.
7. The _____, the less space there is between seats.
8. The _____, the quicker we get there.

Exercise 3

Answer the questions using **get** and one of the words below. Ask and answer with a partner or write your own answers.

worried disappointed impatient dirty excited dark ~~stressed~~ confused

1. Why do you bite your nails before an examination?

 I bite them because I get stressed.

2. What happens to you when you have to wait for someone/something too long?

3. How do your parents react when you are late?

They _____

1 Photocopiable Activities

4. What happens when someone talks to you about a number of things at the same time?

| _____

5. Why are days shorter in winter?

They are shorter because it _____

6. What happens to your clothes if you leave them out too long?

They _____

7. How do you react when you find out that you are going on a trip?

| _____

8. How do you react when you get a low mark although you've worked hard?

| _____

Exercise 4

Fill in the blanks with the correct words. There might be more than one option for some of the blanks.

astonished fascinated puzzling bilingual irritated remarkable
stimulated enhanced prompt genuine

(This is an excerpt from a thank you letter addressed to a teacher by the parents of one of his students.)

💡 We are truly (1) fascinated by the (2) _____ progress that our son has made in your class. Your encouragement and support has (3) _____ his interest in science, increased his confidence, and (4) _____ his performance in other school subjects.

Please accept our (5) _____ gratitude and thanks for your help.

(This is an excerpt from an email addressed to a research scientist by his angry colleague.)

I'm (6) _____ with the findings of the research and find the results quite (7) _____. I'm also (8) _____ by the fact that it was concluded in my absence. I assumed that a (9) _____ researcher like me would be able to facilitate communication, by translating when necessary, in order to (10) _____ more reliable responses.

Exercise 5

Answer the questions. Ask and answer with a partner or write your own answers.

1. What are some of the beneficial effects of laughter?

2. What impact does stress have on the cardiovascular system?

3. Do you believe that happier people can fight infections more effectively? Why? Why not?

4. What kinds of activities stimulate your brain?

5. What can enhance learning, in your opinion?

6. Do you like telling and listening to jokes? Why? Why not?

2 Photocopiable Activities

Grammar and Vocabulary Review

Exercise 1

Complete the sentences with the pronouns and phrasal verbs in parentheses.

1. The teacher explained the problem a number of times, but I couldn't figure it out. (it / figure out)
2. I have a special box for information leaflets. I never _____. (them / throw away)
3. Omar and Fahd look exactly alike; I can never _____. (them / tell apart)
4. My dentist was too busy; he couldn't _____. (me / fit in)
5. I know you disagree with the way I do some things, so let's _____. (it / talk over)
6. It's warm in here; you don't need your coat. Why don't you _____. (it / take off)
7. Who keeps turning up the volume? It's late; they should _____. (it / turn down)
8. I know you're waiting for approval. Don't worry I'll _____. (it / look into)

Exercise 2

Circle the correct particle.

1. We spent a long time thinking about the project but couldn't come up **with** / **to** anything original.
2. Do you feel up **with** / **to** coming with me to the library?
3. It'd be nice to meet and catch up **on** / **with** things. A lot has happened since we last met two years ago.
4. He had to drop **out** / **down** of the race when he injured his knee.
5. We need to get down **to** / **with** business; we've wasted too much time talking about this and that!
6. He's a nice person; he's really easy to get **along** / **away** with.
7. They really need to cut down on expenses, or they'll run out **of** / **with** cash very soon.
8. Did you really come **down** / **out** with the flu over the holidays? How are you feeling now?

Exercise 3

Rewrite the sentences using the phrasal verb that is closest in meaning. Use the correct form.

1. I'm so happy you are arriving in two days. I can't wait.
I'm looking forward to seeing you.
2. I don't want to have dinner; I'm not in the mood.

3. He didn't think the offer was good, so he didn't accept it.

4. Don't stop trying now; you've worked so hard on this project. I know you can do it.

5. I'd like to draw your attention to some of the main characteristics of the species.

6. We'll have to manage with what we have in the fridge. It's too late to go shopping.

2 Photocopiable Activities

Exercise 4

Read the text and find the words or phrases that mean:

1. _____ letting yourself do or have something that is not good for you
2. _____ eaten
3. _____ loves eating sweet foods
4. _____ delicious
5. _____ large quantity
6. _____ containing the elements necessary to support life and maintain health
7. _____ basic food stuff, e.g. rice, flour, beans, dairy products, etc.
8. _____ improved, made better or more noticeable
9. _____ a large meal that consists of a number of different dishes
10. _____ a set of instructions on how to prepare or make food

Indulgence of delicious desserts can lead to a number of health problems, including diabetes and excess weight. Sugar and especially chocolate are often consumed as a means of boosting energy. The problem, however, is that energy levels tend to drop as abruptly as they rise through the consumption of sugar. None of the above will prevent someone who has a sweet tooth from helping themselves to a sweet treat.

Many favorite treats are unfortunately considered unhealthy. Such treats include potato chips, burgers, French fries, doughnuts, and other, widely consumed fast food items. It is, indeed, very difficult for most of us to turn down a plateful of freshly fried, delectable, French fries or chocolate ice cream for dessert. Yet, there is an abundance of fruit and other options to choose from that are of superior nutritional value.

Nowadays, flavor is often chemically enhanced in mass produced, packaged food. Once people get used to these flavors, it is very difficult for them to return to traditional staples and natural ingredients that seem bland in comparison. This is what often makes younger eaters reject home cooking and in general “healthy eating” and be more attracted to fast food and packaged snacks.

If you think of the time spent on average, in each household, on food preparation, you realize why food has become such an important industry. Consider the significance of special dishes on special occasions and holidays: preparing a spread for friends and family, ordering special ingredients and spices, investing time and energy on planning, shopping, chopping, cooking, plating, and decorating dishes. Think about TV shows on cooking with new recipes. Check out recipes on the Internet.

We work to “put food on the table,” to feed our family and ourselves. We might as well make sure that the food we consume has a beneficial impact on our health.

Exercise 5

Answer the questions.

1. How important is food for you?
2. Do you agree that we spend a lot of time, energy, and resources on food? Do you think it's justified?
3. Make a list of your favorite dishes and treats. Then tick the ones that you think are healthy. Compare with a partner or look them up in a book or on the Internet.

3 Photocopiable Activities

Grammar and Vocabulary Review

Exercise 1

Rewrite each sentence in the passive.

- The authorities believe that air traffic controllers were responsible for the near crash of a private jet.
 Air traffic controllers *are believed to have been responsible for the near crash of a private jet.*
- People say that chamomile has medicinal properties.
It is _____
- Doctors suggest that parents prevent their children from consuming too many sweet treats.
It is _____
- Scientists estimate that solar storms will continue for some time.
It is _____
- The police thought that the car was empty.
The car _____
- People considered him missing in action, when he turned up in town two months later.
He _____
- Teachers expected the students to be in class ahead of time.
The students _____
- People felt that something important was about to happen.
It was _____
- Scientists calculated that the next eclipse would take place in two decades.
It was _____
- People hoped that the tornado would change course and leave their town unharmed.
It was _____

Exercise 2

Change each sentence from active to passive.

Authorities will take measures to ensure that school buildings are constructed in accordance with safety rules.

- They have to check the foundations and fortify them if necessary.

 *The foundations need to be checked and fortified.*

- They need to repair cracks and other damages.

- They must replace broken windows.

- They have to install secure locks in all the doors.

- They have to rewire the whole building and install new lights.

-  They must have the classrooms painted with non-toxic paint.

- They should replace the old computers with new ones.

3 Photocopiable Activities

Exercise 3

Fill in the blanks with the appropriate word or phrase.

fetch consciousness aggressive deliberate compassion run sense
escape residences endangers

Animals are believed to have a sixth (1) sense for danger. There are countless reports of wild animals fleeing to (2) _____ a fire that has hardly started or is miles away. The problem is that they sometimes have little (3) _____ of the fact that they have few places to run to.

As inhabited areas expand to accommodate more (4) _____, they restrict wildlife habitat drastically and open the door to (5) _____ encounters between animals and humans. There have been numerous accounts of attacks on humans by tigers in India, near villages that practically stand in the middle of wilderness. Lack of consciousness on the part of some people, who are searching for more farming land, contributes greatly to environmental destruction and (6) _____ species.

The all too frequent reports of bears in residential areas, going through garbage as they rummage for food, provide disturbing evidence of the fact that animal habitats are extending beyond limits. Unfortunately, the problem also affects marine life. Take, for example, dolphins, the friendliest and most intelligent marine mammals; they are also being threatened by indiscriminate fishing and (7) _____ cruelty by humans.

We would be well-advised to demonstrate some of the (8) _____ that animals show when they rescue humans or warn them of danger. Dolphins will still (9) _____ to the rescue of a swimmer who is attacked by sharks, and horses will run back to (10) _____ help for a rider that is hurt. All we need to do is respect their home and allow them space for survival.

Exercise 4

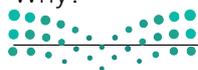
Answer the questions. Compare your answers with a partner.

1. What species of animals live in the desert? How do they survive in desert conditions?

2. Are any desert species threatened? What are they threatened by?

3. Camels are thought to be the only animals able to survive in the desert. Do you agree? Why?

4. If you had to spend some time in the desert, would you choose to have a jeep or a camel? Why?



5. What can be done to save desert habitats and wildlife?

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4 Photocopiable Activities

Grammar and Vocabulary Review

Exercise 1

Write sentences using present or past hypothetical conditionals.

1. I didn't notice it was late, so I took my time getting there.

 *If I had noticed it was late I would not have taken my time getting there.*

2. He missed the interview because he didn't get the letter from the company.

3. She doesn't watch the news, so she doesn't know what's happening in the world.

4. They are very stressed because they don't know the answer to the question.

5. We spent a lot of money shopping, so we didn't have enough to pay the phone bill.

6. He didn't take care of himself, so he got ill and had to give up his job.

7. We missed our flight because we had a flat tire on the way to the airport.

8. We don't know his contact details, so we can't get in touch.

Exercise 2

Write what you would do or what you would have done in each situation.

1. I have a friend who always forgets what time we are supposed to meet and I end up waiting for ages. I don't know what to do to get my friend to remember. What would you do?

 *I would call and remind him/her. I would also send him/her text messages to make sure he/she doesn't forget.*

2. My brother asked me to help him fix his computer yesterday, but I refused because I had to study for a test. Now he won't speak to me. What would you have done?

3. I had borrowed a book from a friend that my younger brother managed to destroy by spilling milk over it. I ordered a new copy of the book and gave it to my friend a few days later. I didn't mention anything about the incident, and I don't think my friend realized that it was a new copy. What would you have done?

4. I always tidy my desk and turn off my computer before I leave home. But whenever I get back and go into my room, my desk is a mess and my computer is on. What would you do?

5. An aunt of mine has invited me to spend part of my vacation at her house in the country. I like my aunt, but I don't really get along well with my cousin who is a lot younger than me and can be quite irritating. What would you do?

4 Photocopiable Activities

Exercise 3

Complete the sentences with **as though** or **as if**.

1. He doesn't have a car, but he talks *as though he had one*.
2. She doesn't understand anything, but she behaves _____
3. He doesn't have a lot of money, but he behaves _____
4. They went to a small place by the sea, but they act _____
5. He owns a small house in the city, but he talks about it _____
6. He doesn't know what he is doing, but he acts _____

Exercise 4

Fill in the blanks with the right words or phrases.

tempted controversial morally treatable genetic dread undergo
preventative vanish motivate

- A** I (1) *dread* the prospect of flying. I know all about statistics and the fact that travel by plane is safer than driving, but whenever I'm on a plane that is about to take off, I am (2) _____ to jump up and run to the door.
- B** Nothing my teacher did could (3) _____ me to work on my math. I dreaded having to answer questions in class, and whenever I was called upon to demonstrate a solution, I wanted to (4) _____ and never return. I hold my older brother (5) _____ responsible for my fear of math. He made it seem so impossible to deal with and complained so much that I developed a phobia before I even went to school.
- C** (6) _____ testing has always been a (7) _____ issue. Are we meant to know what is likely to happen? What if we find out that we have a disease that is not (8) _____? Should one (9) _____ treatment or surgery on the off chance that he/she might develop a condition? On the other hand, if finding out can lead to (10) _____ treatment to avoid illness, it has to be regarded as a benefit.

Exercise 5

Match the words to form collocations. Tick the items that can be combined.

| | disease | treatment | tests | issue | surgery | development | situation | condition |
|---------------|---------|-----------|-------|-------|---------|-------------|-----------|-----------|
| potential | | | | | | ✓ | | |
| preventative | | | | | | | | |
| dread | | | | | | | | |
| controversial | | | | | | | | |
| treatable | | | | | | | | |
| undergo | | | | | | | | |

Choose some of the items and write sentences.

1. *I would not choose to undergo surgery unless it was absolutely necessary.*