

MEGA

GOAL²

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وزارة التعليم
Ministry of Education
2023 - 1447



MegaGoal 2 Student Book

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Scope and Sequence

	Unit Title	Functions	Grammar
	Connect Pages 2–5	Express opinion, feeling and preference Agree and disagree Ask for and give information and instructions Warning and advice	<i>Had better</i> Recycling/using familiar verb forms, prepositions, modifiers, inversion, conditionals
1	Connected by Technology Pages 6–19	Ask for clarification and confirm Discuss using technology for communication Talk about personality characteristics	Auxiliary verbs: <i>do, have, be</i> The comparative and superlative Needs to be done; have/get something done Past participles as adjectives
2	Crime Doesn't Pay Pages 20–33	Discuss crime and punishment Read and discuss newspaper articles Explain steps in a process	The passive Past perfect and past perfect progressive Simple past tense: <i>be</i> , regular and irregular verbs <i>Used to</i> and <i>would</i> Past progressive tense
3	Far and Away Pages 34–47	Talk about travel experiences and travel dreams Discuss hotels and services Make and decline special requests	Adverbs of degree Sentence adverbs Future with <i>be going to</i> and <i>will</i> Information questions Present progressive
EXPANSION Units 1–3 Pages 48–53		Language Review Reading: Computer Viruses: A Headache for Humans Language Plus: Words ending with <i>load</i>	
4	TV Around the World Pages 54–67	Discuss types of TV programs Express and explain preferences Express certainty Talking about festivals	Direct and indirect objects <i>To</i> and <i>for</i> before indirect objects Articles Adjective clauses and relative pronouns Relative pronouns as subjects and objects
5	Working 9 to 5 Pages 68–81	Talk about jobs Ask for favors, make requests and ask for information Express obligation, necessity and lack of necessity	Subjunctive <i>I'd like you + infinitive / I want you + infinitive</i> Tag questions
6	Going Green Pages 82–95	Evaluate how "green" you are Discuss ways to be environmentally responsible Make suggestions Express preferences with <i>I'd rather</i>	Gerunds after verbs Infinitives after verbs Simple present tense versus present progressive Conditional sentences with present and future forms
EXPANSION Units 4–6 Pages 96–101		Language Review Reading: The Psychology of Color Language Plus: Idioms with Colors	

Listening	Pronunciation	Reading	Writing
Listening for fact, speaker attitude, relationship			
Listen for specific details about a cell phone bill	Syllable stress on numbers	Amazing Internet Connections	Write an essay comparing ways of socializing and state your preference Write about and evaluate things you can do on the Internet (Project)
Listen for specific details in a lecture on safety	Linking adjacent consonant sounds	Crime Puzzles	Write a story for a newspaper or web article Research and write about Famous Crimes, Frauds, or Blunders (Project)
Listen for specific details about packing for a trip	Stress on compound nouns	Ecotourism: See the World While Saving It	Write a letter about places to visit in Saudi Arabia Research and make a poster promoting ecotourism in your country (Project)

Tools for Writing: Capitalization

Writing: Write about a problem or difficult situation you have experienced

Listen for specific information about a game show	Reduction of <i>going to</i> and <i>want to</i>	A Brief Overview of the History of Television	Write a book review Write, direct, and film your own TV episode (Project)
Listen for specific information about a survey on job satisfaction	Syllable stress on words ending with <i>-tion</i> , <i>-cian</i> , and <i>-sion</i>	You Do <i>What</i> For a Living?	Write about an unusual job that you might like to have Research and write a presentation on Great Jobs and Careers (Project)
Listen for specific information about glass recycling	Thought groups	Living Off The Grid	Write a letter to a newspaper Design and make posters promoting "Going Green" in your school

Tools for Writing: Common Errors with Prepositions

Writing: Write about cultural meanings of color, symbols, customs, or gestures



Scope and Sequence

	Unit Title	Functions	Grammar
	Reconnect Pages 102–105	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
7	There's No Place Like Home Pages 106–119	Talk about your home Describe things you are looking for Words connected with directions for places Expressing requests, offers, promises, warnings; making decisions	Adjective order <i>Too</i> and <i>enough</i> Discuss quotes and feelings about home
8	The Sporting Life Pages 120–133	Talk about the Olympics Talk about sports and athletes Encourage and express confidence in someone Explain steps in a process or game	Gerunds as subjects Superlative + present perfect Present Perfect Progressive versus present perfect simple Time expressions: <i>How long ...?</i> Adverbs of manner Comparative forms and structures with adjectives and adverbs
9	Laugh Out Loud Pages 134–147	Talk about humor Explain consequences with comparatives Tell and respond to jokes Expressing wishes, regret and criticism	Past and present participial adjectives <i>Get</i> + adjective; <i>Get</i> + past participle <i>The...the...</i> comparatives <i>Such...that/ so...that</i> <i>Can't, could, couldn't, must, may, or might</i>
EXPANSION Units 7–9 Pages 148–153		Language Review Reading: Can You Believe They Believed It? Language Plus: Idioms about sports	
10	You Are What You Eat Pages 154–167	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>
11	Amazing Animals Pages 168–181	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>
12	What Would You Do? Pages 182–195	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: <i>by the year, this time tomorrow</i> <i>Used to</i> versus <i>be used to</i> <i>Was/were going to</i>
EXPANSION Units 10–12 Pages 196–201		Language Review Reading: Mind Over Matter Language Plus: Idioms with <i>mind</i>	

Listening	Pronunciation	Reading	Writing
Listen for specific information Listen and identify language/ questions in discourse/interview	Recycle and use familiar stress, intonation patterns, identify falling/ rising intonation patterns and effects, e.g. enthusiasm, regret		
Listen for specific details about renting an apartment	Stress on two-syllable nouns and verbs	Vision 2030 Kingdom of Saudi Arabia	Write a description of a home Research and write about different types of houses in the world; prepare a poster or PowerPoint presentation (Project)
Listen to profiles of Olympic athletes for specific details	Voiced and voiceless <i>th</i>	A Country Born on Skis	Write an email giving complex instructions on a sport or other recreational activity Research and write about the most popular Olympic sporting events; prepare a poster (Project)
Listen for specific information about animals' ability to laugh	The <i>b</i> and <i>v</i> sounds	Laughter Really Is the Best Medicine	Write short messages Write a scene from a TV sitcom Research and write about a funny scene from a sitcom or film; prepare a Power- Point presentation (Project)

Tools for Writing: Avoiding wordy sentences
Writing: Write about a hoax

Listen for sequence in the process of making a chocolate bar	Stress on two-word and three-word phrasal verbs	Accidental Food Discoveries	Write a description of a memorable event Research and write about snacks and desserts in the Arab world; prepare a PowerPoint or poster presentation (Project)
Listen for specific information about horse training	The <i>y</i> and <i>j</i> sounds	Animal Heroes	Write about a type of animal Research and write about animals in the Arab world; prepare a poster presentation (Project)
Listen for specific details about mountain rescues	Stress on content words and function words	Peeking into Our Medical Future	Write a personal narrative about an important decision that has impacted your life Research ground-breaking treatment and procedures in Saudi Arabia; prepare a PowerPoint presentation (Project)

Tools for Writing: The definite article and generalizations
Writing: Write about a new technology

Connect

1 Listen and Discuss

Read the texts below and match each one with the correct heading. Write in the blank.

Technology
TV Around the World

Unusual Buildings
Working Days

Ecotourism
Going Green



The paper vs. eBook debate, which has been going on for several years, does not seem to serve any real purpose. Digital has become an integral part of life; so much so, that we fail to notice it. Hard copies, on the other hand, are still available, but for how long?



The Makkah Clock Royal Tower is among the top tallest buildings in the world. The clock face is large enough to be seen from 25 kilometers away. Have you seen it?



Ecotourism allows travelers to observe and experience life and culture in a natural and often undisturbed location that lends itself to activities like hiking, climbing, rafting etc. This type of tourism often provides funds for conservation and contributes to the development of the local economy. Would you be interested in this type of travel?



Cable television is gradually being replaced by the Internet. Recent research indicates that a substantial number of cable subscribers in their late twenties to mid-thirties are planning to discontinue their cable TV subscriptions. On-demand viewing appeals a lot more to people who want to watch a show of their choice at a time that suits them best. What is your view?



It is not unusual for working people to complain about having to follow the same routine day in and day out. Come retirement time, however, a great number of them feel lost and suffer physically and psychologically through the absence of the same routine. Why do you think this happens?



Climate change has been a critical issue in recent years due to its destructive consequences caused by natural disasters, such as storms, hurricanes, flooding and landslides. Deciding to “go green” has presented a dilemma for countries which have to choose between immediate economic growth and greener policies. This has delayed timely action and prevented the implementation of “green” measures that can contribute to the reduction of carbon emissions. What is your view?

2 Pair Work

Answer the question at the end of each text and discuss. Express your opinion and agree or disagree. Use phrases from the box.

Expressing Opinion/ Feeling/ Preference - Agreeing/ Disagreeing

What do you think of ...? I think it's interesting / an amazing achievement.

What's your view on ...? I'm not sure. I can see why ... but I can't see eye to eye with ...

Don't you think it's an interesting / original ...? No, not really.

We're on the same page here.

I see your point but ... / I have no doubt that your view is valid, but I personally feel that...

I admire people who ... but I can't see myself doing it.

Which would you choose? I prefer... / I think I'd opt for ... / go for (conventional travel).

3 Conversation



Listen and practice reading the conversation in pairs. Then act it out.

Librarian: Can I help you?

Hashim: Could you please tell me where I can find biology books and research documents?

Librarian: What exactly are you looking for?

Hashim: It's about a science project and I need to gather information, in order to create a timeline for biological research over the last 60 years or so.

Librarian: I see. That must be interesting. It can't be easy to collect all the information and choose the key items you need but I'm sure you'll manage. Go to aisle 5 and look up the biology section. I'm sure you'll find what you need.

Hashim: I hope so. Thanks for your help.

Librarian: One more thing! The research documents are in the reference section. You have to sign and get a key. You can look up what you need and read documents in the reference section, but you mustn't take anything out.

Hashim: Can I photocopy any pages?

Librarian: You'll have to check with me first. You are not allowed to photocopy old manuscripts.

Hashim: I understand. Thanks again.

(an hour later)

Ali: I've noticed you have to use a whole pile of books. Are you doing research?

Hashim: Yes, I'm trying to. But I'm not sure I can do it within the deadline. I'll need to spend days in the library, reading and making notes.

Ali: Don't you worry! Of course you'll make it. It seems impossible at first but you get used to it. Would searching online or using eBooks help?

Hashim: That would be awesome but all the computers are taken.

Ali: No, not really. How about using this one? I'm just about to leave.

Hashim: Are you sure?

Ali: Absolutely. I'll let the librarian know on my way out. You'd better move over right away before someone else takes it. Here, I'll help you move your things.

Hashim: Thanks a lot. I owe you big time!

Ali: Not, at all. I'm sure you'd do the same!



Your Turn

Role-play a conversation like the one above with a partner. Use phrases from the box below.

Asking for and Giving Information / Instructions

Could you please tell me where I can ... / where the ... is? Go to (aisle 5) and ... / walk down (aisle 3) and turn right ...

What exactly are you looking for?

Information / data ... / It's a project that I need ...

Asking permission

Can I photocopy ...? / Am I allowed to ...? / Is it all right if I ...?

Obligation / Ability / Prohibition

You have to/need to sign ...

You mustn't take anything out/touch anything ...

You are not allowed to...

4 Listening

Listen to the conversation and answer the questions.

1. What is the relationship between the speakers?
Are they friends, brothers, other?
2. How do you know?
3. Listen and practice the conversation in pairs.

Omar: You'd better have your eyes checked if you don't want to get into serious trouble.

Imad: Yes, I know they feel all dry and puffy.

Omar: Have you been sleeping well?

Imad: As well as possible! I've been staying up trying to finish my project, and spending a lot of time in front of the computer.

Omar: Do you take breaks? You need to take a break every hour.

Imad: I'd never get to the end of it that way.

Omar: Well, you won't have the eyesight you need to get to the end of it if you don't have breaks! Another reason for taking breaks is to prevent damage to your back from endless hours of sitting at your desk.

Imad: But I'm young. Older people tend to have back problems.

Omar: You're wrong there. People can cause themselves damage at any age. What has saved you so far is the fact that you work out and do sports.

Imad: Yes, my parents have said the same thing!



5 About You

1. How many hours a day do you spend studying during exams?
2. How do you feel at the end of an examination period?
3. Which of the statements below do you agree with? Give reasons.
 - A. You'll do a better job if you stay up and work through the night.
 - B. You'll do a better job if you get some sleep and work in the morning.
4. What would you advise your friend to do/not to do when preparing for exams?
5. Role-play a conversation like the one above with a partner. Use phrases from the box.

Warning / Advice

You'd better ... if you don't want to get into serious trouble.

You'll do a better job/ have a better ... if you ...

You won't ... if you don't / You need to ... or else ...



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1 Connected by Technology



1 Listen and Discuss

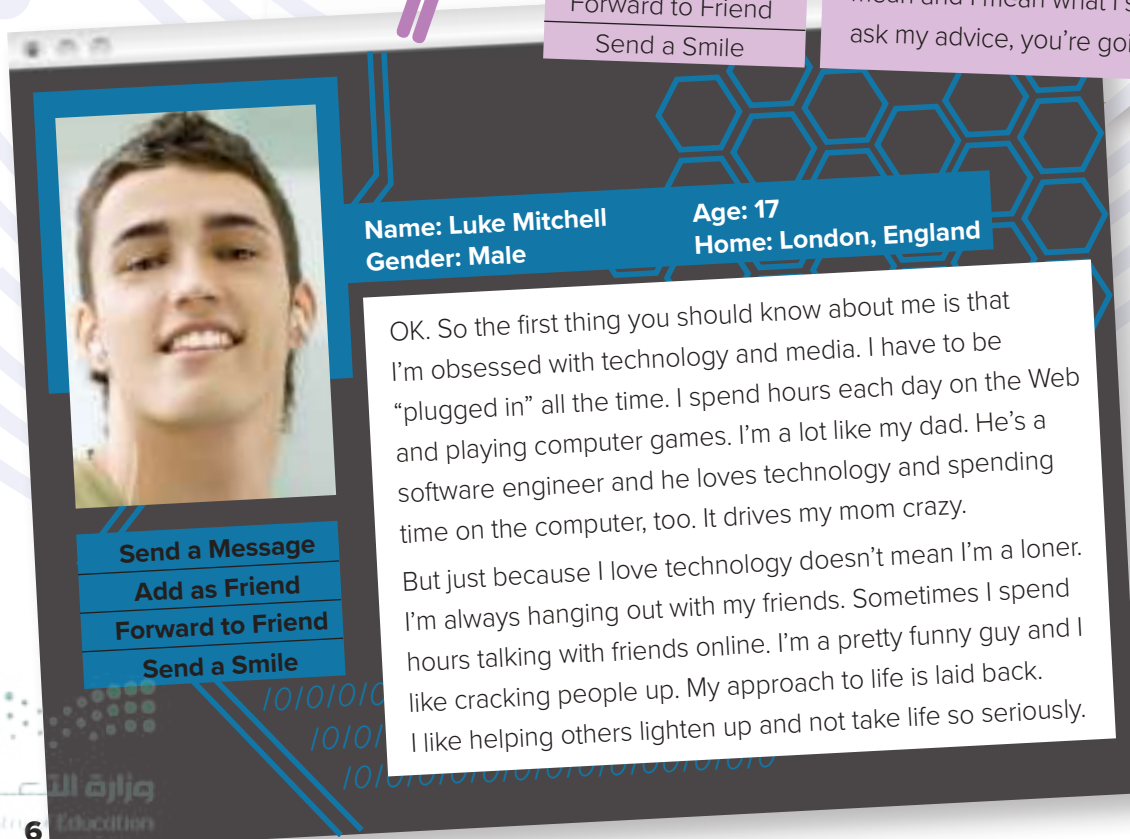
Read the Internet profiles of the three young people.
Find two important details about each.



Name: Faisal Alharbi
Gender: Male
Age: 19
Home: Jeddah, Saudi Arabia

I believe in living life to the fullest. My friends call me "adventure boy" because I'm very spontaneous and I love to do new things. There's almost nothing I won't try once. For example, I've gone bungee jumping and parachuting! I've eaten shark fin soup and chocolate covered crickets! I like to set challenges for myself, and I've found that I can do anything I set my mind to. I'm also a very straightforward person. I say what I mean and I mean what I say. If you ask my advice, you're going to get it!

Send a Message
Add as Friend
Forward to Friend
Send a Smile



Name: Luke Mitchell
Gender: Male
Age: 17
Home: London, England

OK. So the first thing you should know about me is that I'm obsessed with technology and media. I have to be "plugged in" all the time. I spend hours each day on the Web and playing computer games. I'm a lot like my dad. He's a software engineer and he loves technology and spending time on the computer, too. It drives my mom crazy. But just because I love technology doesn't mean I'm a loner. I'm always hanging out with my friends. Sometimes I spend hours talking with friends online. I'm a pretty funny guy and I like cracking people up. My approach to life is laid back. I like helping others lighten up and not take life so seriously.

Send a Message
Add as Friend
Forward to Friend
Send a Smile

Send a Message
Add as Friend
Forward to Friend
Send a Smile

Name: Ahmed Al Ali
Gender: Male
Age: 22
Home: Dammam, Saudi Arabia

If I had to describe myself with one phrase it would be “down to earth.” I also love being outdoors. Being in nature makes me feel peaceful and happy. I especially love the quiet of morning. One of my favorite things to do is wake up really early and go for a long hike.

I’m not always quiet, though. I have a few very close friends, and we spend hours talking and laughing. My family and friends mean everything to me, and they know that they can depend on me for anything. I’m a good listener. I’m not the type of person who tells people what they should do when they have a problem. Instead, I give lots of support and encouragement.

Quick Check ✓

A. Vocabulary. Who do you think would most likely do the following actions—Faisal, Luke, or Ahmed?

1. Chat with friends over the computer.
2. Go camping with friends.
3. Go bungee jumping.
4. Help a friend with a problem.
5. Share his honest opinion about a friend’s problem.
6. Make a friend laugh about his problem.
7. Spend evenings watching TV with his friends.

B. Comprehension. Discuss the meaning of these expressions with a partner. Decide which person each proverb describes best—Faisal, Luke, or Ahmed.

- | | |
|--------------------------------------|--|
| 1. Better late than never. | 4. The apple doesn’t fall far from the tree. |
| 2. Nothing ventured, nothing gained. | 5. Laughter is the best medicine. |
| 3. Silence is golden. | 6. Honesty is the best policy. |

2 Pair Work

1. Which person is most like you? Why? Which person is most unlike you? Why?
2. Write your own profile. Exchange and discuss your profile with your partner.

3 Grammar



Auxiliary Verbs

Auxiliary verbs work together with main verbs. The most common auxiliary verbs are *do*, *have*, and *be*.

Use *do* with negative statements and questions and with affirmative and negative short answers.

She **doesn't** like social networking websites.

Do you send lots of text messages?

Yes, I **do**. / No, I **don't**.

Did Thomas answer your email?

Yes, he **did**. / No, he **didn't**.

Use *have* with present perfect and past perfect affirmative and negative statements, questions, and short answers.

She **has** (not) created her own website.

Has she posted any photos yet?

Yes, she **has**. / No, she **hasn't**.

Have you charged your cell phone?

Yes, I **have**. / No, I **haven't**.

I **had** gotten his email an hour before he called me.

Use *be* with progressive affirmative and negative statements, questions, and short answers.

She **is** (not) answering her cell phone.

Is your cell phone working?

Yes, it **is**. / No, it **isn't**.

He **was** using his brother's cell phone yesterday.

Were you surfing the Internet last night?

Yes, I **was**. / No, I **wasn't**.

Also use *be* with passive affirmative and negative statements, questions, and short answers.

The Internet **is** (not) used by millions of people.

Were you given a password?

Yes, I **was**. / No, I **wasn't**.

A. Circle the auxiliary verb in each sentence.

1. We are downloading an antivirus right now.
2. I do not check my email when I'm on vacation.
3. Online newspapers have become more popular than print newspapers.
4. Did you send her a message?
5. The Internet is used by millions of people each day.
6. My grandmother had never used the Internet before last week.
7. We have been online for a long time.

B. Write **yes/no** questions.

💡 I'm shutting the computer down now. Are you shutting the computer down now?

1. He found lots of good resources for his essay online.
2. She usually turns her cell phone off before class.
3. She's had that bicycle for a long time.
4. He's not answering his phone.
5. She has posted photos on her website.
6. We've downloaded the program we were looking for.

C. Complete the sentences with the correct forms of **do**, **have**, and **be**.

Leila: (1) _____ you still make your own jewelry?

Ana: Yes, I do. In fact, I (2) _____ turned my hobby into a business.

Leila: Really? (3) _____ you selling your jewelry now?

Ana: Yes, I (4) _____. I (5) _____ sold more than 50 pieces of jewelry online this year. My jewelry (6) _____ bought by people all over the world. Right now, I (7) _____ making a bracelet for a woman in Shanghai!

Leila: (8) _____ you make that necklace you're wearing?

Ana: Yes, I (9) _____.

Leila: It's lovely. (10) _____ you have time to make one for me?

Ana: Of course.

Leila: How much (11) _____ a necklace like that cost?

Ana: I (12) _____ not accept money from friends! I'll make you a necklace, but (13) _____ not even think about paying me for it!



D. Look at the picture. Make up a story about it. Use sentences with auxiliary verbs.

Answer questions like these:

- Who are these people?
- How long have they been here?
- How long have they known each other?
- What are they doing?

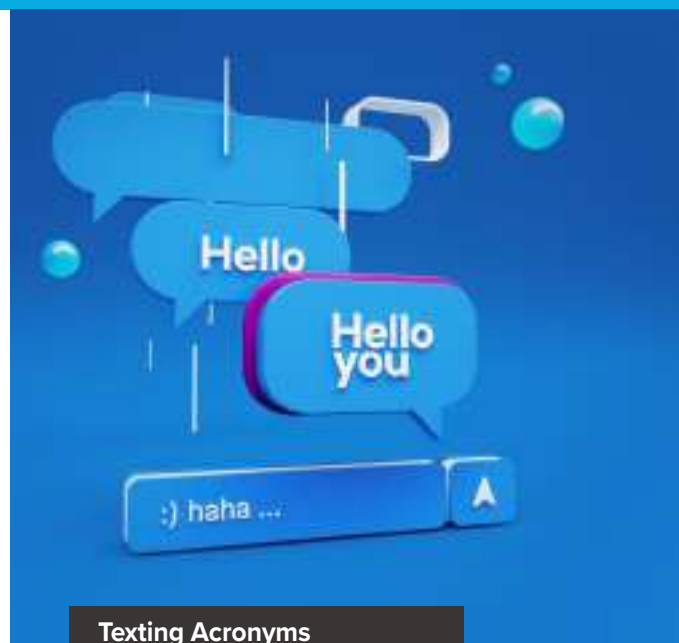


1 Connected by Technology

4 Conversation



- Grandma:** What are you doing, Cara?
- Cara:** I'm texting Maria. I haven't seen her all week, so I'm just saying "hi."
- Grandma:** What's that beep?
- Cara:** It's Maria. She just sent a text message back to me.
- Grandma:** I don't understand. **How on earth** do you type what you want to say so quickly?
- Cara:** You don't actually type the words out. You use abbreviations and acronyms. **Hold on.** I'll show you. Right now I'm asking if she wants to come over and **hang out**.
- Grandma:** That's a lot to type.
- Cara:** Right. So instead I type "DYWT come ovr." Does that make sense?
- Grandma:** DYWT? What does that mean?
- Cara:** DYWT means "Do you want to." It's the first letter of each word.
- Grandma:** Oh. OK. Now what?
- Cara:** She'll respond in a second. *(beep)* There.
- Grandma:** What did she say?
- Cara:** *(spelling it out)* Gr8. B ovr n 10 mins.
- Grandma:** I think I **get it**. She's saying, "Great. Be over in ten minutes."
- Cara:** Now you've **got the hang of it**, Grandma!



Texting Acronyms

WU?	What's up?
LOL	laughing out loud
B4N	bye for now

Real Talk

How on earth? = How is it possible
Hold on. = Wait a moment.
hang out = spend time together informally
get it = understand
got the hang of it = started to understand something

About the Conversation

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

1. What doesn't the grandmother understand?
2. What acronym does the grandmother learn? What texting acronyms do you use?
3. Tell your partner about a time you explained something or learned something new from someone.

Your Turn

Role-play with a partner. Explain to your partner how to do something. Use phrases to ask for clarification and confirm from the box.

Asking For Clarification and Confirming

I don't understand.	How do you...?
Can you explain it?	What does that mean?
Does that make sense?	I get it.



5 Listening

Listen to a father talk to his son about using his cell phone.
Write the numbers.

1. How many cell phone minutes does Michael think he has used this month?
2. How many minutes has he actually used?
3. How much does it cost for 900 minutes?
4. How much does each additional minute over the plan cost?
5. How much does Michael's bill add up to this month?
6. How much of the bill does Michael's father suggest he pay?



6 Pronunciation

When counting “teen” numbers, such as thirteen and fourteen, stress the first syllable. In most other cases, we tend to stress the last syllable in “teen” numbers. When using these words to talk about quantity, time, or money, stress the second syllable.

In “ten” numbers, such as twenty and thirty, always stress the first syllable.

Listen and repeat the sentences. Circle the correctly stressed numbers.

1. SEVENTeen sevenTEEN
2. FORTy forTY
3. FIFteen fifTEEN
4. THIRteen thirTEEN
5. THIRty thirTY

7 Vocabulary Building

- A.** You will see these words in the reading on pages 12 and 13.
Put each word into a category in the chart.

asthma	extraordinary	paramedics	unique
cyber	networking	posted	virtual

Related to Computers	Synonym for “Special”	Related to Health

- 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

Has the Internet ever helped you meet or reconnect with a friend? Explain.

AMAZING INTERNET CONNECTIONS

We all use the Internet to connect with people. Using email, social networking sites, and instant messaging are ordinary ways that people connect. But at times, the Internet has been used to connect ordinary people in extraordinary ways.

SAVING A LIFE



12-year-old Sean Redden from Denton, Texas, was in on the Internet, playing a cyber fantasy world game. Suddenly someone came online, asking for help. The person said she was a Finnish business student who was locked in her college's computer lab. She said she was having an asthma attack and couldn't breathe.

Redden wasn't sure if this was part of the game as sometimes a few people lie on the Net. However, as he later told the *Dallas Morning News*, he decided it was, "too real to be a joke." So Redden called the police. With the additional help of international phone operators, Finnish paramedics found 20-year-old Tara Laintinen and gave her the medical attention she needed. Without the Internet and the efforts of a 12-year-old boy half a world away, she might not have survived.

FINDING YOUR DOUBLE



It was just an ordinary night on a crowded subway car for Patrick Swales, a 21-year old web designer in New York City. The car had just stopped at a station and the doors opened. Suddenly, he saw himself waiting at the platform. But the clothes were not really his style. What was he doing waiting there? He should be in the car. But he was in the car! By the time he realized that he had just run into his double, the doors had shut and they were moving. At that instant, their eyes met. Disbelief, amusement, wonder were all conveyed in that one look! They both raised a hand in an attempt to catch each other but it was too late.

Shaken by the encounter and determined to find his double, Patrick came up with a unique idea. He created a website called subwaymydouble.com. He posted his own photo and a description of the man he had seen in the subway, in the hope that someone would see it and make contact. He got the call two days later.

Now Patrick and his double are best friends. His name is Manuel and he is in New York studying web design! Patrick and Manuel have decided to take themselves out of the public eye, so they have stopped updating the site. Patrick posted this message on the website: "In our best interest, there will be no more updates to this website. Unlike popular TV series, you will have to continue the story yourselves. Best wishes to all and may you find your double someday."

REUNITED... 60 YEARS LATER

Asma, a 75-year-old grandmother of eight, enjoyed telling her grandchildren stories about her youth. These stories usually featured Sabah, Asma's best childhood friend. Asma and Sabah had been as close as sisters. Then, when the girls were 15, Sabah's family moved away and the girls lost contact. But Asma never forgot her childhood friend.

One day, Asma was telling her 13-year-old grandchild, Ali, a story about Sabah, when Ali asked, "Why don't you try to find her?" Ali got out his laptop and showed Asma how to surf the Web. A mere 30 minutes later, they had found Sabah! Asma's hands trembled as she dialed her old friend's phone number. When Sabah answered and Asma identified herself, Sabah burst into tears. By coincidence, Sabah was now living nearby.

Sixty years later, the women are inseparable once again. "My life has improved dramatically since Asma found me," says Sabah. "I never feel lonely anymore."

Adds Asma, "It's as if we had never been apart. Sixty years have made no difference to our friendship!"

These are just a few of the incredible ways people have been brought together by the Internet. Every day there are more. Who knows what amazing Internet stories are unfolding at this very moment.

After Reading

1. In your own words, explain how Sean Redden saved Tara Laintinen.
2. What do you think of the way Patrick Swales found his double?
Would you ever do something like this? Why? Why not?
3. Think about the story of Asma and Sabah. Is there someone you would like to be reunited with? Who and why?
4. What do all of the stories have in common?

9 Speaking

Work in pairs or groups. Think about the advantages and disadvantages of the Internet and make notes in the organizer. Discuss your ideas in class.

	Advantages	Disadvantages
1		
2		
3		
4		



10 Writing

- A. Look at the photos and define face-to-face and online learning.
1. Do you know anyone who is studying online?
Would you prefer to learn online?
Why? Why not?
 2. Do you prefer to communicate with your teacher and classmates face-to-face?
Why? Why not?
 3. What are the differences?
 4. Read the text and answer the questions:
 - What is the trend for university courses?
 - What kinds of students opt for online courses?
 - Why do some students enroll in face-to-face courses?
 - Which type of course is more successful?
 5. Read the text again and find out which paragraph:
 - presents information about face-to-face courses
 - sets the scene and introduces the topic
 - presents information about online courses
 - rounds up issues



Learning Face-to-Face and Online

There have been significant changes in education due to technology. The Internet has played a determining role in transforming the face of education as we used to know it. More and more universities and colleges offer face-to-face and Online course modes or blended versions that combine classroom face-to-face and email, social networking, or synchronous e-learning.

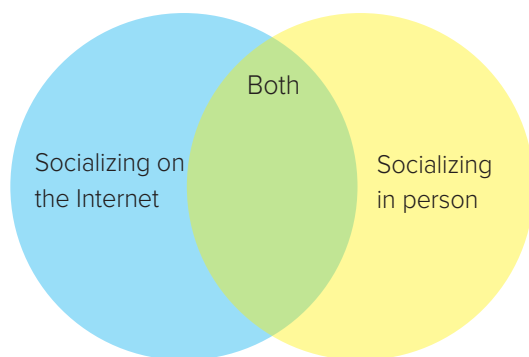
Research has shown that students choose different options, depending on individual preferences, learning styles, and practical considerations. For example, working adult students prefer online courses as they offer the flexibility that they need to combine learning with work. In other words, individuals, whose time and/or mobility are restricted, are happier with online courses.

On the other hand, a large number of students enroll in face-to-face courses as they feel that

face-to-face instruction and communication with peers will help them understand concepts better and learn more effectively. They are not opposed to using email or social networks to communicate with peers but not with their instructor. On the contrary, online students find it easier to communicate with instructors by email as it frees them of inhibitions they might have about asking questions or raising issues face-to-face.

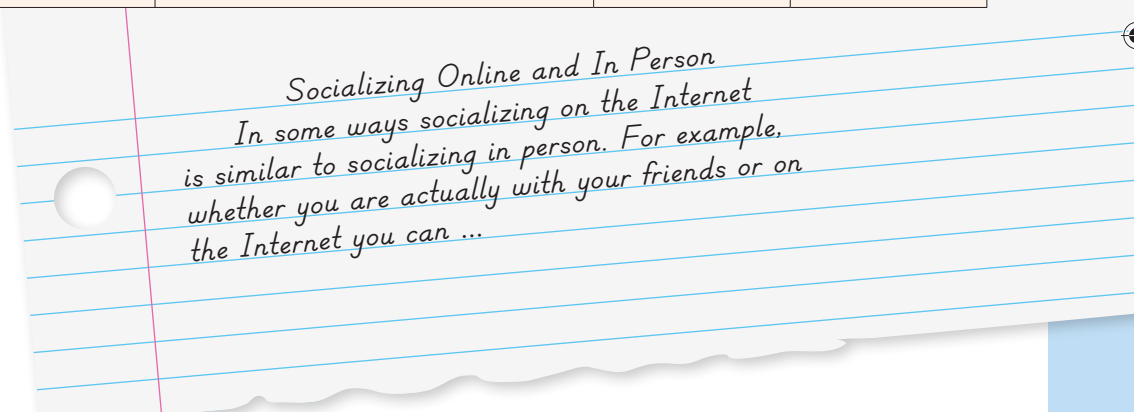
Both groups defend their respective choice wholeheartedly. This is further demonstrated by success rates and learning outcomes. So, given a positive attitude to technology and the necessary skills, students will benefit from online courses as much as their counterparts in face-to-face contexts. What remains to be seen is if such courses will also benefit interpersonal skills and help people perform as members of a team.

B. Study the charts below. What is the topic for discussion shown in both?



1. Write an essay comparing and contrasting the two ways of socializing and say which you prefer and why.
2. Think about the features of socializing with friends in person or face-to-face and socializing on the Internet. Make notes in the chart below. Are there things that you can do in both cases?
3. Use your notes to write the essay.
4. Exchange and read each other's draft essays. Suggest improvements.
5. Revise, improve, and re-write your essay.

Socializing in person/ features	Socializing online/features	Same	Different



Writing Corner

In an essay, you often have to discuss the similarities or differences between two different situations, opinions or ideas:

- use phrases to say what is similar; Likewise ..., In the same way ..., Similarly ..., as well as, ...both ...
- use phrases to say what is different; In contrast, ..., However, ..., On the other hand, ...
- provide examples to illustrate what you mean with phrases like:

For example, as in ..., such as ..., in other words...

Underline examples of phrases used in the text on page 14 for comparison and contrast and explain why they are used.

Paragraph 4, line 1: Both groups defend... is used to compare.

- use phrases to state your preference and give reasons why: Personally, I prefer ..., I'd rather ...than ..., because ..., The reason for this is ...





11 Form, Meaning and Function



Comparative and Superlative Forms of Adjectives

The Comparative

Use adjective + *-er* or *more* / *less* + adjective to make the comparative.

Email is a **fast** way to communicate.

Instant messaging is **faster** than email.

Print newspapers are **popular**.

Online newspapers have become **more popular** than print newspapers.

Smartphones are **expensive**.

Cell phones are **less expensive**.

Note: The comparative is often used with *than*.

The Superlative

Use *the* + adjective + *-est* or *the most* / *least* + adjective to make the superlative.

Face-to-face courses are **the fastest** way to learn.

Our online courses are **the most popular**.

F2F courses are expensive. Blended learning is **less expensive**.

Our short online course is **the least expensive** way to study.

Some adjectives have irregular comparative and superlative forms.

good—better—the best

bad—worse—the worst

A. Complete the sentences with the comparative or superlative forms of the adjectives in parentheses. Use *the* before superlatives.

- The clock tower of the Abraj Al-Bait Towers in Makkah is one of _____ (tall) buildings in the world.
- Social networking is _____ (good) way to stay connected with friends.
- The Taj Mahal in India is one of _____ (beautiful) buildings in the world.
- _____ (popular) online video game on the market is 'Big Ideas 2'.

B. Look at the statements and choose the best option. Work with a partner. Give your opinion with some reasons. Use comparatives and superlatives.



**In my opinion, laptops are a waste of money.
Tablets are cheaper and less heavy...**

- Laptops / tablets* are a waste of money.
- The best way to make new friends is *by using social media / joining a school club*.
- Car / Plane* travel is more dangerous than *car / plane* travel.
- Nowadays, people prefer to *shop online / shop at the mall*.
- The best way for young children to learn is *by using technology such as computers, laptops and tablets / reading books*.
- It is better to *take a train or a bus / drive* to college.
- On weekends, I prefer to see *family / friends*.



Need to Be (Done)

The TV **needs to be fixed**.

(= Someone needs to fix the TV.)

The car seats **need to be cleaned**.

(= Someone needs to clean the car seats.)

Have/Get Something (Done)

Use *have* or *get*, with the past participle, when someone else performs the service for you.

The rooms need to be decorated.

We're **having/getting** the rooms **decorated**.

The air conditioner needs to be repaired.

We're going to **have/get** the air conditioner **repaired**.

The house needed to be painted.

We **had/got** the house **painted**.

Past Participles as Adjectives

break—**broken**

The cell phone was **broken**. I threw away the **broken** cell phone.

crack—**cracked**

The tablet's screen was **cracked**. I got the **cracked** screen replaced.

damage—**damaged**

The laptop was **damaged**. The computer technician fixed the **damaged** laptop.

- C. Complete the conversation. Use the correct form of the verbs in parentheses. Then practice the conversation with a partner.

Khaled: I _____ (1. have) this car for six months, and it gives me all kinds of problems.

Joe: What is it this time?

Khaled: It _____ (2. not start) in the mornings.

Joe: Maybe it's because of the cold, or the battery _____ (3. might/be) low. It probably needs _____ (4. recharge).

Khaled: It isn't that. I just _____ (5. have/put in) a new battery _____, and it still won't start. I think the starter needs _____ (6. repair).

Joe: Is there anything else wrong with the car?

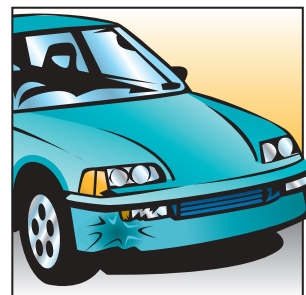
Khaled: Yes, the exhaust pipe _____ (7. fall) off, and the radiator is leaking. They both need _____ (8. fix).

Joe: Is your car under warranty?

Khaled: Yes, it is.

Joe: Then you shouldn't worry. We'll _____ everything _____ (9. have/fix) for you.

Khaled: That's what you _____ (10. say) the last time.



- D. Talk about what you *get (have) done* regularly or *need to get (have) done*, or *will get (have) done* soon. Use the ideas in the box.

create a website • fix my printer
service my smartphone • print my digital photos
replace the screen on my tablet



1 Connected by Technology

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12 Project

Prepare a presentation for your class on **Things to Do on the Internet**.



1. Work in groups. Discuss things that you do on the Internet. Use the list below to help you and add your own ideas.

Interactive games	☐	Blogs	☐	Add your own ideas:
Competitions	☐	Videos	☐	
Problem solving	☐	News	☐	
Role-play games	☐	Information	☐	
E-shopping	☐	Education	☐	
Social networks	☐	Download programs	☐	

2. How do you use the following? What are some of the advantages and disadvantages?
Add your own ideas to the list.

	Use	Advantages	Disadvantages
Social networks			
Blogs			
Threads/discussions			
Electronic articles			
Videos			
Information			
Websites			

3. How do you feel about the Internet as a medium? How reliable is it? Would you recommend it as a reliable and valid source of information? Why? Why not?
4. How does the Internet contribute to learning? Is it effective?
5. Use your notes to prepare a PowerPoint presentation or a poster. Work in groups or pairs.
6. Present in class.

When you prepare a PowerPoint presentation, remember to:

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.
ask for clarification and confirm			
discuss using technology for communication			
talk about personality characteristics			
use the auxiliary verbs <i>do</i> , <i>have</i> , and <i>be</i>			
use the comparative and superlative			
talk about what needs to be done			
use <i>have/get</i> something done			
use past participles as adjectives			

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

2 Crime Doesn't Pay

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1 Listen and Discuss

1. Discuss one or two famous crimes. Who was involved? What happened? Where and when did it happen?
2. Read the newspaper headlines. Then read the newspaper articles about foolish crimes. Which headline matches which article?
3. Discuss the articles. Which criminal do you think is the most foolish? Why?

a British Burglar Says “Sorry” With Flowers

b Killer Sentenced to Die for Second Time

c Credit Card Thief Signs Own Name

d *The Impatient Inmate*

e Paper Boy Steals Truck to Speed Up Deliveries

f Criminals with Big Plans, Small Car

1

GRAYSON, California, USA — An inmate who was just a day away from being released from jail fled the county prison on Thursday, according to the Grayson sheriff's department. When Bob Newton, 32, saw a gate that had been opened for a truck, he couldn't resist the opportunity to escape. Deputy Royjindar Singh saw Newton run through the gate and disappear into a cornfield. Newton is being pursued by a K-9 unit, a helicopter, police deputies, and the California Highway Patrol. Newton had been serving a five-day sentence for a misdemeanor reckless driving charge. When caught, Newton could now face up to a year in state prison.

2



KUALA LUMPUR, Malaysia — Malaysian police reported on Tuesday that two armed robbers stole a car, then hijacked a security van with \$1.3 million inside. However, the robbers encountered a problem when they tried to

transfer the money to their getaway car. The car the robbers had stolen was a compact car. It was so small that it could not carry all of the cash, and the robbers were forced to abandon more than half of it!



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3



ROSARIO, Argentina — Argentine police didn't have much of a challenge finding a man accused of using a stolen credit card. The man used the credit card, then signed his own name on the receipts! The credit card was reported stolen from an unlocked apartment last month. According to the police, Alfredo Ramirez, 21, had used the credit card to buy a cappuccino at a

coffee house and to buy milk and cereal at a grocery store. The next time he tried to use the stolen card, it was declined and seized. Ramirez has been charged with three counts of unauthorized use of a credit card.



Quick Check ✓

A. Vocabulary. Match the words with their meanings.

- | | |
|-----------------------|---|
| 1. _____ decline | a. without permission |
| 2. _____ unauthorized | b. to leave or give up something |
| 3. _____ to abandon | c. to refuse |
| 4. _____ inmate | d. a minor crime |
| 5. _____ misdemeanor | e. to take control of a moving vehicle by force |
| 6. _____ hijack | f. a prisoner |

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

1. _____ *Credit Card Thief Signs Own Name* talks about a prisoner breaking out of prison.
2. _____ *Credit Card Thief Signs Own Name* reports the story of a credit card theft.
3. _____ *Criminals with Big Plans, Small Car* is about a hijacking and a robbery.
4. _____ *Criminals with Big Plans, Small Car* tells the story of robbers who did not prepare well for their crime.
5. _____ *The Impatient Inmate* reports on a robbery.

2 Pair Work

Think of a crime story that you heard or read about in the news. Tell your partner about it, explaining the details.

2 Crime Doesn't Pay

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3 Grammar

The Passive

Use the passive to put the focus on an action, rather than who did the action.
The passive is formed with *be* (any tense) + past participle.

The crime **was committed** early in the morning.

The murder weapon **has been found**.

The murderer **will be brought** to justice.

To include who did the action, use the preposition *by*.

The burglar **was arrested by the police**.

Note: Newspapers often use the passive to report crime stories.

Past Perfect and Past Perfect Progressive

We use the past perfect to talk about an activity or event that was completed before another activity or event in the past.

Reiko **had forgotten** to lock the door before she left the house.

The criminal **had** already **escaped** by the time the police arrived.

We use the past perfect progressive when the activity was in progress at the time another activity or event happened in the past.

Juan **had been getting** cash from the ATM when he was mugged.

The driver **had been swerving** between lanes when the police officer stopped him.

A. Rewrite the active sentences as passive sentences.

💡 Police found the suspect wearing a cow costume.

The suspect was found wearing a cow costume.

1. A 92-year-old grandmother chased and caught the criminal.
2. The police discovered 54 money boxes in the suspect's home.
3. Police found the suspect hiding in a trash can.
4. The jury found the suspect guilty of stealing \$40,000 worth of bananas.
5. The police will fine him for littering the sidewalk.

B. Write the newspaper headlines as full, passive sentences.

💡 Killer Sentenced to Die for Second Time

A killer has been sentenced to die for the second time.

1. Man Accused of Driving Stolen Car to Court
2. Man Jailed for Driving Too Fast
3. Break-In Suspect Found Asleep in House
4. Man Found Guilty of Stealing Candy from Child
5. Man Arrested for Not Paying Library Fines
6. Businessman Fined \$35 for Illegal Parking



C. Combine the sentences to create one past perfect or past perfect progressive sentence.

💡 (1st) Marco was walking down a poorly lit street. (2nd) He was mugged.
Marco had been walking down a poorly lit street when he was mugged.

- (1st) Tania was talking on the phone. (2nd) She heard an intruder in the house.
 _____ when _____.
- (1st) He was a trusted politician. (2nd) He was arrested for stealing state funds.
 Before _____.
- (1st) Luckily, I installed an alarm. (2nd) The robbery took place.
 _____ before _____.
- (1st) He was jogging. (2nd) He got into his car.
 Before _____.
- (1st) My wallet was stolen. (2nd) I didn't have any money.
 _____ because _____.

D. Complete the newspaper article with the correct form of the verbs. For some answers, both the simple past and the past perfect forms are possible.

Would-Be Robber Forgets Important Detail

STANTON, Texas—John Wilkinson, 24, _____ (1. attempt) to rob the Stanton Drug Store yesterday. Wilkinson _____ (2. spend) weeks planning every detail of the robbery. He _____ (3. buy) a ski mask to cover his face. And right before the robbery, he _____ (4. take) the license plate off his car. Wilkinson _____ (5. feel) confident that he _____ (6. plan) the perfect robbery. The robbery itself _____ (7. go) off without a hitch. The problems began when Wilkinson _____ (8. try) to get away. Wilkinson _____ (9. run) to his car. He _____ (10. leave) it parked and running in front of the pharmacy. He _____ (11. try) to get in the car but the door wouldn't open. Wilkinson _____ (12. discover) that he _____ (13. make) an incredibly stupid mistake. He _____ (14. think) so much about the robbery, that he _____ (15. lock) his keys in the car by mistake!

E. Look at the picture. Make up a story about it. Include passive, past perfect, and past perfect progressive sentences. Answer these questions:

- What had the man been doing earlier in the day?
- Why had the police officer pulled the car over?
- Do you think the man was arrested? Why or why not?



2 Crime Doesn't Pay



4 Conversation



- Albert:** When traveling in cities, I used to worry about being pickpocketed. Then I learned how pickpockets do it. That taught me how to prevent it from happening to me.
- Ali:** So how do they do it?
- Albert:** Well, to begin with, they look for someone on the street who has stopped to look at buildings or people. That's one of the reasons tourists are an **easy mark**.
- Ali:** Then what happens?
- Albert:** The pickpocket will often pretend to bump into the victim **by accident**. He might act as if he's dizzy. He may ask where you're from, act really friendly, and try to shake your hand.
- Ali:** Then what?
- Albert:** At this point, he might pretend to lose his balance and fall against you. Like this (*falling over*).
- Ali:** Then what?
- Albert:** That's it. You've **let your guard down**, and consequently, he's **nabbed** your wallet.
- Ali:** **Are you kidding? Come on.** My wallet couldn't possibly be stolen that easily.
- Albert:** Are you sure?
- Ali:** **I'm positive.**
- Albert:** Then what's this in my hand?
- Ali:** My wallet!



Real Talk

- easy mark** = likely victim(s)
by accident = not on purpose
let your guard down = not be careful enough
nabbed = stolen
Are you kidding? = Are you joking?
Come on. = Please be serious.
I'm positive. = I'm certain.

About the Conversation

1. What crime are the people talking about?
2. How does the crime happen? Explain the steps.
3. Have you or anyone you know ever been pickpocketed or robbed? What happened?

Your Turn

Role-play with a partner. Think about a process for doing something. Explain the steps in the process to your partner. Use the phrases for ordering from the box.

Ordering

To begin with...
Once...

At this point...
Consequently...



5 Listening

Listen to the lecture on safety. Take notes and then answer the questions.

1. Complete the chart.

Things you can do to stay safe	Tick ☒ the things you do
	☐
	☐
	☐
	☐
	☐

2. Why is it important to stay alert?
 3. Which of these safety precautions do you already take?
 Will you start taking others?

6 Pronunciation

When a word ends with the same consonant sound that the next word begins with, the two sounds are linked. Listen and repeat the sentences. Practice linking the consonants.

- Thanks for coming to our safety tips seminar.
- This class will give you important tips.
- To prevent yourself from being mugged, keep valuables out of sight.
- Don't let your guard down.
- I must travel to an unfamiliar area.

7 Vocabulary Building

assume	grim	pavement
coincidence	installed	suspect
display	insured	

- A. You will see these words in the reading on pages 26 and 27.
 Complete each sentence with one of these words.

- That watch is valuable. You should have it _____ in case it's ever stolen.
- The police are looking for the _____. He has dark hair and was wearing a green shirt.
- The news about the plane crash was _____. There were no survivors.
- I was just thinking of Tom when I bumped into him on the street. What a _____!
- Alex had a new house alarm _____ to keep his home safe.
- My brother fell on the _____ at the skateboard park and broke his wrist.
- I _____ that I'm meeting her at the usual time. But maybe I'd better check.
- The department store has a beautiful vacation _____ in their window.

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

2 Crime Doesn't Pay

8 Reading

Before Reading

What mystery or crime stories have you read?
Talk about the characters and the story.

Crime Puzzles

The Case of the Stolen Jewels

Detective Colmes was at the coffee shop around the corner when he learned that Jones's Jewelry had been broken into. He arrived at the scene of the burglary in moments.

Mr. Jones, the owner of the store, explained what had happened. "I arrived this morning to open up the store. As I walked up to my shop, I noticed a lot of broken glass on the pavement. I looked up and realized that the display window had been broken." Colmes looked out the broken window at the sidewalk, littered with glass. Mr. Jones continued, "Then I saw that all of the jewelry from the display window was gone. The doors were still locked, so this must be where the burglar broke in!"

"Why didn't the alarm go off?" asked Colmes. "It's a strange coincidence," said Mr. Jones. "I removed our old alarm system yesterday and made an appointment to have a new one installed today."

Colmes looked around at the empty jewelry cases. "I assume your jewelry was insured?"

"Of course!" said Mr. Jones. "Thank goodness for that!"

Colmes nodded and said, "Mr. Jones, I believe there was a crime indeed. And it was committed by you."

What crime does Colmes suspect Mr. Jones of committing? Why?

The Case of the Bowling Alley Murder

The Center Street Bowling Alley, the oldest bowling alley in the city, closed at midnight. At 4:00 A.M., the janitor found a terrible sight: a man with a knife in his back lying in one of the lanes. Detective Colmes quickly arrived at the scene with a swarm of police officers.

"Anybody know the victim?" asked Colmes. "I do," said one of the officers. "That's Bob Reynolds. He's running for councilman. He and Mike Jenner have been having a bitter campaign battle."

"Perhaps we should pay Mr. Jenner a visit," said Colmes. Before leaving the bowling alley, Colmes took his cell phone out of his pocket and left it behind.

On arriving at Mike Jenner's house, Colmes told Jenner, "I have some grim news. Bob Reynolds has been murdered."

"No! I can't believe it!" cried Jenner.

"We'd like to speak with you about the murder. But first, I need to get back to the police station to file the report. Can you meet me at the station?"

"Of course. I'll help in any way I can."

"I'll give you a call," Colmes patted his pocket. "Uh oh, I must've left my cell phone at the bowling alley. Would you mind picking it up and bringing it with you to the station?"

Jenner looked confused, but said, "Sure. I'll do anything to help with the investigation."

Later that day, Jenner brought Colmes's cell phone to the station. He was arrested and charged with murder. Why?



Answer

The Case of the Stolen Jewels:

Detective Colmes suspects that Mr. Jones took the jewelry himself and pretended that there had been a burglary so he could collect insurance money. The broken window is Colmes's clue. If someone had broken into the shop, the broken glass should have been on the inside of the shop. Since it was outside the store, the window must have been broken from inside.

Answer

The Case of the Bowling Alley Murder:

Detective Colmes never told Mr. Jenner in which bowling alley the murder took place. Yet Mr. Jenner knew which bowling alley to go to for Colmes's phone. Mr. Jenner must have known where the murder took place because he was there!

After Reading

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

1. _____ Detective Colmes was at the police station when he heard about the robbery.
2. _____ The broken glass was inside the store.
3. _____ The Center Street Bowling Alley is the only bowling alley in the city.
4. _____ Mike Jenner was Bob Reynolds's friend.
5. _____ Colmes left his cell phone at the bowling alley on purpose.

9 Speaking

1. Talk about the characteristics of a good detective. Work in pairs or groups.
2. Write your ideas in the organizer below. Use the organizer to discuss in groups or in class.

Crimes that a detective investigates	Characteristics needed to solve crimes	Do I have these characteristics?

2 Crime Doesn't Pay

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10 Writing

- A. Read the title of the article below and decide who it is addressed to. Give reasons for your answer.

CHARGING YOUR CELL PHONE, CAN GET YOU IN TROUBLE!

1. Read the article and answer the questions.
 - Why did the burglar leave the house in a hurry?
 - What did the police find?
 - How did they discover the identity of the burglar?
2. Read the article again and answer the questions.
 - How does it begin?
 - Are all the events presented in the order they happened (chronologically)? Why? Why not?
3. Find out which paragraph/s focus on:
 - the police investigation
 - the burglary
 - the arrest
4. How many past forms can you find?
5. Are there any passive forms? Why? Why not?



A burglar was arrested after leaving his cell phone at the house that he broke into. The man was going through the rooms, looking for valuables, when he heard someone unlock the door and enter the house. So, he jumped out of a window and fled to avoid getting caught.

The police searched the house later, looking for prints and other clues to help them identify the man. All of a sudden, one of the owners pointed to a cell phone plugged into one of the sockets, charging, and said that he had never seen it before

and did not know who it belonged to. The police checked with the rest of the family and confirmed that it did not belong to any of them.

One of the police officers had an idea. He called a contact listed in the phone memory, and told the person that the owner of the phone had been in an accident, so the police were trying to get in touch with friends and family. The man was identified. He was later arrested and charged with a total of 12 burglaries!



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- Who?

What?

Where?

When?

Why?

- Title: _____
- The _____ was the target of an attempted robbery yesterday. However, the robber...

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11 Form, Meaning and Function



Simple Past Tense: *Be*

How **were** the burglars caught?
Was the pickpocket sorry for his crime?

There **were** security cameras everywhere.
Yes, he **was**. He apologized to the victim.

Simple Past Tense: Regular and Irregular Verbs

What **did** the police **do**? They **arrested** the criminal. They **didn't arrest** the man.
Where **did** they **go** after they were arrested? They **went** to the police station. They **didn't go** to the police station.

Time Expressions for the Past

The armed robber stole a car **yesterday**. Nathalie forgot to lock the door **last night**.
The burglar went to jail **in 2006**. I went to Oman three years **ago**.

The Past with *Used to* and *Would*

We use *used to + be* to talk about past states that are no longer true:

Q: What **did** you **use to be** afraid of when you were younger?

A: I **used to be afraid** of elevators. I always took the stairs instead.

We use *used to + verb* and *would + verb* to talk about past habits that are no longer true:

Q: **Did** you **use to** travel a lot in your job?

A: Yes, I **used to (would) travel** to a new place every year. I **didn't use to like** it much and now I prefer to stay in one place.

A. Complete the conversation. Use the past tense of the verbs in parentheses. Then practice with a partner.

Fahd: What _____ (1.happen) to you yesterday?

Imad: I _____ (2. go) to the Falcon's football game and a pickpocket _____ (3. steal) my wallet.

Fahd: Oh no! _____ (4.do) you call the police?

Imad: Yes, and they _____ (5.catch) the thief!

Fahd: That's great! How _____ (6.do) they catch him?

Imad: There _____ (7.be) security cameras everywhere.



B. Work with a partner. Ask and answer about how Omar's life has changed. Use *used to* and *didn't use to*.

A: How often **did** Omar **use to** watch crime dramas on TV?

B: He **used to watch** crime dramas every day. He **didn't use to do** anything else!

1. Omar watched TV every day. Now he goes to the gym.
2. Omar ate a lot of junk food. Now he eats fruit instead.
3. Omar was overweight. Now he isn't.
4. Omar was always tired. Now he has more energy.
5. Omar didn't sleep well at night. Now he sleeps more soundly.



Past Progressive

We use the past progressive when we describe what was happening at a specific time in the past.

Q: What were you doing at three o'clock today? **A:** I was driving home from work.

We use the past progressive when we talk about a temporary state or action.

Q: Have you always lived in Riyadh? **A:** No. A few years ago, I **was living** in Dubai.

Q: What **were** you **doing** in Dubai? **A:** I **was working** at a hotel.

We use the past progressive with *always* to describe a repeated or annoying action.

My neighbor's son **was always getting** into trouble when he was younger.

We use the past progressive to describe a long action that is interrupted by a short action.

I **was working** on my computer when suddenly the power **went out**.

We use the past progressive to describe two actions that were happening at the same time.

While I **was studying**, my brother **was watching** TV.

- C.** Read the interview between the policeman and Mr. John Wilkinson. Complete the paragraphs with the simple past tense or the past progressive form of the verb in parentheses.

Policeman: What were you doing (1. do) at 3 P.M. yesterday, Mr. Wilkinson?

John: I _____ (2. be) in the 'Supermarket.' I _____ (3. buy) milk.

Policeman: Who _____ you _____ (4. shop) with at that time?

John: I _____ (5. shop) with anyone. I was alone.

Policeman: At 3 P.M., a security guard saw you outside the 'Ski and Snow' store. You _____ (6. park) your car. Is that true, Mr. Wilkinson?

John: Oh yes, that's right. At 3 P.M. I _____ (7. park) my car. But I _____ (8. go) to the 'Ski and Snow' store to buy a ski mask. I _____ (9. go) to the 'Supermarket'...

Policeman: What _____ you _____ (10. buy) at the 'Supermarket' Mr. Wilkinson?

John: I _____ (11. buy) some cheese.

Policeman: Why _____ you _____ (12. take) the license plate off your car when you were parked next to the 'Snow and Ski' store, Mr. Wilkinson?

John: Ermmm... I don't know.

Policeman: Why _____ you _____ (13. say) that you _____ (14. buy) a ski mask at the 'Snow and Ski' shop, Mr. Wilkinson?

John: Ermmm... I..... didn't say that. Did I say that? I meant

Policeman: _____ you _____ (15. rob) the Stanton Drug Store yesterday, Mr. Wilkinson?



- D.** With a partner, discuss if you think John Wilkson is guilty or innocent. Give some reasons why based on the interview in exercise **C**.



12 Project

1. Choose and research one of the following topics:
Famous Crimes
Famous Frauds
Famous Blunders
Intellectual Property Crimes
2. Work in pairs or groups. Collect information from different sources and make notes in your organizer.
3. Use your notes to prepare a PowerPoint presentation or a poster.
 - Select photos/pictures or design/draw your own.
 - Plan what you are going to present and in what order.
 - Prepare your texts, e.g. bullet points, slogans, descriptions and/or accounts.
 - Share the work.
 - Collate your material and prepare.
4. Rehearse and then present in class.



	☐ Crime	☐ Fraud	☐ Blunder
What was it about?			
Who was involved?			
Where did it take place?			
When did it happen?			
Why did it happen?			
How was it resolved?			



When you prepare a PowerPoint presentation, remember to:

- Focus on your audience:
- what the audience knows or expects
 - ways to keep them interested and engaged
 - ways to entertain them, e.g. a joke, or a comment
- Focus on your content:
- decide what you are going to talk about
 - select and use keywords/information
 - illustrate with visuals or examples
 - be prepared to say more than what is on your slides
- Focus on your slides:
- do not include too many points on each slide
 - do not use a small font
 - limit your points to about 4 or 5 maximum
 - use bullet points, charts, or graphs
 - use visuals
 - reveal the information gradually
 - include notes in the margin if you need a reminder of what you want to say
 - do a trial run—practice using your material and software



13 Reflection

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

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

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss crime and punishment			
read and discuss newspaper articles			
explain steps in a process			
use the passive			
use the past perfect and past perfect progressive			
use the simple past tense: <i>be</i>			
use regular and irregular verbs in the past			
use <i>used to</i> and <i>would</i>			
use the past simple versus past progressive			

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

3 Far and Away



“Certainly, travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living.”

—Miriam Beard Vagts

1 Listen and Discuss



In pairs, tell each other five things you expect a hotel to have. Then read about these four unusual hotels. Share with each other how each hotel is different from what you expected.

Jules' Undersea Lodge Florida, USA

Undoubtedly, most people have never been to a hotel like Jules' Undersea Lodge before. This extremely unusual hotel, located in Key Largo, Florida, is on the ocean floor! Guests scuba dive to the hotel's one unit, which is over 19 feet (six meters) below the surface. The unit includes two bedrooms, a television, and 50-inch (127-centimeter) circular windows that offer views of passing sea life.



Capsule hotels Throughout Japan

In recent years, capsule hotels have gained widespread popularity in Japan. Capsule hotels are hotels in which guests stay in a small sleeping space that is just big enough for a bed. There is so little room that some people can scarcely sit up in these capsules. However, in expensive cities, capsule hotels offer a relatively inexpensive alternative to more traditional hotels.

Ariau Amazon Towers Hotel Manaus, Brazil

Ariau Amazon Towers Hotel in Manaus, Brazil, is the world's largest commercial tree house. Amazingly, Ariau's towers are built at the level of the rain forest treetops, about 72 feet (22 meters) in the air. The towers are linked together by four miles (six kilometers) of wooden catwalks. This very unusual setting gives guests the unique opportunity to experience the plant and animal life of the rain forest canopy while leaving the rain forest's ecosystem undisturbed.



The Kakslauttanen Hotel

Lapland, Finland

In the heart of Finnish Lapland, 155 miles (250 kilometers) north of the Arctic Circle, lies a truly magical place. The Kakslauttanen Hotel offers guests the opportunity to stay overnight in either a snow or glass igloo. Those who choose the glass igloos can enjoy the night skies and the stunning Northern Lights from the comfort of their own bed. Luckily, the hotel provides cozy, extra-warm sleeping bags for the guests who choose to sleep in snow igloos!



Quick Check ✓

A. Vocabulary. Complete the paragraph with words from the box.

commercial	relatively	undisturbed
ecosystem	surface	widespread

I live in a beautiful area of Panama that is very popular with tourists. In the last few years, there has been (1) _____ development of large, impersonal hotels. Lately, I've been thinking about opening a small, friendly hotel. It would be (2) _____ close to the center of town, but far enough away that the guests would be (3) _____ by the noise and traffic. I'd like my hotel to have a view of the water. There's nothing I like better than to watch the sun reflect off the (4) _____ of a lake. I'd also like to run a wildlife park close to the hotel. I wouldn't charge admission to the park because I don't think enjoying nature should be a (5) _____ activity. However, I'd limit the number of people who could enter the park each day, as too many visitors would disrupt the (6) _____.

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

- _____ Capsule hotels are popular in Japan.
- _____ Guests take a boat to Jules' Undersea Lodge.
- _____ Jules' Undersea Lodge has small, square windows.
- _____ The Kakslauttanen Hotel gives guests the opportunity to explore the rain forest canopy.
- _____ Capsule hotels provide an inexpensive alternative to traditional hotels.
- _____ Guests at the Arianau Amazon Towers Hotel have a negative effect on the rain forest's ecosystem.

2 Pair Work



You are going to design your own unusual hotel. List three to five things you would like your hotel to have. Then in pairs tell each other about your hotel.



3 Grammar



Adverbs of Degree

Adverbs of degree tell us about the intensity of a verb, adjective, or other adverbs. Some common adverbs of degree are:

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

Adverbs of degree usually go before the main verb they modify.

I've **almost** finished packing.

I **nearly** missed my flight.

Adverbs of degree usually go before the adjective or adverb they modify.

The travel agent was **extremely** helpful.

He read the map **very** carefully.

When *enough* is used as an adverb of degree, it is placed after adjectives and adverbs.

Is your coffee hot **enough**?

You are not speaking loudly **enough**.

Sentence Adverbs

Sentence adverbs modify an entire sentence, or a whole clause within a sentence. They indicate the attitude of the speaker. Some common sentence adverbs are:

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

(*) Some sentence adverbs usually go at the beginning of a sentence.

Frankly, I'm disappointed in the quality of this hotel.

Other sentence adverbs can go after the verb *be*, before simple tenses of other verbs, or after the auxiliary in a compound verb.

You are **obviously** having a good time.

He **certainly** spent a lot of money on this trip.

The flight has **undoubtedly** left by now.

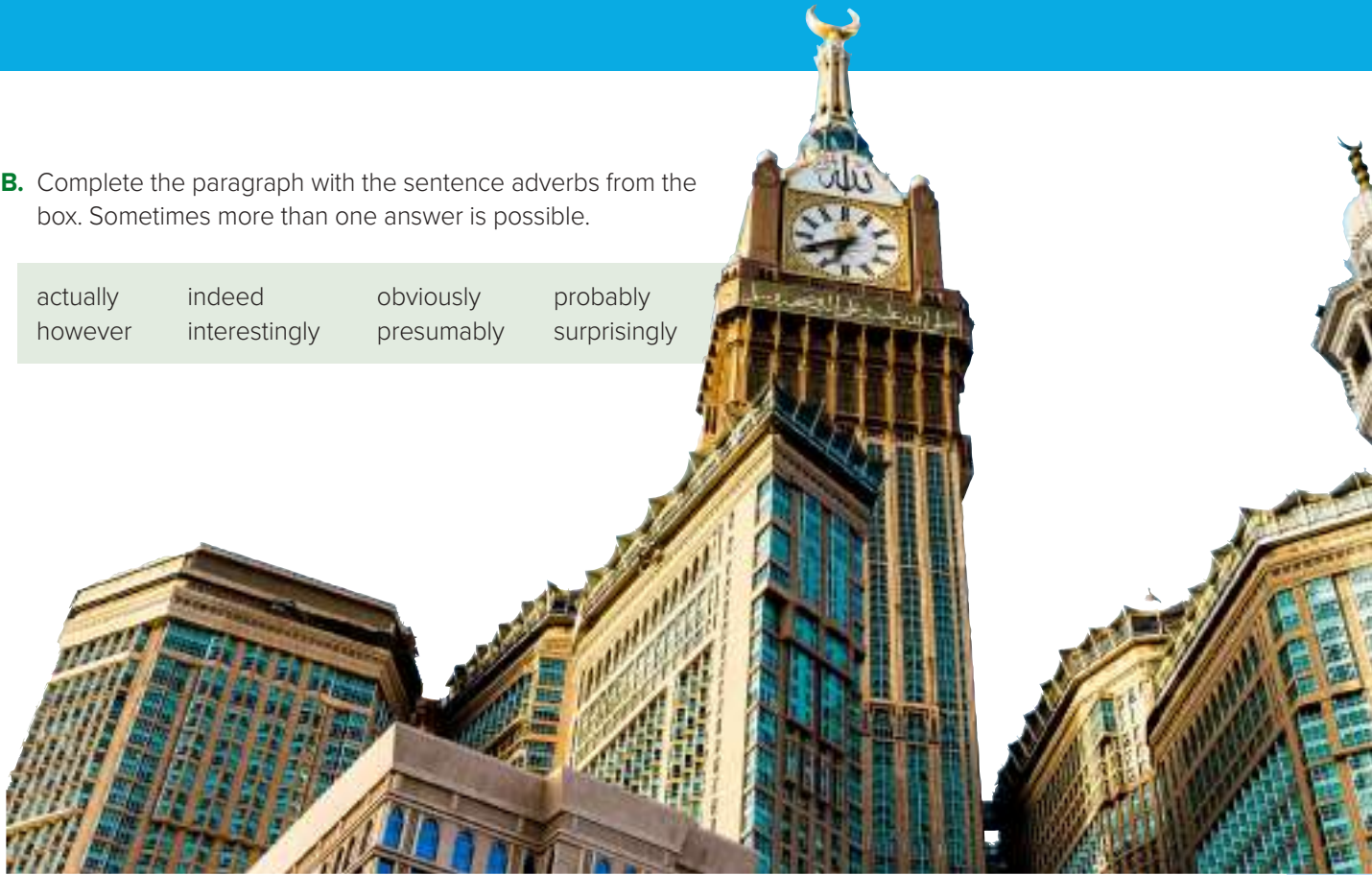
A. Rewrite each sentence to include the adverb of degree.

💡 We have recovered from our trip. (almost) We have almost recovered from our trip.

1. We ate anything on the airplane. (hardly)
2. The food was bland for me. (too)
3. The flight attendant dropped my meal on me. (nearly)
4. Sleeping on the train was uncomfortable. (rather)
5. We were exhausted by the end of our trip. (absolutely)
6. The airplane seat wasn't big for me. (enough)

B. Complete the paragraph with the sentence adverbs from the box. Sometimes more than one answer is possible.

actually	indeed	obviously	probably
however	interestingly	presumably	surprisingly



Staying in the Abraj Al-Bait hotel in Makkah, Saudi Arabia, is an amazing experience. (1) _____ it is a complex of seven skyscraper hotels. (2) _____, the central hotel tower has the world's largest clock face and, (3) _____, the tallest tower in the complex is (4) _____ the tallest building in Saudi Arabia, with a height of 601 meters. The hotel is very close to Islam's most sacred site, the Great Mosque of Makkah. The hotel complex was (5) _____ built to accommodate pilgrims of the Hajj that visit Makkah every year from all parts of the Muslim world (6) _____, it also welcomes visitors to Makkah throughout the year, even though the greatest concentration of visitors is most (7) _____ during the Hajj. The Abraj Al-Bait has a five-story shopping mall and a parking garage capable of holding over a thousand vehicles, (8) _____ both for the visitors of the mall and for the hotel guests.

C. Read the following facts about another unusual hotel in another country. Then write a paragraph about it, using adverbs of degree and sentence adverbs.

- The hotel is located on the Torne River, 124 miles (200 kilometers) north of the Arctic Circle.
- The hotel is the biggest igloo in the world.
- It melts into the river every spring and is recreated every winter.
- The temperature inside the hotel is 23° Fahrenheit (-5° Celsius).



**ICEHOTEL,
Sweden**

3 Far and Away



4 Conversation



- Attendant:** Flight C458 is ready for takeoff. Please ensure your seatbelts are fastened and your seats are in the upright position.
- Passenger:** Excuse me?
- Attendant:** Yes? Can I get something for you?
- Passenger:** No, but I wonder if I can ask you a question?
- Attendant:** Certainly.
- Passenger:** I see that there's an empty row near the front of the plane. I was wondering if it would be possible to change seats. I usually try to get some sleep during **red-eye** flights, and it would be much easier if I could spread out.
- Attendant:** Unfortunately, that won't be possible. It's against our policy for passengers to leave their assigned seats on this airline.
- Passenger:** Well, that's a **crummy** policy. I **don't get it**. Other airlines allow it. Why should passengers be crammed together when there are open seats on the flight?
- Attendant:** Please try to understand. The problem is that if we gave you the seat, it wouldn't be fair to other passengers who might also want the open seat.
- Passenger:** That's a **drag**. Especially since I requested a window seat at the front of the plane, and they put me on the aisle near the back!
- Attendant:** Could I see your ticket, please?
- Passenger:** Sure, why?
- Attendant:** Sir, the empty window seat at the front of the plane *is* your seat! Your seat is number 3, not 33.
- Passenger:** Oh! **Awesome!**



Real Talk

red-eye = overnight
crummy = bad
don't get it = don't understand
a drag = a disappointment
Awesome! = Terrific!

About the Conversation

1. What request does the passenger make?
2. How does the flight attendant respond? What reasons does he give?
3. How does the passenger end up getting what he wants?

Your Turn

Role-play with a partner. Imagine you are at a shopping mall, making a special request of the sales clerk or assistant. Use phrases for making and declining special requests.

Making and Declining Special Requests

I wonder if it would be possible...
Do you think it would be possible...?
Unfortunately, that's not possible...
I wish it were possible, but...

That won't be possible...
I'm afraid (we) can't...
We can't do it because...
The problem is...

5 Listening

Listen to the experienced traveler talk about what to pack for a backpacking trip through Europe. Tick ☒ the items he recommends bringing.

rain jacket	☐	smartphone	☐
expensive boots	☐	sunglasses	☐
toiletries	☐	box of bandages	☐
trash bags	☐	tweezers	☐
water bottle	☐	expensive jewelry	☐
2–3 bandages	☐	guide book	☐



6 Pronunciation

A. Words like **backpack** and **water bottle** are called compound nouns because they are made up of two separate nouns. The stress goes on the first part of the compound noun. Say each sentence. Then listen to see if you stressed the compound nouns correctly.

1. Throw a couple of **trash bags** in your **backpack** for dirty laundry.
2. Keep your **sunglasses** and **water bottle** in an easily accessible front compartment.
3. Some people like to bring a **notebook** or journal to write about their travels.
4. You packed everything except your **toothpaste** and **toothbrush**.
5. I'll look for a **postcard** in my **mailbox** every day!

B. Find compound nouns in the passages about hotels and in the conversation you read. Underline and practice reading them aloud. Remember to stress the first part.

7 Vocabulary Building

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

- | | |
|--------------------------|--|
| 1. _____ pristine | a. the action of cutting down trees to clear forests |
| 2. _____ preserve | b. distinguishing traits or qualities |
| 3. _____ conservation | c. something that causes a person to act |
| 4. _____ incentive | d. abundantly green, fertile |
| 5. _____ deforestation | e. careful protection of something |
| 6. _____ characteristics | f. to keep safe from injury, harm, or destruction |
| 7. _____ remote | g. lessening, diminishing |
| 8. _____ reduction | h. geographically isolated |
| 9. _____ lush | i. not spoiled |

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. **Eco-** means “related to the earth or environment.” What do you think **ecotourism** means?
2. Read the passage and underline all the words and phrases that can help you understand what ecotourism means.

Ecotourism: See the World While Saving It



Imagine vacationing in a place of stunning, natural beauty. Picture yourself relaxing on a pristine beach in Belize, exploring the desert on a camel in Riyadh, or following lions and zebras in Kenya. Now imagine that while enjoying these experiences, you are also helping to preserve the environment, protect wildlife, and support local communities. Sound too good to be true? It isn't! Such vacations are part of the fastest-growing trend in the travel industry. The trend is called ecotourism.

While ecotourism was almost unheard of before the 1990s, it has quickly become a multi-billion dollar industry. But what exactly *is* ecotourism? These are some of its characteristics:

- It involves travel to natural, often remote, destinations. These are often protected areas where development is limited.
- Ecotourism destinations focus on recycling, water conservation, and using renewable energy sources.
- It builds environmental awareness. As visitors explore an area, they also learn about it.
- It provides an economic incentive to preserve the environment and raises money to help protect it.
- It creates financial opportunities and jobs for the local population.

Costa Rica was one of the first ecotourism success stories. At one time, Costa Rica had the highest rate of deforestation in all of Latin America. However, since ecotourism, there has been a dramatic reduction in deforestation. Now, more than a quarter of Costa Rica's land is protected from development. Costa Rica is now the world's top ecotourism destination. Amazingly, this small country of five million people has about three million visitors per year.

Stacy Davison is one of the three million tourists who chose to visit Costa Rica this year. “We wanted to explore a country that was largely unspoiled by development. And, boy, did we get what we were looking for. We saw beautiful beaches, lush rainforest, and exotic wildlife.” Stacy is especially enthusiastic about a wildlife refuge she and her husband visited during their trip. “Getting there took four hours by bus along an unpaved road. But it was so beautiful that it was worth it. We hiked the trails and took a tour through the rain forest canopy. Our guide showed us how to poke a stick into a termite nest to get a snack (They have a nutty flavor!), and how to use live leaf-cutter ants to create stitches for a cut. It was quite an amazing experience!”

Stacy also enjoyed knowing that the money she was spending on her vacation was being used in environmentally responsible ways. She stayed in locally-owned, environmentally-friendly hotels that grow their own fruits and vegetables, and use renewable sources of energy such as wind and solar power.

Undoubtedly, ecotourism plays a critical role in preserving the land in Costa Rica as well as in other ecotourism destinations around the globe. At the same time, ecotourism provides visitors with a unique, unforgettable, and educational vacation. Basically, ecotourism is a win-win situation for both the tourists and the countries they visit.



After Reading

Complete the sentences.

- _____ is the fastest growing trend in the travel industry.
- _____ is the world's top ecotourism destination.
- At one time, Costa Rica had the highest rate of _____ in Latin America.
- More than _____ of Costa Rica's land is protected from development.
- Two examples of renewable energy sources are _____ and _____.

9 Speaking

- Work in pairs or groups. Think about the characteristics and benefits of ecotourism and make notes in the chart. Then list the names of places in your country that are good for ecotourism and the activities that are offered there.
- Use your notes to discuss your ideas in class.

	Characteristics/benefits of ecotourism	Places in my country for ecotourism
1		
2		
3		
4		
5		

10 Writing



- A. 1. • Think about the most important places in Saudi Arabia. Why are these places or sites significant? Why should a tourist visit them?
- What does Saudi Arabia have to offer visitors that is unique or special?
- How does the country welcome and look after its visitors?
2. Read the following extract from the Vision 2030 Program and find out the following:
 - a. What are the unique and special things that Saudi Arabia has to offer visitors? Compare these to your ideas in part 1.
 - b. What plans does the government of the country have to further improve and develop tourism and travel to Saudi Arabia?

Saudi Arabia's Vision 2030

Saudi Arabia is blessed with many rich assets. Our geographic, cultural, social, demographic and economic advantages have enabled us to take a leading position in the world.

To build the best future for our country, we have based our vision for Saudi Arabia on three pillars that represent our unique competitive advantages. Our status will enable us to build on our leading role as the heart of Arab and Islamic worlds.

At the same time, we will use our investment power to create a more diverse and sustainable economy. Finally, we will use our strategic location to build our role as an integral driver of international trade and to connect three continents: Africa, Asia and Europe.

Using our unique location, our vibrant economy and our status as the heart of the Arab and Islamic worlds, we will increase travel to our country and welcome guests. We recognize that Allah the Almighty has given to our country, a gift more precious than oil. Saudi Arabia is the Land of the Two Holy Mosques, the most sacred sites on earth and the direction of the Kaaba (Qibla) to which more than a billion Muslims turn at prayer. We will expand and further develop our country to ensure that Muslims from around the world can visit the Holy Sites.

The Hajj and Umrah Vision Realization Program will allow the highest possible number of Muslims to perform Hajj and Umrah to the fullest. We will develop facilities and transport around the Two Holy Mosques – providing pilgrims with the best possible services before, during and after their visits to Makkah and reflecting the bright

and civilized image of the country in the service of the Two Holy Mosques. This unique status of our country is clearly manifested in our responsibility in providing generous services and care for visitors to these two holy sites.

Furthermore, we will provide wider tourism, as well as cultural and historical programs, for those who come to perform Umrah. To achieve this, we will continue working on the development of our infrastructure and support the private sector to provide high quality Umrah services.

The program will support the revival, preservation, promotion and classification of Islamic, Arab and National heritage through supporting museums and historical sites by facilitating access and funding preservation and funding events that showcase local traditions.

Cultural tourism destinations including the world's largest 'open air museum' (at Al-Ula) are planned along with the re-establishment of art and crafts centers.

Through our vibrant economy, we will develop the tourism infrastructure to create new holiday resorts and extend the road infrastructure, so visitors can experience the natural beauty of the country. Environmental parks will be rehabilitated and developed for ecological tourism. We will also further develop the digital systems to attract conference tourism to our country.



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

B. Write a letter to your friend from Britain (who has never been to Saudi Arabia), about a place in your country that you plan to visit.

1. Research and collect information about an important place in Saudi Arabia that you feel a visitor should see, or that a person who has never been to your country should learn about.
 - Think about the history of the place and why it is significant to the country's history and culture.
2. Use the organizer to make notes on:
 - What you know about the place
 - New information you have found
 - What you can do there
 - Your reasons for choosing the place and why it is important
 - Examples and details

When you write the letter, give reasons why this place is important and also how it is special or unique.



Name of the place and what it is (an historical site, a place of natural beauty etc):		
Reasons why it is important	Things to do there	Examples and details (from your research)

Dear Hamed,
 How are you? I hope that you and your family are well.
 I have some exciting news that I wanted to write to you about.
 I'm going on a trip to climb the highest mountain in Britain. It
 is in Scotland and it is called Ben Nevis.
 In addition to the fact that it is an area of outstanding natural
 beauty, it also has a historical significance.
 It was the site of Britain's first weather observatory and it was
 built in 1883. This helped scientists all over the world learn how
 to study the weather and understand the climate.
 It is going to be tough to climb, but it will be great to be outside
 in nature and enjoy the clean environment. This mountain region is
 unique as it has many plants and geological features that can only
 be found here in Scotland.

Writing Corner

When you write an informal letter:

- Open in a friendly way with an appropriate greeting and tell your friend why you are writing.
- When you are giving news such as an up-and-coming trip you will take, give as many details as you can. Use lots of words to describe the place or the experience.
- Note down your feelings, expectations, assumptions, questions, and doubts.
- Plan what information you are going to include in each paragraph.
- Close in an appropriate way and sign off with: Speak soon; Give my best wishes to your family; Write to me soon; and so on.



11 Form, Meaning and Function



Future with *Be Going To*

Use *be going to* for the future, to talk about plans.

Affirmative (+)

I'm **going to** travel to Jordan.

Negative (-)

I'm **not going to** visit Petra.

Yes-No Questions (?)

Are you **going to** travel to Jordan?

Short Answer (+)

Yes, I am.

Short Answer (-)

No, I'm not.

Information Questions

What are you going to do on your vacation?

I'm going to travel to Africa.

When is he going to leave?

He's going to leave next week.

Which countries is he going to visit?

He's going to visit Tunisia and Morocco.

How are we going to go?

We're going to go by plane.

Where am I going to stay?

You're going to stay in a four-star hotel.

Who is going to travel with them?

They're going to travel with friends.

How long are they going to stay?

They're going to stay for a month.

Position of Adjectives

Antarctica is an **exotic** place. (*before nouns*)

Antarctica is **exotic**. (*after the verb be*)

A. Complete the article. Use the adjectives in the box.

coastal dense fertile humid local tropical

Jazan

Jazan, in southwestern Saudi Arabia, is a (1) coastal city on the Red Sea. It is the capital city of Jazan Province near the Yemeni border. Although it is a small province, it has a (2) _____ population of 1.6 million inhabitants. The terrain of the region is varied, consisting of mountains, (3) _____ plains, coasts, and islands. Jazan is famous for its (4) _____ products, especially its (5) _____ fruits like mango, figs, and papaya. The climate in the city of Jazan is very hot and (6) _____ in the summer, while temperatures in the mountains to the northeast are much cooler.

B. Add the question words. Match the questions and the answers.

1. Which suitcase are you going to take? e

a. In a beautiful hotel.

2. _____ are they going to travel? _____

b. To their parents.

3. _____ is he going to do when he arrives? _____

c. They're going to take a bus.

4. _____ are they going to write to? _____

d. They're going to arrive in the morning.

5. _____ are we going to stay? _____

e. The red one. It's new.

6. _____ are we going to get there? _____

f. He's going to rest.



Present Progressive

Use the present progressive for actions happening now or for definite arrangements in the future.

My friends **are waiting** for me at the airport.
What **are** you **doing** now?

My friends **are arriving** tomorrow.
What **are** you **doing** tonight?

Future with *Going to* and *Will*

Use (*be +*) *going to* to talk about plans. Use *will + maybe/probably* for uncertain or indefinite plans.

What are you **going to** do on your vacation?
I'm **going to** travel to Europe.
I'm not **going to** travel this year.

Where **will** you stay?
Maybe I'll stay with friends.
I probably **won't** stay in a hotel.

Time Expressions for the Future

I am leaving **tomorrow night**.
This year we will go on vacation to Al Ula, Saudi Arabia.
They are flying to Oman **on Thursday**.

Hurry! They will be here **soon**!
I am meeting her **in an hour**.
We will sit examinations **next month**.

- C. Complete your schedule for next Saturday. Then ask and answer questions with a partner.
Try to arrange a time to meet and do homework together.

⚡ **A:** What are you doing at two o'clock next Saturday?
B: I'm getting a haircut. How about you?

My Schedule	Activities and Times	My Partner's Schedule	Activities and Times
Morning		Morning	
Afternoon		Afternoon	
Evening		Evening	

- D. Look at the expressions in the box. Work with a partner. Ask and answer about their future plans. Use *going to* and *will*.

⚡ **A:** Where **are** you **going to go** on vacation this year?
B: I'll probably go to Dubai. How about you?
A: I'm going to visit my grandparents.

tomorrow • this week / month / year • tonight
next month / year / Tuesday • soon • on the weekend





12 Project

1. Make a poster promoting ecotourism in your country. Work in pairs or groups.
2. Choose a place that would be good for ecotourism.
3. Research and complete the chart with information and details about the place.
4. Collect visuals and find samples of posters on the Internet to help you.
5. Design your poster. Think of a slogan and/or an attractive title. Look at the photo in your book and find more examples on the Internet to help you.

An area for ecotourism in Saudi Arabia: _____		
Questions we would like to find answers to	Details and information we found out about the place	Pictures and images we can use in our poster
What kind of place is it? Is it an inland area? Is it a coastal area?		
How can visitors travel and explore the area?		
What can they see, observe, or experience?		
What outdoor activities can visitors do? (e.g. off-road driving, rock climbing, desert trekking, etc.)		
How is money raised in order to maintain the area?		
How are local communities and people involved? Jobs? (e.g. caretakers, guides, rangers, etc.)		
What are some of the environmental benefits?		

When you prepare a poster, remember it should:

- be quite large, so it can be noticed or read when posted on the wall
- be colorful in a tasteful way and have photos and/or drawings
- include memorable slogans
- convey a strong message
- be appealing to the viewer



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 travel experiences and travel dreams			
discuss hotels and services			
make and decline special requests			
use adverbs of degree			
use sentence adverbs			
talk about the future with <i>be going to</i> and <i>will</i>			
ask information questions			
know about the position of adjectives			
use the present progressive to make future arrangements			

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

EXPANSION Units 1–3

1 Language Review

A. Complete each sentence with the correct form of **do**, **have**, or **be**.

1. Sam _____ never had a credit card.
2. _____ Jen need help moving this weekend?
3. It _____ a coincidence that we got here at the same time.
4. Don was disappointed when he _____ not get the job.
5. Omar has _____ living in the same house his entire life.
6. The euro _____ introduced in Europe in 2002.
7. Since I _____ already eaten dinner, I declined the invitation to the restaurant.
8. How often _____ you eat lunch in the cafeteria?



B. Change the active sentences to passive sentences.

1. People grow coffee in eighty different countries.
2. The jury will give the verdict tomorrow morning.
3. Painters are painting my house at this very moment.
4. Saudi Arabia is holding a cabinet meeting tomorrow.
5. They have held the football match at Gardner Stadium for the last eight years.
6. The school has cancelled classes for today.
7. Someone wrote this book in the 18th century.
8. The police arrested the suspect near the scene of the crime.

C. Complete each sentence with the past perfect or past perfect progressive form of the verb in parentheses.

1. The train _____ already _____ by the time we got to the station. (leave)
2. The cat _____ the tuna from the table when he yelled at it. (eat)
3. By 11:00 yesterday morning, we _____ to three shopping malls. (be)
4. She called the police because someone _____ her. (follow)
5. Julie didn't apply for the job because she _____ already _____ a different job. (find)
6. My brother _____ never _____ on his own before he got that apartment. (live)
7. I offered to drive him, but he _____ already _____ a taxi. (call)
8. I _____ to call her when suddenly she knocked on my door! (try)

D. Rewrite each sentence using the adverb of degree in parentheses.

💡 I have no money at all on me. (absolutely)

I have absolutely no money on me.

1. I slept very little last night. (barely)
2. We'll be there soon. (almost)
3. You look so different that I almost didn't recognize you. (hardly)
4. I'll be done with this book soon. (nearly)
5. That is such a funny photo. (extremely)
6. The altitude was so high that I had a lot of trouble breathing. (barely)
7. The essay was in such bad shape, it had to be written all over again. (completely)
8. The hairstylist cut my hair shorter than I like. (too)

E. Circle the best adverb for each sentence.

1. I'll (probably / fortunately) apply to at least three colleges.
2. (Unfortunately / Presumably), we won't be able to join you for dinner. We have other plans.
3. I am (certainly / unluckily) not going to tell him something that will upset him.
4. He goes out every night. (Presumably / Honestly), he has a lot of friends.
5. You have a big smile on your face. (Obviously / Actually) you did well on the exam.
6. I would (certainly / presumably) recommend staying home today if you feel sick.
7. (Honestly / Apparently), I didn't know that the project was due today.
8. I'm having a dinner party on the 3rd, although (officially / naturally) I don't graduate until the 11th.
9. That is an extraordinary bracelet! (Presumably / Admittedly), you keep it in a safe place.

F. Complete each sentence about yourself.

1. One thing I absolutely can't stand is _____.
2. I am completely happy when I _____.
3. One time I almost _____.
4. I'm very excited about _____.
5. Unfortunately, I _____.
6. Luckily, I _____.
7. Admittedly, I am not good at _____.
8. Sometimes I can be extremely _____.
9. I have been told that I am quite _____.
10. One thing I am very frightened of is _____.



2 Reading

Before Reading

Read the passage and underline details that tell you how a computer virus and a biological virus are similar.

Computer Viruses: A Headache for Humans

A computer virus is a computer program that has the ability to infect a computer without the user's permission, or even knowledge. There are more than a few similarities between computer viruses and human viruses.

Biological viruses enter the body through some kind of direct contact with the body and attach themselves to a *host cell*. The virus spreads, and the resulting damage can include pain, suffering, or even death. Similarly, computer viruses enter a *host file* in your computer when you open an infected email attachment. This virus then spreads, resulting in damage that can include deletion of files, emailing of all the addresses in the computer's email address book, a slowing down of the system, or even fatal damage to the hard drive.

If these viruses are so damaging, why do people allow them to infiltrate their computers? Because people are tricked into it. Viruses are sent attached to email messages. These emails use a variety of tricks to fool the reader into opening up the attachment. For example, some of these emails are designed to appeal to people's emotions. The "YOU HAVE WON" virus included an attachment titled "A-Gift-For-You.text.vbs." Users, thinking they had been sent a gift letter, opened the file, instantly releasing a virus and infecting their computer. Another common virus

disguised as a personal message is "Koob." "Koob" is spread through messages sent through social networking sites. The emails have subject lines like, "You look funny on our new video." When users try to download the "video," what they really get is a virus.

Another common way email users are manipulated into opening attachments that contain viruses is with messages that appear to come from businesses that people frequently use. These typically include auction sites, delivery services, and financial institutions. One such virus is the "UPS/FedEx Delivery Failure." This email comes with a message informing the user that a package he or she had supposedly sent could not be delivered. Users are told to click on the attachment for a refund. In reality, of course, the attachment unleashes a virus.

Ironically, one virus-spreading email was disguised to look like an email about protecting the user's computer from viruses! The "Microsoft Patch" virus was spread through an email that urged the user to download a software patch to prevent viruses. This email even included the Microsoft™ icon, which fooled many into believing the email was legitimate. In reality, the "patch" was a virus. This virus was forwarded by millions of people, resulting in the infection of computers around the world.



Do all you can to avoid exposing your computer to a virus. Think of the precautions you take against catching biological infections. You wash your hands and avoid contact with sick people. Extend the same care to your computer. Consider investing in antivirus software. And whatever you do, avoid opening emails with potentially infected files. You may just save your computer from contracting a nasty illness, and yourself from suffering a terrible headache.



After Reading

A. Complete each sentence with one of these words:

fatal infiltrate manipulated precaution urge

1. How did the spy _____ the government building? Weren't there security guards on duty?
2. Due to several _____ design flaws in the operating system, all the computers in the office crashed.
3. You must stop smoking. I _____ you to consider the impact it has on your body.
4. The businessman _____ the client to make him do what he wanted.
5. Elena thought it might rain. So she took the _____ of bringing an umbrella.

B. Answer the questions.

1. What is a computer virus?
2. Describe the similarities between human and computer viruses.
3. What is the "UPS/FedEx Delivery Failure" virus?
4. What is ironic about the "Microsoft Patch" virus?
5. What are some steps you can take to prevent your computer from being infected by a virus?

Discussion

1. Has your computer or a friend's ever been infected by a virus?
2. How did it happen?
3. What did you do? What did your friend do?
4. Why do you think there are so many computer viruses?
5. What kind of punishment is appropriate for people who create and spread viruses?

3 Language Plus

A. Complete each sentence with one of the words shown.



overload



truckload



armload



download



upload



offload

1. A _____ of supplies has arrived to help the victims of the earthquake.
2. You need to _____ those crates carefully. They're full of computer equipment.
3. Grab an _____ of dirty clothes and bring it to the laundry room.
4. We can _____ our presentation onto the classroom Internet site.
5. You shouldn't _____ that electrical outlet with so many appliances.
6. I'm going to _____ a game from a new online game store.

4 Writing

Tools for Writing: Capitalization

Do not capitalize names of seasons.

Use a capital letter for:

- the first letter of the first word of a sentence
- the pronoun
- proper nouns (specific people, places, organizations)
- days of the week, months of the year, and holidays
- countries, nationalities, and languages
- the first word of a quoted sentence

Rewrite each sentence with correct capitalization.

1. my mother and i traveled to london together last year.
2. will james attend harvard university in the fall?
3. when i asked to see doctor atar, the receptionist said, "the doctor just left."
4. people from haiti speak french and creole.
5. this year, earth day falls on a tuesday.

Writing Prompt

Write a personal narrative about a problem or difficult situation you have experienced. Explain how you solved the problem or dealt with the situation. For example, you might write about a time your computer crashed the night before a report was due, or a time you were stuck at an airport overnight. Include grammar points from Units 1–3.

A personal narrative is a story about something that happened to you.

Write Your Personal Narrative

1. Choose a problem or difficult situation you have experienced.
2. Think about the situation. How did it come about? How did you deal with it?
Use the chart to organize your ideas.

Problem(s)	Solution(s)

3. Think of a title for your narrative.
4. Write your narrative.

Developing Your Writing: The Introduction

The first paragraph of your writing is the introduction. The introduction should grab the reader's attention by expressing something interesting that makes the reader want to read more. The introduction should also include a topic sentence that states clearly what the essay is about. All the other sentences in the introduction should support the topic sentence.

As you write your introduction, ask yourself:

- Is this paragraph interesting and engaging? Will it make the reader want to know more?
- Does it include a topic sentence that clearly tells the reader what the essay is about?
- Do the other sentences support the topic sentence?

The Day My Computer Crashed

I'll never forget the last day of my freshman year at Abbington High School. The year had gone very well. I had made new friends, enjoyed my classes, and was expecting good grades in all of my courses. But something unexpected happened on the last day of the year.

I had done well in Mr. Martinez's history class all year. So I was not concerned when we were asked to write a final paper. In fact, I was even looking forward to it. I spent weeks in the library, researching my subject, taking notes, and organizing my ideas. I had started writing the essay a week before it was due. By the night before it was due, I had finished writing the essay and just needed to run a spell-check. But as soon as I began the spell check, the screen froze...

4 TV Around the World

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1 Listen and Discuss



1. What kind of television programs do you like to watch? Give some examples.
2. What kind of programs do you dislike? Why?
3. Which programs listed here would you watch? Which wouldn't you watch? Explain.



Jeopardy! Tuesday, 9:30 P.M.

Jeopardy! is a unique American quiz show that features trivia in history, literature, the arts, culture, science, sports, geography, wordplay, and more. The show is famous for its unusual answer-and-question format, which requires contestants to phrase their responses in question form, having been presented with clues. The first episode of the show was aired on March 30, 1964, and went through different stages, as a daytime series and a nighttime show. On September 10, 1984, *Jeopardy!* returned as a daily series with Alex Trebek as host.



Hoy Monday, 9:00 A.M.

This morning show, recorded live in front of an audience, is broadcast in the United States, Central and South America, and parts of Europe. A team of hosts offers family-oriented entertainment. On today's program, the guest chef cooks up some Peruvian shrimp, and a prosperous businessman gives advice to members of the audience.



National Geographic Channel

Thursday, 8:00 P.M. *The National Geographic Channel* is a television channel that features documentaries about science and technology, animals and nature, exploration and culture, produced by the National Geographic Society. It provides authentic and inspiring content for different age groups of viewers. The channel is dedicated to sharing factual knowledge and promoting genuine interest in our world, in an innovative and entertaining manner. National Geographic Channel was originally launched in the Middle East in 1998, followed by National Geographic Adventure in 2007, National Geographic Wild in 2008 and National Geographic Abu Dhabi in 2009. Today, it is available in 25 languages, in over 143 countries.



CSI: Crime Scene Investigation Thursday, 9:00 P.M.

CSI is an American crime drama about a team of forensic scientists who investigate mysterious and unusual deaths. In tonight's episode, Grissom, Stokes, and Brown take on the puzzling case of a jogger killed in a park. At first the team suspects it is a strange accident. But they eventually discover that someone has been plotting a series of disturbing crimes.



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Top Gear Wednesday, 9:30 P.M.

Top Gear is an award-winning British television series about cars. It was originally launched as a conventional motoring magazine show. Since its relaunch in 2002, the new version has developed its own humorous style. The program is estimated to have about 350 million viewers worldwide. The show has received acclaim for its style and presentation as well as criticism for its content and some of the cutting comments made by presenters. It remains, however, one of the most popular motoring series worldwide.



Sasuke Wednesday, 8:00 P.M.

This popular Japanese sports entertainment program airs twice a year. Each three-hour special covers an entire competition in which 100 fighters and athletes compete in one of the most challenging physical contests imaginable. The contestants attempt to complete four levels of increasingly difficult obstacle courses to win the title of *Ninja Warrior*.

Quick Check ✓

A. Vocabulary. Complete the sentences with these words.

air	contestants	plot	puzzling
broadcast	inspiring	prosperous	version

- Two words that mean "to transmit to an audience by radio or television station" are to _____ and to _____.
- To plan something secretly is to _____.
- Someone who has had financial success is _____.
- Something that causes a feeling of excitement and strong desire to do something important is _____.
- People who take part in a contest are called _____.
- Something that is difficult to understand or solve is _____.
- A variation of an earlier or original thing is a _____.

B. Comprehension. Name the show or shows.

- Which show has attracted both positive and negative comments from reviewers?
- Which show is broadcast in the morning?
- Which show airs twice a year?
- Which shows are available in more than 20 languages?
- Which show has aired for more than forty years?
- Which show might be enjoyed by a person who likes murder mysteries?

2 Pair Work

Create your own idea for a TV program. Decide on the kind of program and the title. Then write a brief description of the program.

3 Grammar



Direct and Indirect Objects

A direct object is a noun or pronoun that receives the action of a verb.

A direct object answers the question *what* or *who*.

John wrote **the poem**.

John likes **his new teacher**.

An indirect object tells us to or for *whom* the action is done.

There must be a direct object for there to be an indirect object.

John wrote **the poem** for *his mother*.

John read **the poem** to *the audience*.

If there is a preposition, the indirect object goes after the direct object.

She gave *the remote control* to **me**.

If there is no preposition, the indirect object goes before the direct object.

She gave **me** *the remote control*.

When the direct object is a pronoun, the pronoun goes before the indirect object.

She gave *it* to **me**.

To and For Before Indirect Objects

Use *to* if the indirect object is receiving something. Use *to* with these verbs: *bring, confess, give, hand, lend, offer, pass, pay, promise, read, sell, send, show, take, tell, and write*.

Will you pass *a pillow* **to me**?

Note: The preposition *to* is not used when the indirect object comes before the direct object.

Will you pass **me** *a pillow*?

Use *for* if the indirect object is benefiting from some kind of help. Use *for* with these verbs: *book, build, buy, cook, find, get, keep, leave, make, order, and reserve*.

My parents bought *a new TV* **for me**.

Note: The preposition *for* is not used when the indirect object comes before the direct object.

His parents are buying **him** *a new TV* for his graduation.

With some verbs, the indirect object always follows the direct object, and the preposition *for* cannot be omitted: *answer, cash, change, close, fix, open, prepare, pronounce, and translate*.

Can you please translate *the program* **for me**?

A. Complete the conversation with **for** or **to**.

Alex: What happened in last night's episode of *Fast and Safe*?

Omar: I recorded it (1) _____ you. It was great.

Alex: Tell me about it.

Omar: Well, Alan wrote an email (2) _____ Ahmed. In it, he confessed (3) _____ him that he had tampered with the engine of the car he was driving. Ahmed kept reading the email (4) _____ himself. He couldn't believe that Alan would do such a thing. Then Alan tried to make up for it. He got a fantastic car (5) _____ Ahmed to drive in this show. He bought a new helmet (6) _____ him. He even sent a limo (7) _____ Ahmed's house, to drive him to the studio.

Alex: What did Ahmed do?

Omar: Well, he was angry at first. Then he demanded that Alan make a public statement on the air and promise that he would never do anything like that (8) _____ him again.



- B.** Rearrange the words to create two sentences: one with the indirect object placed after the direct object, and another with the indirect object placed before the direct object.

💡 I sent / the TV schedule / John
I sent John the TV schedule.
I sent the TV schedule to John.

1. the comedian told / the audience / a joke
2. a glass of water / the talk show host poured / the celebrity
3. the sitcom dad gave / his wife / his wallet
4. his cheese / the cat / the cartoon mouse offered
5. the host passed / the microphone / an audience member
6. the judges offered / the contestants / advice
7. another chance / host offered / the contestant
8. the chef made / the studio audience / a dessert

- C.** Look at the pictures. Use your own ideas to complete the stories. Use direct and indirect objects.

💡 Jamal had spent weeks planning a poster for ecotourism in his country...

💡 Ahmed's parents were proud of his achievement and wanted to do something special for him...



4 TV Around the World

4 Conversation

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Asma: What are you watching?

Noura: That game show with the teams of cooks. You know, the one where contestants need to prepare a 4-course meal as a team, plate it, and serve it to the judges.

Asma: Why would anyone want to compete in this kind of show? What do they get out of it? I don't know how you can watch this stuff. It's boring!

Noura: I **get a kick out of** it. Look! He's going to decorate that dish with flowers.

Asma: I can't believe he's going to put flowers on a meat dish. That's crazy. Why don't we turn off the TV and do something else?

Noura: No way! Don't touch that **remote**!

Asma: It **bugs** me to watch this. They pretend to be top chefs. But I'm positive they won't be allowed to do more than fry a couple of eggs after the end of this show. And they also pretend to be **all** friendly with each other.

Noura: I don't know. Some of them seem to know what they're doing.

Asma: I'm telling you, that contestant, there, is waiting for a chance to show off. He doesn't care about his teammates. He's in it to win for himself.

Noura: Relax. It's just a TV show.

Asma: **C'mon**. We're wasting our time watching this stuff. Don't be such a **couch potato**. What do you say we go shopping?

Noura: **Nah**. There's another game show on right after this.

Real Talk

get a kick out of = enjoy

remote = remote control

bugs = annoys

all = very, completely

C'mon. = Come on.

couch potato = someone who watches too much TV

Nah. = No.

About the Conversation

1. Describe the TV show Noura is watching.
2. How does Asma feel about this program? Give examples from the conversation.
3. Would you watch this program? Why or why not?

Your Turn

Role-play with a partner. Discuss a current TV or game show. Talk about what will happen next on the show and who will win. Use phrases for expressing certainty from the box.

Expressing Certainty

I'm sure/certain/positive that...

There's no question that...

It's obvious that...

I'm telling you that...



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5 Listening

Listen to the conversation between the quiz show host and the contestant. Then complete the chart.

Things that have a positive impact on Imad's performance
Things that have a negative impact on Imad's performance



6 Pronunciation

A. In casual speech, **going to** is often reduced to /gonna/, and **want to** is often reduced to /wanna/. Listen and practice.

- I'm not **going to** let any of that stop me.
- There's no question in my mind that you're **going to** overcome all your problems.
- You're **going to** be answering questions.
- I **want to** congratulate you.
- I **want to** take a minute to say thank you.
- We **want to** prove that hard work pays off.

B. Find **going to** and **want to** in the conversation you read on page 58. Underline them and practice reading the sentences aloud. Remember to shorten them to *gonna* and *wanna*.

7 Vocabulary Building

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

- | | |
|--------------------|--|
| 1. _____ evolution | a. having plenty of money and possessions |
| 2. _____ distinct | b. the gradual change and development of an idea |
| 3. _____ prototype | c. a model used to test a new machine, car, etc. |
| 4. _____ transmit | d. a very important event in the development of something |
| 5. _____ patent | e. obtain the right to make or sell a new invention or product |
| 6. _____ milestone | f. send out |
| 7. _____ affluence | g. clearly different |

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

4 TV Around the World

8 Reading



Before Reading

Television is popular around the world.

Why do you think it is so popular?

How much do you know about television?

A Brief Overview of the History of Television

Television was not invented overnight by a single person. The work of many people over a number of decades contributed to its evolution.

In the early days, two distinct schools of thought in technology influenced different researchers and the course of their investigation. The first one was based on the technology of Paul Nipkow's rotating disks that supported a mechanical television system, and the second one on an electronic television system that used a cathode-ray tube developed independently by two inventors, Campbell-Swinton and Rosing.

Paul Nipkow (1860-1940), who invented the Nipkow disk in 1884, was the first person to discover the scanning principle that allowed small portions of an image to be analyzed and transmitted. However, it is unclear whether Nipkow actually built a working prototype of his television system.

Electronic television is based on the development of the cathode-ray tube, which can still be found in modern television sets. Philo Farnsworth (1906-1971) was the first inventor to transmit a television image, a dollar sign, using the dissector tube which is the basis of all current electronic televisions. The American engineer started experimenting with electricity when he was 12, when he built an electric motor and produced an electric washing machine. He was still in high school when he conceived of his ideas for television.

A lot of people wrongly believe that color television is a recent idea. In actual fact, the earliest proposal for color television was patented in 1904, while in 1925 Zworykin filed his proposal for an all-electronic color television system. Commercial broadcasting, however, started in the early 50s, a quarter of a century later.

John Baird (1888-1946) is a researcher who is best remembered for inventing a mechanical television



system, based on Nipkow's scanning disk idea.

Actually, his work included a number of technological milestones in the history of television. He created the first televised pictures of objects in motion (1924), the first televised human face (1925), color television (1928), stereoscopic television, and television by infra-red light that were presented and demonstrated before the 1930s.

Vladimir Zworykin (1889-1982), the inventor of the iconoscope, a transmission device, as well as the kinescope, i.e. the cathode-ray tube, in 1929, was one of the first to demonstrate a television system with all the features of modern television, otherwise called "the tube." Most people in Britain that use the word *tube* to refer to television, fail to make the connection between the television set and the cathode-ray tube. Nor do people stop and think about the meaning of the word television, which refers to the transmission of images over a distance. In 1929 Zworykin became the director of electronic research at Radio Corporation of America (RCA), and was later promoted to vice-president in 1947. Zworykin invented many devices including the scintillation counter, a device for measuring radioactivity. He held more than eighty patents and received numerous awards for his work.

Louis W. Parker patented the "intercarrier sound system" in 1948, which is now used in all television receivers in the world. Without it, televisions would probably have been too costly for most people.

The plasma display monitor was invented in July 1964 by professors Bitzer and Slottow and their graduate student Robert Wilson. However, successful plasma television only became feasible later, after the development of digital and other technologies. A factor that delayed the commercial development of plasma display was connected with LCD or liquid crystal

displays which made flat screen television possible. This minimized one of the advantages of plasma television in terms of a flat screen with an improved image. So it has taken a lot longer for plasma display to become more widely acceptable and accessible. Until recently, a plasma television screen was regarded, to some extent, as a symbol of affluence or status along with other possessions.

Now a new development is affecting communication and media further, namely that of web or Internet television. When Internet access is available along

with adequate hardware, more and more viewers appear to be switching over to their laptops or desktops to watch films and other programs. Television sets are connected, allowing access to digital channels. The key word seems to be access. It is quick access and options that determine the popularity and, consequently, the commercial success of a medium. Television has so far been fairly well-established; it remains to be seen how digital technology will affect its evolution in the future.

After Reading

Answer the questions.

1. Explain what the two main schools of thought were in the early days.
2. How did Philo Farnsworth transmit an image? What did he use?
3. How old is the concept of color TV?
4. Why is television called "the tube" by some people?
5. How did Parker's system affect developments?
6. Read the text again. Find each inventor's name, the name of his invention, and the approximate year. Write the information in the chart along with the effect that each invention had on the evolution of television.

Year	Inventor	Invention	Effects

9 Speaking

1. Make a list of your favorite TV shows and why you like them.
2. Talk about TV shows in groups and use the chart to make notes. Compare your lists and decide which shows are popular within your group.
3. Use the chart to find out about the rest of the groups in class and make notes. Organize and edit your notes in your groups. Compare findings in class.

Questions	Group answers	Class answers
Which TV shows are the most popular among your friends?		
Why are these shows popular with your friends?		
What do you like about these shows?		
What do you dislike about these shows?		



10 Writing

A. Consider the questions below and discuss with a partner:

1. What genre of TV films do you like to watch? Do you prefer action films, science fiction, fantasy, comedy or drama?
2. Do you ever need to summarize the plot of a TV film for a friend? Why?
3. What information do you include in your summary? What information do you leave out? Why?
4. Read the review of a TV film below and find out the following:
 - What is the name of the TV film?
 - What genre does it belong to?
 - Which actors star in the TV film?
 - What information can you find about the characters, the setting and the plot?
 - How does this TV film compare to other TV films of a similar genre? How does it compare with the book?
 - Does the writer of the review recommend this TV film? Why? Why not?
5. Which tenses/verb forms are used more? Could they be different?
6. Are there any passive forms? Why? Why not?
7. Are there any paragraphs? Why? Why not?

A terrifying adventure on water

Moby Dick (1956), directed by John Huston and starring Gregory Peck, Richard Baderhart and Leo Genn, is a TV fantasy film adapted from the bestselling novel by Herman Melville.

The story takes place in 19th century England on a whaling ship. The captain of the ship is Captain Ahab. Ahab has a fantastic story to tell about a "great white whale" which mutilated his body and almost killed him on a previous voyage. Now the captain leads his men back into the sea to take revenge. However, Ahab becomes so obsessed with vengeance that he makes some very bad decisions.

The TV film takes us on a grand adventure over the waves as Captain Ahab and his

crew seeks out the great sea mammal. As Ahab becomes more and more consumed by hatred, his doomed men are flung into dangerous situations. Does Captain Ahab eventually find the big whale? To find out you will have to watch the film!



If you choose to watch one film version of the novel *Moby Dick*, you should choose this 1956 version. The acting is good, it is well-directed and the use of color and imagery is superb. I think it is far superior to more recently released TV film versions.

Everyone who read the book and those who enjoy adventure and tales of great battles between man and beast should see this TV film. I definitely recommend it as one of the best of our times. It is staggeringly good.



B. 1. Think of a book you have recently read. Make some notes in the chart below.

Title of book: _____

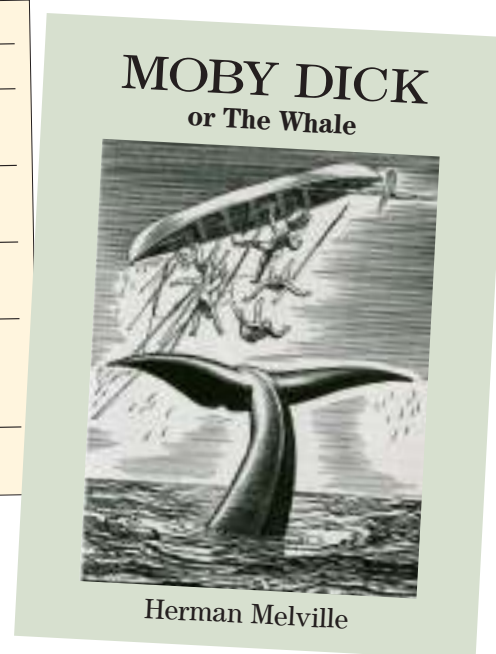
Author: _____

Fiction / non-fiction / genre: _____

Information about the characters, setting, plot, etc.: _____

Comparison and contrast (this book vs. other books): _____

Would you recommend it? Who should read the book?
Who would like it and why? _____



- 2.** Use the organizer to outline the major 3 key events in the plot (but do not give away the ending).
- 3.** Write your book review.

	Information
First Event	
Second Event	
Third Event	

A Fishy Tale
Moby Dick, written by Herman Melville and first published in 1851, is a literary classic. It tells the story of Captain Ahab's quest to avenge the whale...

Writing Corner

When you write a book review:

- think about who will read it (audience) and why they will read it (purpose).
- begin with the title, genre and author.
- summarize the main characters and the plot. Give three or four key events.
- never give away the ending of the story.
- say what was enjoyable or not enjoyable about the book. Use adjectives: interesting, frightening, brilliant, amazing, boring, and so on.
- finish by saying who you would recommend the book to and say why.



11 Form, Meaning and Function



Articles

We use the indefinite article *a/an* before singular nouns.

We use *a* before words that begin with a consonant sound: **a** TV show, **a** chef, **a** festival

We use *an* before words that begin with a vowel sound: **an** English class, **an** aunt, **an** uncle

We use the definite article *the* before singular and plural nouns:

the student

the students

the mango

the mangoes

Use *the* for objects that are one of a kind:

the Earth

the sun

the moon

the stars

the sky

the sea

Use *the* with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states:

the Red Sea

the Amazon

the Eiffel Tower

the Arabian Desert

the Alps

the United States

Use no article before the names of days, months, people, streets, cities, countries, continents, mountains and islands:

Fahd is my brother.

I live on Main Street.

He's in Dubai on vacation.

She went to Europe with her parents.

Mount Olympus is in Greece.

The festival starts in May.

- A.** Read the two extracts from the TV show *Festivals in and around Saudi Arabia*. Complete the paragraphs with *a*, *an*, *the*, or no article (-).

TV show host: When did you first hear about the Jazan Mango festival?

Visitor: Well, I first heard about (1) _____ Jazan Mango Festival three years ago from (2) _____ business colleague in (3) _____ Dubai. He told me that every year in (4) _____ May, Jazan holds (5) _____ Mango Festival to coincide with the harvest of the mango. So, I decided to come and see for myself, and I wasn't disappointed! (6) _____ festival is very popular and many people attend, including investors in agricultural products and families. There is lots of entertainment . . .

TV show host: Every year in (7) _____ Saudi Arabia, (8) _____ Janadriyah national heritage and culture festival opens with much excitement and high expectations. Many people from all over the country and from abroad attend. The Janadriyah festival takes place in (9) _____ village near (10) _____ Riyadh, and it is normally held between (11) _____ November and (12) _____ March when the heat is less extreme. It lasts for two weeks. The festival celebrates symbols of Saudi identity. There are (13) _____ camel and horse races, displays of regional costumes, cuisines, and crafts such as carpet-weaving, and pottery. There are donkey rides for (14) _____ children ...



- B.** Choose one of the festivals in exercise **A** and complete the extract with your own ideas. Share your ideas with your classmates.



Adjective Clauses and Relative Pronouns

An adjective clause is a dependent clause that describes or gives information about the noun that comes before it.

The *language* **that he/she speaks at home** is Arabic.

Relative pronouns relate clauses to nouns in adjective clauses. Use the relative pronoun *who* for people, and *which* and *that* for things.

Note: The relative pronoun *that* can also be used when talking about people in general. However, when a particular person is being referred to, *who* is preferred.

Relative Pronouns as Subjects of Adjective Clauses

Relative pronouns can be the subject of an adjective clause. Relative pronouns that are followed by a verb are subject pronouns. Subject pronouns must always be included.

I am someone **who** loves watching quiz shows on TV.

Relative Pronouns as Objects of Adjective Clauses

Relative pronouns can also be the object of an adjective clause. Relative pronouns that are followed by a noun or pronoun are object pronouns. Object pronouns can be omitted.

English is a language **(that)** many people find easy to learn.

Note: *Whom* is considered more correct than *who* when used as the object of an adjective clause. However, *whom* is very formal. In casual speech, either *who* is used or the relative pronoun is simply left out.

The TV personality **(who[m])** I like best hosts Jeopardy! every Saturday night.

C. Complete the quiz answers asked in the TV show *Define it!*

TV quiz show host: You have 3 minutes to define all the items on your card. Contestants, are you ready? Then let's begin ...

1. A quiz show host is a person _____.
2. A crime drama is a show _____.
3. A microphone is something _____.
4. A daytime series is a program _____.
5. A TV documentary is a program _____.
6. A forensic scientist is a person _____.
7. A poem is something _____.
8. A remote control is something _____.
9. The Mango Festival in Jazan is an event _____.
10. August is the month _____.





12 Project

1. Prepare a five-minute episode for a TV show you would like to produce. Work in groups.
2. Decide on:
 - the type of program
 - the roles/jobs of the people involved
 - the episode and what happens in it, i.e. events.
3. Prepare the script, i.e. what people will be saying. Prepare cards for each person that needs to speak in your film/video.
4. Complete the chart with information and details about 5 minutes of your episode.
5. Research and find ideas and samples to help you.
6. Find or make the props you will need, e.g. an umbrella, sunglasses, a scarf, etc.
7. Assign these roles/tasks to members of your group:
 - cameraman
 - director
 - actors, contestants, host, interviewer, etc.
8. Do a trial run. Make changes if necessary.
9. Film 5 minutes of your episode.



Timing	Who is in front of the camera/in the frame?	Where is the person/are the people?	What is the person/are the people saying?	What is the person/are the people doing?	Materials/ props needed
1 st minute					
2 nd minute					
3 rd minute					
4 th minute					
5 th minute					



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.
discuss types of TV programs			
express and explain preferences			
express certainty			
use direct and indirect objects			
use <i>to</i> and <i>for</i> before indirect objects			
talk about festivals and use articles			
use relative pronouns as subjects			
use relative pronouns as objects			

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

5 Working 9 to 5

Each person is going to tell us a little bit about what their jobs entail. Can you guess what their jobs are?

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1 Listen and Discuss

1. Name a few jobs that you think would be very rewarding. Explain.
2. Name a few jobs that you think would not be satisfying at all. Explain.
3. Read the job descriptions and match them with the photos.



I often need to spend quite a lot of time researching the natural resources and materials of an area before I can design and start construction. I specialize in environmentally friendly buildings which utilize alternative sources of energy such as solar energy. **Ahmed Badri - Profession:** _____

I'll be the first to admit that I drive dangerously. Yet I've never gotten a ticket. No police officer has ever even told me, "I want you to slow down." Even though I spend a lot of time driving, I never really arrive at a destination.

Aston Sena - Profession: _____

I am a keen and respectful observer of nature. I often spend a lot of time in the lab, but I enjoy fieldwork more. It is really rewarding to observe animals in their natural habitat and collect information. It helps us determine the status of the species; if it's endangered or not.

Khaled Hussain - Profession: _____



I have recently been promoted and have a better income. I am now responsible for the surgical ward and I need to be on the job 24 hours a day, six to seven days a week. I need to make sure records are kept on treatment and progress, and advise doctors about patients' conditions. I also have to check and monitor supplies, equipment, materials, and medicine.

Fahd Khamis - Profession: _____



I spend a lot of time cutting and sewing, but I don't work with fabric. The people I work for never see me do my work. In fact, they are often asleep when I'm at work. But I have no doubt that they appreciate what I do. I certainly get a great deal of satisfaction from my job.

Walter Lee - Profession: _____

When I am on night shift, I feel that I need to be more alert and keep an eye on the screen and my instruments at all times. I handle pressure well and I can cooperate with pilots effectively during emergencies. I have always been interested in aviation and electronics.

Ahmed Al Otaibi - Profession: _____



surgeon



zoologist



university professor



nurse



scientist



air traffic controller

Quick Check ✓

A. Vocabulary. Match the words with their meanings.

- | | |
|-----------------------|----------------------------------|
| 1. _____ satisfaction | a. to work together well |
| 2. _____ status | b. money received or earned |
| 3. _____ entail | c. polite, showing consideration |
| 4. _____ appreciate | d. feeling of contentment |
| 5. _____ income | e. state or condition |
| 6. _____ cooperate | f. to involve or require |
| 7. _____ respectful | g. to be grateful for |

B. Comprehension. Name the job or jobs.

- Which job requires that the person be willing to accept responsibility?
- Which jobs require a medical degree?
- Which job requires a person who likes nature?
- Which job requires the person have kindness and consideration?
- Which job requires the person not to be scared of taking risks?



lawyer

2 Pair Work

With a partner, create your own clues for two or three jobs. Read the clues to your class. See if your classmates can guess the jobs.

3 Grammar



The Subjunctive

We use the subjunctive to stress the importance or urgency of an action. The subjunctive uses the base form of a verb.

The manager insisted that he **work** late.

It is important that you **be** at the meeting.

The subjunctive is used with certain verbs and expressions, like the following:

ask	request	it is essential
demand	require	it is imperative
insist	suggest	it is important
recommend	urge	it is necessary

The subjunctive follows the sentence pattern:

verb or expression + *that* + subject + (*not*) base verb

It is essential that you **dress** appropriately.

She **asked** that we **not be** late.

I'd Like You + Infinitive / I Want You + Infinitive

Two common phrases used to express a desire that someone do something are

I'd like you + infinitive and *I want you + infinitive*.

I'd like you to help with this project.

I want you to finish the report this afternoon.

A. Rearrange the words and phrases to form sentences.

💡 asks / I work on the weekend / my manager often / that
My manager often asks that I work on the weekend.

1. he / that / bring his résumé to the interview / he recommended
2. I / to tell me / want / you / about any problems you have
3. the waiting room / the nurse / that / be kept quiet / requests
4. not / demanded / the boss / he / be late again / that
5. that / you go home early / I / if you're not feeling well / insist
6. you / applying for the job / like / to consider / I'd
7. I look for a job in sales / suggested / that / my job counselor
8. not / that you / quit your job before you find a new one / it is essential
9. that / it is imperative / wash his hands before entering the operating room / the doctor
10. that / race car drivers / it is important / the necessary safety precautions / take



B. Look at the pictures. What do you think is being said?
Write a sentence for each using the subjunctive or
I'd like you / I want you + infinitive.

💡 *It is essential that we not be late for the meeting.*



C. Write sentences for these situations. Use the subjunctive and *I'd like you / I want you + infinitive.*

1. Imagine you are a doctor speaking with a patient who has a very unhealthy lifestyle. The patient smokes, eats lots of fast food, doesn't get any exercise, and doesn't get enough sleep. What would you say to this patient?
2. Imagine you are a teacher speaking with a student who is doing badly in your class. The student is not studying for tests, is talking in class, is not doing homework, and does not take notes in class. What would you say to this student?

4 Conversation



Adnan: Hey, Rob. I'm **in a bind**. Can you **help me out**?

Rob: What's the problem?

Adnan: I'm supposed to work tomorrow, but there's something I've got to do. Could you **cover** for me?

Rob: You just asked me to cover for you on Monday. What's so important that I have to keep doing your job?

Adnan: OK, I'll tell you, but I'd appreciate it if you would **keep it to yourself**. I'm interviewing for another job, and I'm really close to getting it.

Rob: You were just hired here a few weeks ago. I can't believe you're thinking about leaving already.

Adnan: Yeah, I know. But the job I'm interviewing for is a dream job. I'd be a tester at a video game development company.

Rob: **No kidding?** Wow. Well, I still don't think it's right for you to **jump ship** like that, but all right. I'll cover for you.

Adnan: Thanks a lot. I'm going to **take off** now.

Rob: Hey, Adnan?

Adnan: Yeah?

Rob: If you get the job, do you think you could ask them if they need anyone else?

Adnan: **Will do.**

About the Conversation

1. Why does Adnan ask Rob to cover for him?
2. How does Rob initially react to the request?
3. What favor does Rob ask of Adnan?

Your Turn

Role-play with a partner. Ask your partner for a favor. Your partner is unwilling to grant the favor until understanding why it is necessary. Use the phrases for asking for favors.



Real Talk

in a bind = in a difficult situation

help me out = do me a favor

cover = take someone's place, often in a work situation

keep it to yourself = not tell anyone

No kidding? = Really?

jump ship = leave a job suddenly, usually to go to a new job

take off = leave

Will do. = short for "I will do it."

Asking for Favors

Do you think you could...?

Do me a favor and...

I'd really appreciate it if you would...

Would it be possible/too much trouble...?

What are the chances you could...?

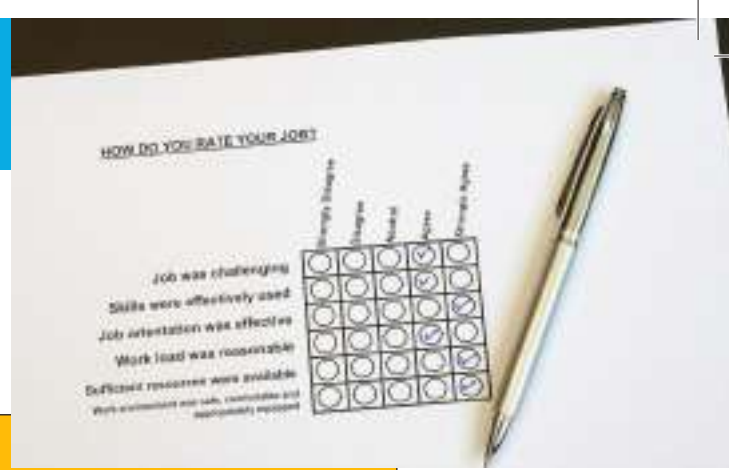
I hate to ask, but...



5 Listening

Listen to the results of a survey on job satisfaction.
Complete the chart.

Job	Majority Satisfied?	Reason
1. social workers	Yes / No	
2. firefighters	Yes / No	
3. authors	Yes / No	
4. lawyers	Yes / No	
5. pediatricians	Yes / No	
6. cashiers	Yes / No	
7. telemarketers	Yes / No	



6 Pronunciation

In words ending with *-tion*, *-cian*, and *-sion*, the next-to-last syllable is stressed.
Listen and practice.

1. Firefighters are in second **position** with an impressive 80 percent **satisfaction** rating.
2. Not all prestigious **professions** did as well as expected.
3. Both **physicians** and lawyers scored only 48 percent each.
4. **Pediatricians** proved to be an interesting **exception**.
5. Fast food **preparation** workers have a 34 percent **satisfaction** rating.
6. Job **selection** is one of the most important **decisions** we make.



7 Vocabulary Building

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

- | | |
|----------------------|--|
| 1. _____ analyze | a. disease or sickness received from someone or something |
| 2. _____ determine | b. exactly the same |
| 3. _____ identifying | c. to decide or discover |
| 4. _____ allergens | d. confined, kept under restraint or control |
| 5. _____ identical | e. a natural talent or ability |
| 6. _____ flair | f. determining what something is |
| 7. _____ captive | g. to study closely |
| 8. _____ infection | h. substances that cause sensitivity or reactions in some people |

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



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Before Reading

Read the passages and make a list of the unusual jobs.

You Do *What* for a Living?

When you were a kid, what did you want to be when you grew up? Perhaps a doctor, a teacher, or a firefighter? You probably didn't consider becoming a greeting card writer or a snow researcher (a person who collects ice crystals in snow to analyze the effect of pollution on an area of snowfall). Yet thousands of people around the world earn a living performing unusual jobs that most people have never even heard of.



Take Lily Martinez, for example, she has a job that girls around the world would dream about doing—if they only knew about it! Martinez is a doll fashion designer. She remembers, “As a girl, I would design one-of-a-kind outfits for my dolls.” Her work is very similar to the work of regular fashion designers. She analyzes fashion trends, chooses fabrics, draws design sketches, and keeps a close eye on the styles of Paris and New York. Only she does all this to create clothing for 11 ½-inch (29-centimeter) dolls!

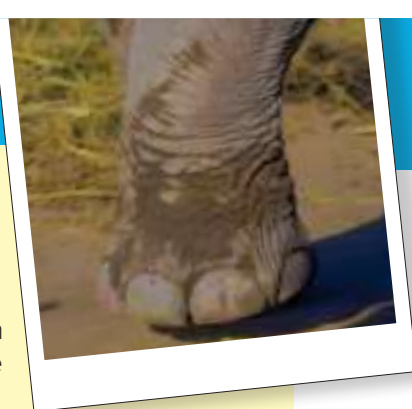
Do you have an artistic flair and an interest in science? Do you have a strong sense of taste, smell, and imagination? Then you might make an ideal flavorist. A flavorist is a person who creates natural and artificial flavorings that go into foods. Their work entails first identifying the individual chemicals found in nature. Then they recreate the flavors using different chemical combinations. Such manufactured flavors often last longer, have a stronger flavor, and smell better than flavors found in nature. These flavors can also avoid the allergens sometimes contained in natural flavors.

According to Carol Militescu, a senior flavorist, there is not one single way to create a flavor. “Different chemical combinations can make the same flavor. You might think the flavors are identical, but how you put the chemicals together makes them very different.” Militescu says that to be a successful flavorist, it is essential that you “think outside the box.”



But perhaps you would prefer a job working with animals? If so, you might consider a career as an elephant pedicurist. It may sound silly, but keeping elephants' nails clean and trim is critical to their health. Like human nails, elephant nails grow continuously. Elephants in the wild wear down their nails naturally, but captive elephants have fewer opportunities to roam. Elephant pedicurists scrape the bottom of the elephants' feet to get rid of calluses, dirt, and embedded rocks that can cause infection. They also trim, file, and shape the elephants' nails.

Mike Hayward, the elephant pedicurist for the Ringling Bros. and Barnum & Bailey Circus®, loves his job. He gives pedicures to his twelve elephants every five weeks. The elephants generally cooperate with Hayward, waiting patiently through the two-hour process. Says Hayward, "It's almost like not going to work because the elephants are like my family."



So the next time you mull over your future career path, you might want to consider some non-traditional career options. After all, there just may be a new flavor waiting to be discovered, or an elephant whose feet will benefit from your expert care.

After Reading

Answer the questions.

1. What is Lily Martinez's job?
2. What are some of her responsibilities?
3. Describe what a flavorist does.
4. What are some of the benefits of manufactured flavors?
5. What does giving an elephant a pedicure entail?
6. Why is it important to give pedicures to captive elephants?

9 Speaking

1. What do you think of the jobs described in the reading? Do you find any of them interesting? Why? Why not?
2. Think about the list of unusual jobs in the chart. Have you ever heard of them? Find out what they are and complete the chart with the information.

	The unusual job	What is it?	What does it entail?	Do I like it or not?
1	odor judger			
2	golf ball diver			
3	cheese sprayer			
4	gum buster			



10 Writing

- A. Read about some more unusual jobs and complete the job title. Work in pairs. Compare your ideas in class.

_____ consultants: The people who advise construction companies and manufacturers on vibration and noise problems and suggest solutions.

_____ authenticators: The people who differentiate between true/authentic and fake paintings.

_____ consultants: The people who advise riders on how they can have the most comfortable horseback ride with the most suitable riding accessory.

- Read the essay and find out the following:
 - What does an arborist do?
 - What kind of qualifications does he need to have?
 - Which personal characteristics should he have?
 - What are his employment prospects?
- What is your view as a reader?
 - Are ideas and information presented clearly?
 - Does the writer provide explanations, examples, or reasons when necessary?
 - Does the essay answer your questions about what an arborist is/does?
- Look at the essay again and write which person is used in each paragraph: *I, you, he or she* and so on.
 - Paragraph 1: _____
 - Paragraph 2: _____
 - Paragraph 3: _____
 - Paragraph 4: _____
- Notice which paragraphs provide:
 - the writer's view and/or opinion
 - objective information and/or view
- Are there any passive forms? What are they used for?
- How are ideas and facts connected? Provide examples from the text.
 - conjunctions/linking words
 - combined clauses/sentences
 - use of pronouns



The Job of an Arborist

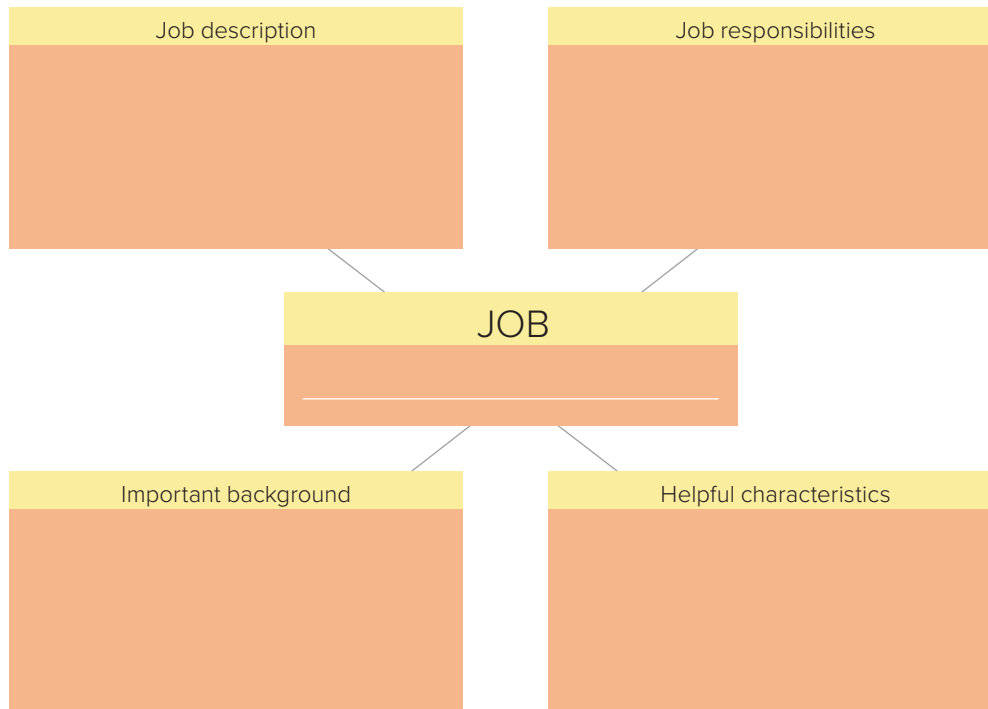
Although my parents would like me to become a doctor or a lawyer, I am interested in a very different kind of job. I would like to be an arborist, a sort of doctor for trees.

To become an arborist, it is essential that you have a related bachelor's degree, for example in forestry, as the more you know about trees the better you will be able to do what is expected of you.

Arborists are hired by individuals or organizations to keep trees healthy and attractive. They fertilize, prune, plant, and cure trees. In other words, they are a kind of official "tree carer." They are considered experts in their field. For this reason, they need to attend workshops and seminars throughout their career in order to keep up with developments.

I think it's perfect for me. I am interested in working in nature and taking care of things. I like trees. I am patient, methodical, and hard working. Finally, given current trends towards greener alternatives, I think there will be plenty of work for arborists in the future, so unemployment will not be a problem.

- B. 1.** Write an essay about an unusual job you might like to have.
- 2.** Before you write, think about and/or find on the Internet:
- a description of the job
 - the background you should have for this job
 - personal characteristics that would help you perform the job effectively
- 3.** Use the chart to help you brainstorm and organize your information.



The Job of alan _____ and
 Although I am good at _____,
 everybody expects me to become a _____,
 I would like to be alan _____

Writing Corner

When you write an opinion essay:

- note down what you know about the topic and collect new information.
- note down your personal views on the topic and express your feelings and opinions.
- combine your views and feelings with the relevant information and organize each paragraph.
- remember that it is your essay and your voice needs to come through.





11 Form, Meaning and Function

Tag Questions

We use tag questions to check information. We use an auxiliary verb and a subject personal pronoun. With an affirmative sentence, use a negative tag. With a negative sentence, use an affirmative tag.

You will go to the bank, **won't you?**

You won't work this Saturday, **will you?**

There's a cash machine on Main Street, **isn't there?**

They are not going to go look for another job, **are they?**

They invested in the property market, **didn't they?**

He didn't get the job, **did he?**

It was the night shift you wanted, **wasn't it?**

You are working today, **aren't you?**

Polite Ways to Ask for Information with *Can*, *Could* and *Would*

Excuse me, **can (could) you** tell me **where the bank is?**

Can (Could) you tell me **where the bank is?**

Would you be able to tell me **where the bank is?**

Would you mind telling me **where the bank is?**

Polite Ways to Make Requests with *Can*, *Could* and *Would*

Q: Can you give me your credit card details, please?

A: Certainly.

Q: Could you help me?

A: Of course.

Q: Would you open the window, please?

A: Sure.

A. Read the conversation between the bank teller and a customer. Use *could*, *would* and question tags to complete the conversation.

A: Excuse me, I'd like to withdraw 500 euro from my account in 50 euro notes.

B: Of course, Madam. (1) _____ I have a form of identity, please?

A: Sure. Here you are.

B: Thank you. So you want the total amount in 50 euro notes, (2) _____ you?

A: Yes, that's right.

B: Is there anything else I can do for you today, Madam?

A: Yes, please. I'd also like to change some American dollars into Saudi riyals? You charge commission, (3) _____ you?

B: Yes, Madam, we do. Our rates are displayed on the board.

A: I see, thanks. (4) _____ you mind telling me how many Saudi riyals I will get for 1,000 dollars?

B: Of course. At today's exchange rate you will get ...

B. Work with a partner. Imagine you work as a bank teller. Continue the conversation in exercise **A** using some of the words and ideas in the box. Include some responses from the customer. Role-play the conversation and take it in turns to be the bank teller and the customer.

pay a utility bill • make a deposit • make an international payment
order a new debit card • open a savings account • transfer some money
apply for a credit card • buy health insurance • apply for a mortgage



Express Obligation: *Must, Mustn't, Have to*

We use *must*, *mustn't* and *have to* to express obligation in the present and the future.

You **must** stop at the 'STOP' sign.

You **have to** slow down at this junction.

You **mustn't (must not)** arrive late to work.

You **have to** be at the office at 9 a.m.

Note: *Mustn't* means you are not allowed to do something. There is no past tense of *mustn't*. The past tense of *must* and *have to* is **had to**.

Express Necessity and Lack of Necessity: *Have to, Need to, Needn't, Don't have to, Don't Need to*

We use *have to* and *need to* to express necessity in the present, past and future. Use the negative form to express lack of necessity.

Q: What do you **have (need) to** do today?

A: I **have (need) to** finish a report for work but I **don't need to (needn't)** hand it in until tomorrow morning.

Q: What duties **did** you **have (need) to** perform in your last job?

A: I **needed (had) to** answer the phone and deal with customer complaints.

Q: What **will** we **need to** do before we leave for the conference in Abu Dhabi?

A: We **will have (need) to** book an airport taxi. We **won't have (need) to** find a hotel. I've done that already.

C. With a partner, discuss what you have to and must do in the situations shown on the international traffic signs.



1. No Parking



2. No Passing



3. Speed Limit



4. No Entry

1. _____
2. _____
3. _____
4. _____

D. Read page 68 again. Choose one of the professions and imagine you are working in that job. What duties and responsibilities did you perform as part of your job last week? Write them next to each day. Tell your partner what you had to do. Use *had to*, *didn't have to*, *needed to*, and *didn't need to*.

Sunday	_____
Monday	_____
Tuesday	_____
Wednesday	_____
Thursday	_____
Friday	_____
Saturday	_____



12 Project

1. Research and prepare a presentation for your class on **Great Jobs and Careers**.
2. Work in pairs or groups. Decide on three great jobs, then search and collect information about each.
3. Use the organizer to make notes. Then use your notes to prepare a PowerPoint presentation or a poster.
4. Present in class.



Job title	1 _____	2 _____	3 _____
Duties and activities			
Requirements			
Personal characteristics			
Employment prospects			
Career prospects			

When you prepare a PowerPoint presentation, remember to:

- think of your audience and what they might want to know
- select key points and words
- use appealing visuals and a few points on each slide
- rehearse in your group and make changes

13 Self Reflection

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

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

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about jobs			
discuss job requirements and responsibilities			
ask for favors			
use the subjunctive			
use the expressions <i>I'd like you</i> + infinitive and <i>I want you</i> + infinitive			
make requests and ask for information			
express obligation, necessity and lack of necessity			
use tag questions			

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

6 Going Green

رابط المدرس الرقمي



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1 Listen and Discuss



Read the questionnaire and then:

1. Write a definition for **Go Green**.
2. Write some ways a person can **Go Green**.

How Green Are You?



1. What do you do when you finish using your computer for the day?

- a. I leave the computer on so that I don't have to wait for it to boot up the next morning.
- b. I put the computer in "sleep" mode.
- c. I turn the computer off, so it doesn't waste any energy at all.

2. When you go shopping, what kind of bag do you use for your groceries?

- a. I put all my groceries into double plastic bags.
- b. I put them into brown paper bags.
- c. I wouldn't consider using anything but the reusable canvas bags that I bring with me.

3. What kind of fruits and vegetables do you prefer eating?

- a. I prefer eating fruits and vegetables that look perfect. I don't mind if pesticides were used to grow them.
- b. I prefer to eat organic fruits and vegetables when possible.
- c. I prefer to eat organic fruits and vegetables that I've grown myself.

4. What is the source of your drinking water throughout the day?

- a. I buy individual bottles of water and drink them throughout the day.
- b. I buy one bottle of water and refill the bottle throughout the day.
- c. I fill a glass with water from a large reusable bottle throughout the day.

5. Do you recycle your garbage?

- a. Recycling takes too much effort. I just throw all of my garbage in the trash can.
- b. Sometimes I forget to recycle items, but I intend to get better about it.
- c. I put all of my plastic, paper, glass, and metal garbage in recycling bins.

6. What would be your most important consideration when buying a car?

- a. I'd be most concerned with having a big, cool-looking car.
- b. I'd be most concerned with fuel efficiency.
- c. Cars are bad for the environment. I just use public transportation, or my feet!

7. How do you set your air conditioner on a hot day?

- a. I hate being hot! I turn the air conditioner up until the house almost feels cold.
- b. I set the air conditioner at a comfortable temperature during the day and turn it down at night.
- c. I set the air conditioner fairly low and dress in light clothing to keep cool.

8. Do you try to conserve water?

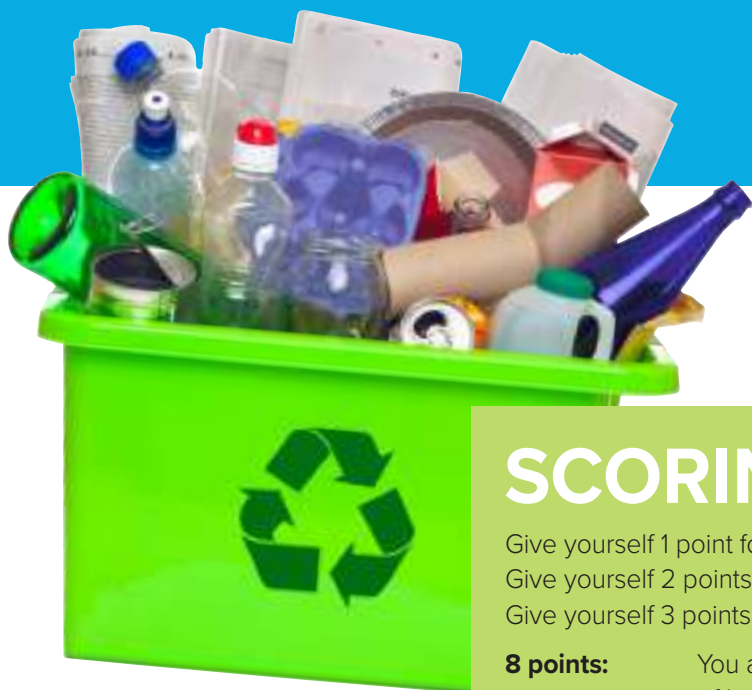
- a. I never think about water. I love taking long, hot showers.
- b. I try to be aware of my water consumption. I take quick showers and turn off the tap while I'm brushing my teeth.
- c. I try hard to conserve water. I collect rainwater in a tank and use it for watering my garden.



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Ministry of Education
2023 - 1445





SCORING

Give yourself 1 point for each “a” answer.
Give yourself 2 points for each “b” answer.
Give yourself 3 points for each “c” answer.

- 8 points:** You are a very light shade of green. Try to learn more ways of being environmentally responsible.
- 9–16 points:** You are medium green. You make a real effort to care for the environment. Challenge yourself to become even greener!
- 17–24 points:** You are the deepest green! Your actions make a big difference! Congratulations, and keep up the good work.

Quick Check ✓

A. Vocabulary. Complete the sentences with these words:

conserve	organic	source
consumption	pesticides	air conditioner

1. It's freezing in here. Why is the _____ set so high?
2. Half of the average family's energy _____ is used for heating and cooling their home.
3. Farmers use _____ to stop bugs and weeds from killing their crops.
4. _____ food is produced entirely without chemicals.
5. Pollution is the _____ of many environmental problems.
6. When the cost of electricity increases, people are more likely to _____ energy.

B. Comprehension. Answer the questions.

1. Name two ways you can conserve water.
2. What is something green to consider when buying a car?
3. What materials can be recycled?
4. How can farmers make fruits and vegetables that look perfect?
5. What's the worst way to bring home your groceries?

2 Pair Work



With a partner, create three more questions and answers to add to the quiz. Ask your classmates the questions and analyze their responses. How green is your class?



3 Grammar



Gerunds After Verbs

Gerunds are the *-ing* form of a verb. They act like nouns and answer the question *what*.

I recommend **turning off** the lights when you leave the room.

Our class enjoys **learning** about ways to help the environment.

We use gerunds after certain verbs, such as:

advise	enjoy	intend	quit
begin	finish	keep	recommend
can't stand	go	like	start
consider	hate	love	stop
continue	imagine	prefer	suggest

Infinitives After Verbs

An *infinitive* is *to* + the base form of a verb. Like gerunds, infinitives act like nouns and answer the question *what*.

Don't forget **to reuse** that plastic container.

Do they intend **to buy** a hybrid car?

We use infinitives after certain verbs, such as:

agree	continue	intend	offer	start
ask*	decide	learn	plan	try
attempt	expect*	like	prefer	want*
begin	forget	love	promise	
can't stand	hate	need*	remember	

*These verbs can be followed by an object before the infinitive.

They *want* **to plant** a garden. / They *want* us **to plant** a garden.

A. Circle the correct verb forms. Sometimes both the gerund and the infinitive are possible.

- Do you want (1. having / to have) a positive impact on the environment? I suggest (2. giving / to give) these steps a try:
- Do you hate (3. throwing / to throw) away old clothes in the garbage? Consider (4. giving / to give) clothes that no longer fit you to other people who can wear them.
- Quit (5. using / to use) disposable batteries. Begin (6. using / to use) rechargeable batteries.
- Learn (7. buying / to buy) products with less packaging. Attempt (8. buying / to buy) large containers of water, juice, and soda instead of individual serving-size containers.
- Learn (9. avoiding / to avoid) creating trash whenever possible. For example, when ordering food, avoid (10. taking / to take) any unnecessary utensils and napkins.
- Start (11. making / to make) a shopping list before you go shopping. This will help you stop (12. buying / to buy) things you don't need on impulse.
- Keep (13. reusing / to reuse) your supermarket bags.



B. Answer the questions with complete sentences. Then discuss your answers.

1. Do you think cars will stop running on gas in the near future?
2. Do you think people will begin to change their habits of consumption?
3. What is something you try to do every day to help the environment?
4. What is something harmful to the environment that you want to quit doing?
5. What is something that you often forget to do?
6. Would you ever consider growing your own vegetable garden?
7. What is something you could stop buying?
8. What changes do you hope to see in the environment in the next decade?

C. Rewrite each sentence using the verb in brackets and a gerund or infinitive. Make any other necessary changes.

💡 From now on Jack is going to use only fluorescent light bulbs. (start)
Jack is going to start using only fluorescent light bulbs.

1. We're going to set the air conditioner on a timer at night. (plan)

2. I don't really read newspapers. I like reading the news online better. (prefer)

3. Arya thinks it's a good idea to print on both sides of the paper. (recommend)

4. I can't believe I left the lights on again. (keep)

5. Gardening is one of my favorite activities. (enjoy)

6. We should continue to find ways to use less energy. (keep)

D. Look at the picture. Write a paragraph about ways Faisal could change his habits to become more green. Use gerunds and infinitives.

💡 There are many things that Faisal can do to become more green.
First of all ...



6 Going Green

4 Conversation



رابط الدرس الرقمي



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- Jasim:** That was a great garden barbecue! But there are soda cans everywhere. I'll help you clean up. Where do you keep your recycling bins?
- Ibrahim:** Nowhere. We don't recycle.
- Jasim:** You don't recycle! Why not?
- Ibrahim:** I don't know. It's just always seemed like it would be **a hassle**.
- Jasim:** Don't you think it would be a good idea to make the effort?
- Ibrahim:** **I guess**. I do feel kind of guilty about it. But then again, does it really make that much of a difference?
- Jasim:** Are you kidding? Recycling reduces energy consumption, lessens air and water pollution, and saves landfill space. It's **a no-brainer**.
- Ibrahim:** I just don't have the patience. It seems like a lot of extra work. It's so much easier to just **chuck** everything in the garbage than to sort it by material for recycling.
- Jasim:** That's a **lame** excuse. Recycling is **a piece of cake**. It becomes automatic before you know it.
- Ibrahim:** I suppose you're right. OK, OK. I'll start to recycle.
- Jasim:** Great! Hey, why are you throwing that can in the garbage?
- Ibrahim:** Whoops! Old habits are hard to break!



Real Talk

a hassle = something that is inconvenient to do

I guess = an unenthusiastic way of agreeing with someone

a no-brainer = a question or problem that has an obvious answer or solution

chuck = throw out

lame = bad, inadequate

a piece of cake = very easy

About the Conversation

1. How does the subject of recycling come up?
2. What are some reasons Jasim gives for recycling?
3. Why does Ibrahim say "Whoops" at the end of the conversation?

Your Turn

Role-play with a partner. What is something you do that is good for the environment? Suggest to your partner that he/she do this, too. Give reasons and use phrases for making suggestions.

Making Suggestions

You might want to consider + *gerund*...

How about + *gerund*...?

Don't you think it would be a good idea + *infinitive*...?

If you..., I think you'll find...

If you don't mind, I'd like to suggest+ *gerund*...

5 Listening

Listen to the information about glass recycling. Answer **true** or **false**.

1. ____ It takes 500 years for a glass bottle to decompose.
2. ____ Glass is made mostly from sand.
3. ____ Glass is not 100 percent recyclable.
4. ____ At recycling facilities, glass is separated by size.
5. ____ Crushed glass is called cullet.
6. ____ The manufacturer melts the glass at 500° Celsius.
7. ____ The liquid glass is poured into molds.
8. ____ Glass produced from recycled materials reduces related air pollution by 50 percent.



6 Pronunciation

Thought groups are meaningful phrases within sentences. They are usually made up of grammatical phrases such as relative clauses and noun, verb, and prepositional phrases. There is often a slight pause between thought groups. Listen and practice.

1. It takes / one million years / for a glass bottle / to decompose.
2. The process / of recycling glass / is quite simple.
3. This simple process / conserves both energy / and natural resources.
4. Recycling one glass bottle / saves enough energy / to light a 100-watt bulb / for four hours.

7 Vocabulary Building

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

- | | |
|---------------------|--|
| 1. ____ relying | a. loss of something for a specific purpose |
| 2. ____ utility | b. extremely large |
| 3. ____ bold | c. dedicated |
| 4. ____ committed | d. basic service supplied by a business or facility such as electricity or running water |
| 5. ____ perspective | e. depending on |
| 6. ____ harsh | f. strong and courageous |
| 7. ____ enormous | g. a way of seeing something |
| 8. ____ sacrifice | h. severe, difficult |

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 passage and underline ways that your country can replace utilities such as electricity, natural gas, and water from the local supply systems.



Living Off the Grid



Imagine heating your home without relying on the local power plant. Wouldn't it feel good to meet your need for electricity without harming the environment? For a growing number of people, these ideas have become reality. Out of concern for the environment and a desire for self-reliance, these people have made the bold decision to live off the grid.



What exactly is "the grid"? The grid, short for "the power grid," is the linked system that supplies electricity to most homes and buildings in developed nations. Homes that are off the grid are not hooked up to the local power supply. Instead, they produce all of the energy they consume. As a result, people living off the grid avoid the environmental and financial costs that come with on-grid living.

The key to getting off the grid is replacing electricity supplied by a power plant with a renewable energy

source, like wind or solar power. Buildings that use solar power have solar panels on the roof or near the building. When the sun's light hits the panels, the panels collect the energy. Wind power is collected by turbines, also known as windmills. When the wind blows, the blades move, producing energy which is turned into electricity by a generator.

Some people go even further off the grid. In addition to setting up a renewable energy source, they also have an independent source of water. They dig wells to access ground water or use a cistern, a type of tank, to collect rainwater. Those most committed to living off the grid may even lack garbage service. These people generally live a life that creates very little waste, growing their own organic fruits and vegetables, and raising chickens and goats for eggs and milk. By avoiding the consumption of packaged foods, they greatly reduce paper and plastic waste.

As challenging as it may be to live off the grid, most off-gridders feel that the benefits far outweigh the difficulties. Jorge and Ella Alvarez, off-gridders in northern Arizona say, "We love being off-grid. It's definitely hard work, but it puts everything in life into perspective. It's surprising to find just how much you can do without. Many people think we have a harsh and depressing lifestyle. Nothing could be further from the truth. We see living off the grid as a gift that has allowed us to be more in touch with nature and each other."

This view is shared by Wendy Johnston, a mother of three, living off the grid with her family in Ontario, Canada. Wendy recalls, "In the house I grew up in, we would leave lights on all day, the thermostat up at night, and water running without a second thought. I wanted my children to be raised with more respect for the environment and an awareness of the impact that they have on it. My children don't take energy for granted. I love the fact that they are learning how to take care of the earth while, at the same time, learning to be self-sufficient."



Wendy admits that living off the grid has its difficulties. For example, the Johnstons' power usually goes down a few times a year. However, Wendy reflects, "The funny thing is that these often turn out to be some of our best times as a family. The power outages have an unexpected way of bringing us closer together. We read books and play games by candlelight, or we get together and tell stories."

Living off the grid entails sacrifices, and is certainly not for everyone. But for the thousands of people who have made this bold choice, life off the grid is filled with rewards that can't be matched by the conveniences and luxuries of life on the grid.

After Reading

Answer the questions.

1. What are some public utilities that most of us rely upon?
2. Define "the grid."
3. How does wind energy work?
4. What are some reasons people choose to live off the grid?
5. What are two alternatives to using a public water utility?
6. How could someone reduce his or her waste?



9 Speaking

1. Work in groups. Discuss how a family can live off the grid in your country and use the chart to make notes.
2. Compare and discuss your ideas in class.

Public utility		Which is the easiest/hardest to do without?	What is an alternative to it in your home?	What is the most challenging aspect of not having it?	Does this appeal to you or not? Why? Why not?
1	local electricity supply				
2	cooking and heating gas				
3	local water supply				



10 Writing

A. How important is packaging for you as a consumer? Are you attracted to things that are packaged nicely? Why? Why not?

- Read the essay and find out the following:
 - What did the writer's family use to do that was not "green"?
 - What did they do to change that practice?
 - What were the benefits?
 - Were there any disadvantages?
- What is your view as a reader?
 - Are ideas and information presented clearly?
 - Does the writer provide explanations, examples, or reasons directly?
 - Does the essay fulfill your expectations in relation to the title?
- Look at the essay again and write which person is used in each paragraph: *I, you, he or she* and so on. What is the effect?
 - Paragraph 1: _____
 - Paragraph 2: _____
 - Paragraph 3: _____
- Notice which paragraph/s do the following:
 - provide the writer's view and/or opinion
 - provide objective information and/or view
 - set the scene
- Are there any passive forms? What are they used for?
- How are ideas and facts connected? Provide examples from the text.
 - conjunctions/linking words
 - combined clauses/sentences
 - use of pronouns

Going Green

I realized how sensible "going green" was when I started noticing the amount of waste accumulated from all the packaging. We're a family of three and we manage to accumulate a bagful of recyclable waste every day. We are careful to use a special disposal unit for recyclable materials, but we are not sure it is always effective. Is it actually recycled?

We decided to search for options. We found out that there were many stores near the central market that sold goods by weight out of large canisters or burlap bags. Rice, beans, flour, sugar, oil, butter, cheese, and a lot more are available off the counter, free of

packaging. When we compared prices, we decided to never look back.

A lot of time, money, and resources are invested in packaging as a way of making the product more attractive for consumers. Glossy wrappers, beautifully designed boxes, vacuum wrapped coffee, plastic containers, colorful lids, and a lot more, have a magnetic effect on buyers. We, on the other hand, have to label and fill our own containers, before we can put away our shopping. But, we make better use of cupboard space, spend a lot less, and protect the environment. You should try it!



- B. 1.** Write a letter to the editor of your local newspaper. Complain about your neighborhood and suggest how it could 'go greener.' With a partner, discuss the items below:
2. Think about things you do that are environmentally harmful. What do other people in your neighborhood do? What can your local council do to help you 'go greener'?
 3. Use the chart to make notes and then use it to write your letter.
 4. Exchange drafts/essays and edit.
 5. Improve, change, and rewrite.

Environmentally harmful practices	'Go greener' practices	Steps our local council can take to help

Dear Editor,

I am writing to complain about the environmentally harmful practices of local residents and the negligence of the council in failing to take measures to make our neighborhoods greener.

The garbage is seldom collected, and there is overflowing trash on a daily basis. When it is windy, there are plastic containers and cardboard boxes blowing around everywhere...

I suggest the council makes it a priority to provide recycling bins

Writing Corner

When you write a formal letter of complaint:

- open in an appropriate way: Dear Editor, Dear Mr. Smith.
- state the reason why you are writing and give a brief overview of the situation.
- use phrases to introduce and list additional points: First of all...; Moreover...; Furthermore, ...;
- use phrases to offer suggestions and solutions to problems: I suggest that ...; It would be a good idea if ..., One solution is ... and so on.
- sign off in an appropriate way: With best wishes; Yours sincerely; Sincerely yours; Yours faithfully.



11 Form, Meaning and Function



Simple Present Tense

Use the simple present tense for facts or things that are true in general.

The Saudi Riyal (ر.س) **is** the official currency of the Kingdom of Saudi Arabia.

It **takes** one million years for a glass bottle to decompose.

My parents **don't read** printed newspapers anymore.

Does Oman **belong** to the United Arab Emirates?

Simple Present versus Present Progressive

Use the simple present to talk about habits or routines.

Use the present progressive for actions occurring now or for a temporary situation.

The temperatures **change** with the seasons of the year. (*habit or routine*)

The temperatures in the poles **are changing** drastically. (*happening now*)

PERMANENT

TEMPORARY

John **lives** in Quebec, but he **is studying** in France this year.

Note: Some verbs are not often used in the progressive form:

believe, forget, hear, know, like, love, need, prefer, remember, see, understand, want, realize.

Time Expressions for the Present

We are **currently** studying for examinations.

Most people recycle **these days**.

At present there are measures in place to tackle climate change.

Air travel is more affordable **now** than it was in the past.

A. Complete the sentences with the words in parentheses. Use the simple present or the present progressive of the verbs.

1. Water _____ at 100 °C (212 °F). (boil)
2. The water _____. Please turn it off. (boil).
3. The scientists _____ the cause of the problem. (not/understand)
4. _____ in your country in winter? (it/snow)
5. The moon _____ around Earth. (go)
6. What _____ of my idea? (you/think)
7. Currently, the number of immigrants in our country _____. (increase)
8. Most people _____ how important it is to conserve energy these days. (realize)
9. Dubai is part of the UAE, but it _____ as many oil reserves as Abu Dhabi. (not/have)
10. Ahmed has a part-time job on Saturdays, but he _____ today. (not/work)

B. Look at the words in the box describing geographical features and green issues. Write sentences about some of the environmental problems the world is facing. Use the present simple and present progressive tense.

💡 Flying is becoming a popular way to travel these days. This increases a person's carbon footprint on quite a massive scale.

climate change • polar ice caps • oceans and fishing • carbon footprint • air travel
deforestation • deserts • erosion • flooding • lakes • pollution • rivers



Conditional Sentences with Present and Future Forms

You can use conditional sentences with *if* to talk about causes and results.

Present Facts

Use the *simple present tense* in both clauses.

If you **cook** an egg in the microwave, it **explodes**.

If you **put** water in the freezer, it **becomes** ice.

Future Facts

Use the *simple present* in the *if*-clause and the *future* with *be going to* or *will* in the result clause.

If we **don't take** measures now, the oceans **will** soon be completely depleted of fish.

If Imad **doesn't go** to college, he's **going to be** very sorry.

May/Might

Use *may/might* in the result clause to suggest something is possible, but not certain.

If Noura doesn't do the homework, she **may fail** the class.

If Imad doesn't go to college, he **might not get** a good job.

I'd Rather

Use *I'd rather* (= *I would rather*) to talk about preferences.

A: Would you rather go to the mall now or later?

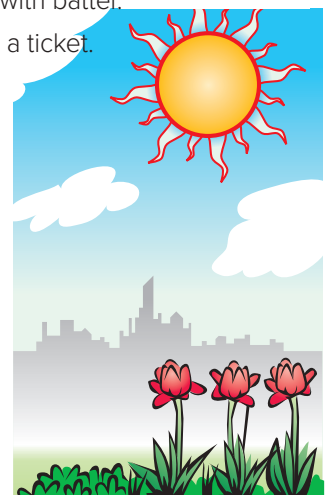
B: I'd rather go now.

C. Complete the sentences about facts. Use the simple present or *will* in the second clause.

1. If you _____ (heat) water to 100 degrees Celsius, it _____ (boil).
2. If they _____ (climb) up to 4,000 meters, they _____ (need) oxygen.
3. If you _____ (not cross) its path, the snake _____ (not bite) you.
4. If we _____ (get) this HD television, we _____ (see) the game better.
5. If you _____ (mix) flour and water, you _____ (end up) with batter.
6. If he _____ (not obey) the speed limit, he _____ (get) a ticket.

D. Work with a partner. Say what *will/might* happen in the following situations.

1. If we don't reduce carbon (CO₂) emissions, _____.
2. If we teach young children in school about green issues, _____.
3. If we find alternative sources of energy, _____.
4. If we dump chemicals into the river, _____.
5. If we take the bus to school, _____.
6. If we have time, _____.
7. Your idea: _____.
8. Your idea: _____.



6 Going Green

12 Project



1. One of the goals of the G20 2020 Summit is to protect the planet. Design and make posters promoting **Going Green** in your school.
2. Work in pairs or groups. Research conditions, practices, and places in your school that are not environmentally friendly, e.g. rooms where the lights or air conditioners remain switched on when not in use, leaking taps that waste water, lack of litter bins in certain areas, etc.
3. Research and complete the chart with information and details about the place.
4. Use the organizer to make notes. Then use your notes to prepare your poster.

When you make a poster, remember to:

- research and find suitable photos and pictures, or draw your own; consider other options such as making a collage with a series of pictures/photos
- write short texts and/or slogans using your notes/ideas
- use font that is large enough for people to read when the poster is on the wall
- be selective; do not try to fit too much in because people who see it will miss the point you are trying to make
- print out or write texts on separate sheets of paper so you can compose your poster in a more imaginative manner
- include some realia, if appropriate, by gluing or attaching things to your poster, e.g. used up wrappers, used up markers, used up batteries, etc.



Let's go green!			
A condition, place, or practice in school that is harmful to the environment	The reasons it is harmful	What students can do to make it greener	Pictures/images we can use in our poster

13 Self Reflection

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

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

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
evaluate how "green" I am			
discuss ways to be environmentally responsible			
make suggestions			
use gerunds after verbs			
use infinitives after verbs			
express preferences with <i>I'd rather</i>			
use simple present tense and the present progressive			
use conditional sentences with present and future forms			

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



EXPANSION Units 4–6

1 Language Review

A. Circle **for** or **to** to complete each sentence.

1. He bought a gift (for / to) each contestant.
2. Then he gave a gift (for / to) each contestant at the end of the episode.
3. Could you lower the thermostat (for / to) me?
4. Could you also hand the phone (for / to) me?
5. Our teacher pronounced the word (for / to) us.
6. Then she gave the worksheet (for / to) us.



B. Change the position of the indirect object in each sentence.
Add **for** or **to**.

 Please pass me the salt.
Please pass the salt to me.

1. My friend told me a great joke.
2. The boy wrote his mother a poem.
3. My grandfather's neighbor buys him groceries whenever he is sick.
4. The prosperous old woman gave the charity a fortune.
5. My parents threw me a dinner banquet when I graduated.

C. Use the verb or phrase in parentheses to rewrite each sentence a different way using the subjunctive.

 You should put on sunscreen before lying out in the sun.
(recommend)
I recommend that you put on sunscreen before lying out in the sun.

1. You must take this medication every day to get rid of the infection. (it is essential)
2. Supporters of organic farming say farmers should not use pesticides on their crops. (suggest)
3. My mother tells people to take off their shoes before they enter our house. (insist)
4. When I have a dinner party, I tell each guest to bring an appetizer or a dessert. (ask)
5. If you want to conserve water, you should not leave the water running when you brush your teeth. (it is important)
6. The viewers wanted the TV station to broadcast the program again. (request)



D. Write a sentence that each person might say to the other using *I'd like you + infinitive* or *I want you + infinitive*.

💡 a customer to a tailor
I'd like you to shorten these pants about an inch.

1. a dentist to a patient
2. a therapist to a client
3. a lawyer to a witness
4. a manager to a salesperson
5. a father to a teenage son
6. a photographer to a person being photographed

E. Circle the correct verb forms. Sometimes both the gerund and the infinitive forms are correct.

1. We enjoy (watching / to watch) silly game shows.
2. Did you agree (helping / to help) her plan the dinner?
3. After working for the company for 8 years, he's finally decided (getting / to get) a different job.
4. The gardener is going to quit (using / to use) pesticides on his vegetables.
5. I'm only planning (staying / to stay) here for an hour or two.
6. I avoid (buying / to buy) products that have a lot of packaging.
7. When did you start (noticing / to notice) the symptoms?
8. My supermarket just stopped (using / to use) plastic bags.
9. After winning the grand prize in racing, he needed (learning / to learn) to relax and take it easy.
10. I keep (having / to have) a dream about taking an exam that I'm not prepared for!

F. Look at the pictures. Write short paragraphs about Dave and Jasim.
Use the verbs from the box + a gerund or infinitive.

avoid	enjoy	keep	plan
decide	intend	learn	prefer

Dave



Jasim

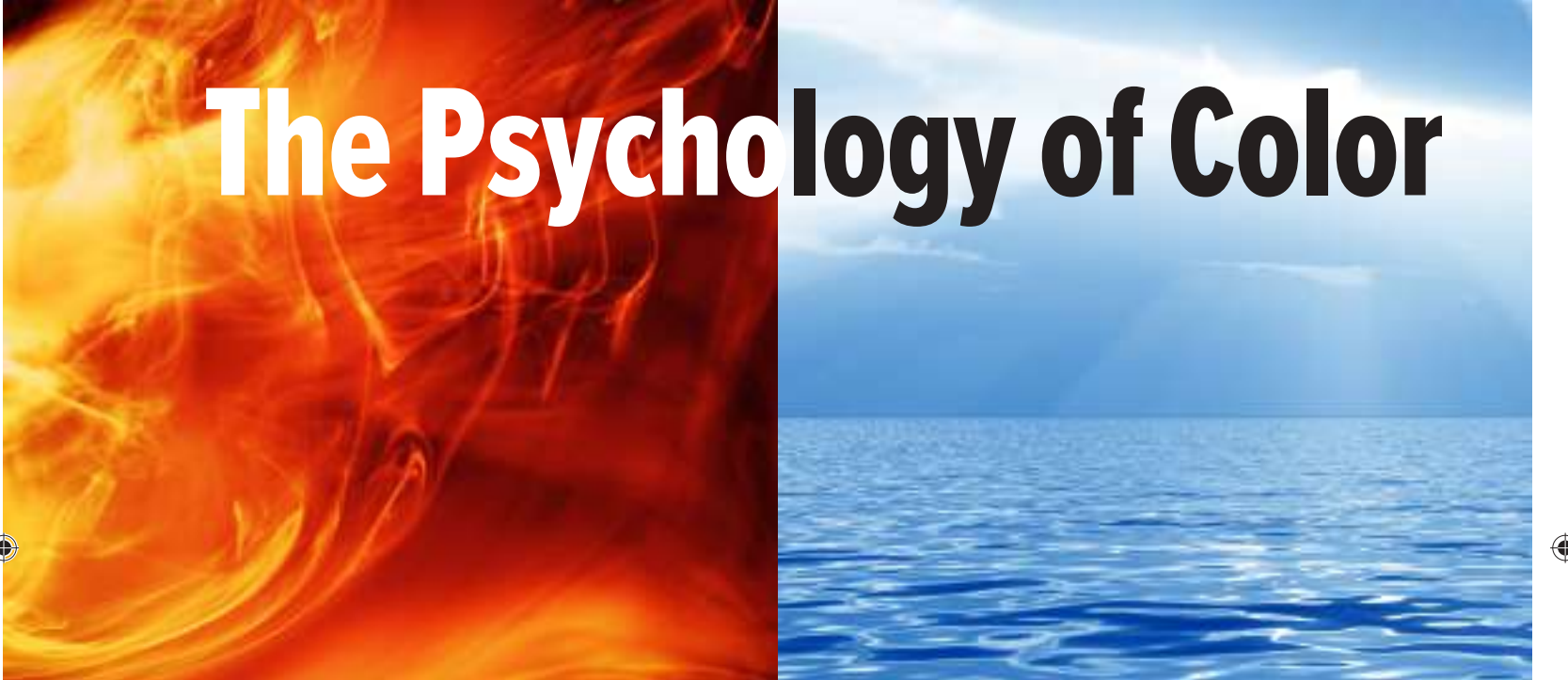


2 Reading

Before Reading

1. What color is the room you are in now? How does the color make you feel?
2. Have you ever painted a room? If so, what color did you choose and why?

The Psychology of Color



I want you to imagine yourself in a room painted a light blue color. Now, imagine yourself in a vibrant red room. Do you think you would feel differently in each of these rooms? If you are like most people, you would feel calmer in the blue room and more energized in the red room. Why is this? Psychological studies have found that different colors can have different effects on mood and behavior.

People have a tendency to associate colors with where these colors appear in nature. So, for example, without realizing it we associate soft shades of blue with the sky and sea. These associations make blue a calming color for most people. Asuka Obata runs a spa in Kyoto, Japan. All the walls of the salon are blue. Obata says, “It is essential that we create a sense of peace and tranquility. The color blue helps us achieve this.”

Red, however, is associated with fire and blood. So red is also associated with danger and vitality. The color red has even been shown to raise blood pressure! Adrian Vilas of Cordoba, Argentina, painted his office red. He says, “I like being surrounded by a color that gives me energy and inspiration.” On the other hand, have you ever wondered why traffic lights and stop signs utilize the color red? To warn of danger, of course.

While we all share natural associations with certain colors, the same color may have a very different meaning to people of two different cultures.

The colors black and white provide a good example of how people can have different cultural responses to colors. In many cultures, black symbolizes death and mourning, and so black is the traditional color worn to funerals. However, in Asia it is not black that represents mourning, but white. So in Asia, white is the color people usually wear when they attend funerals.



In most other cultures, far from being associated with funerals, white represents purity, innocence, and goodness. For this reason, white is traditionally worn by brides in these cultures. However, in China, since white is the color of mourning, it is important that a bride *not* wear white. Instead, the traditional color worn by a bride in China is red. In Chinese culture, red represents happiness and good luck, and so Chinese celebrations are full of red. During the Chinese New Year, people prefer wearing red to any other color and older family members give money in red envelopes to younger members of the family.

Clearly, the way we respond to color is a complicated business. You may think you are choosing a red shirt just because you like the color. But the truth is, you are probably responding to it based on what your brain, the environment, and your culture tell you about the color!

After Reading

A. Complete the sentences with one of these words:

vibrant tendency associate tranquility mourning represents

1. The dove _____ peace to many people.
2. She was in _____ after her friend died.
3. She has a _____ to talk too loudly when she's on her cell phone.
4. The colors in this painting are so _____ that it hurts my eyes.
5. I love the _____ of the park in the early morning.
6. After a while, the students learned to _____ Wednesday with exams.

B. Answer the questions.

1. Where do the colors blue and red appear in nature?
2. How do most people respond to the colors red and blue?
3. What does the color white represent in most cultures?
4. Why must a bride not wear white in China?
5. What does the color red represent to the Chinese?
When do the Chinese wear red?

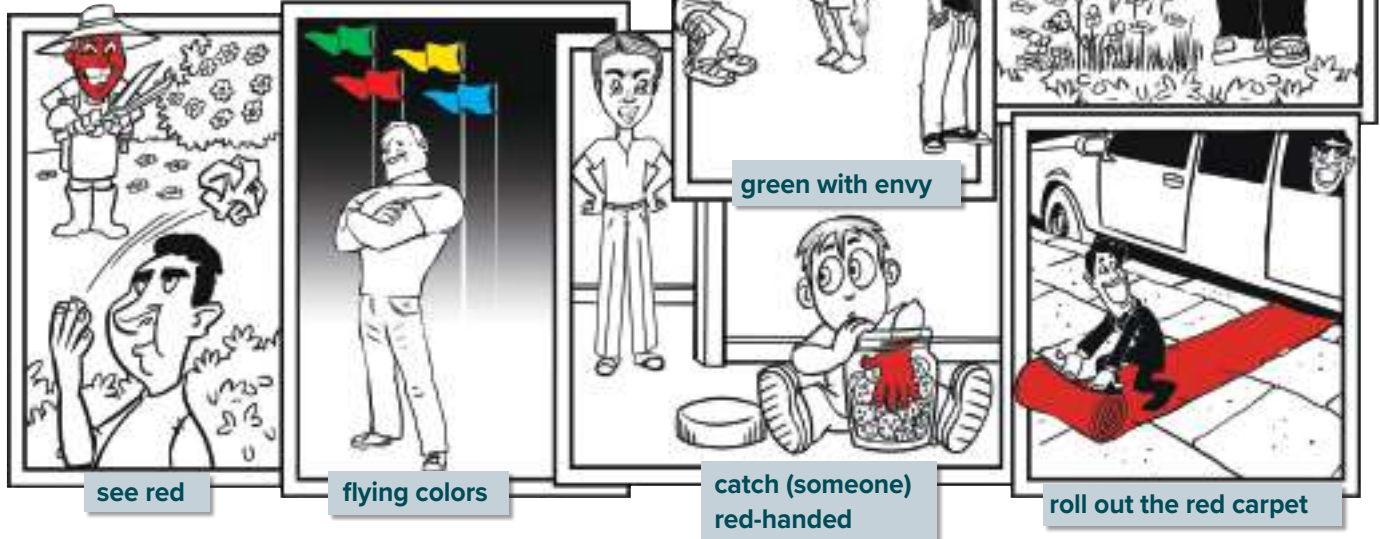
Discussion

Write the information in the chart below. Use the chart to discuss colors and their effect on people in groups of 3 - 4.

Discussing colors			
Color	Where you can find it in nature	How you feel about the color	What this color represents in your country

3 Language Plus

- A. Complete each sentence with an idiom shown.
Be sure to put each idiom in the correct tense.



- The thief was _____ with his hand still in the businessman's jacket pocket.
- Look at my garden. No matter how hard I try, nothing grows. I guess I don't have a _____.
- When I found out that my sister had taken my cell phone without my permission and then lost it, I _____.
- When our grandparents came to visit, we took them to all the best restaurants in town. We really _____.
- I passed the test in every subject with _____.
- He has my dream job. I was _____ when he first told me about it.

4 Writing

Tools for Writing: Common Errors with Prepositions

Verbs that are followed by a certain preposition in English may be followed by a different preposition or no preposition at all in your language. In order to make sure your writing is grammatically correct, it is important to learn which verbs are used with which prepositions in English. Study the following verbs + prepositions.

look for

Can you help me **look for** my keys?
NOT: Can you help me look my keys?

ask for

We need to **ask for** some help.
NOT: We need to ask help.

depend on

We may not go. It **depends on** the weather.
NOT: It depends of the weather.

smile at

My mother was so proud. She kept **smiling at** me.
NOT: She kept smiling of me.

remind of

She **reminds** me **of** my grandmother.
NOT: She reminds me my grandmother.

congratulate on

She **congratulated** him **on** the new job.
Not: She congratulated him by his new job.

Writing Prompt

Write an expository essay about what different colors, symbols, customs, or gestures mean in your culture. Say what you think this shows about your culture. Include grammar points from Units 4–6.

In an expository essay, the writer explains, describes, or gives information about a subject.

Write Your Expository Essay

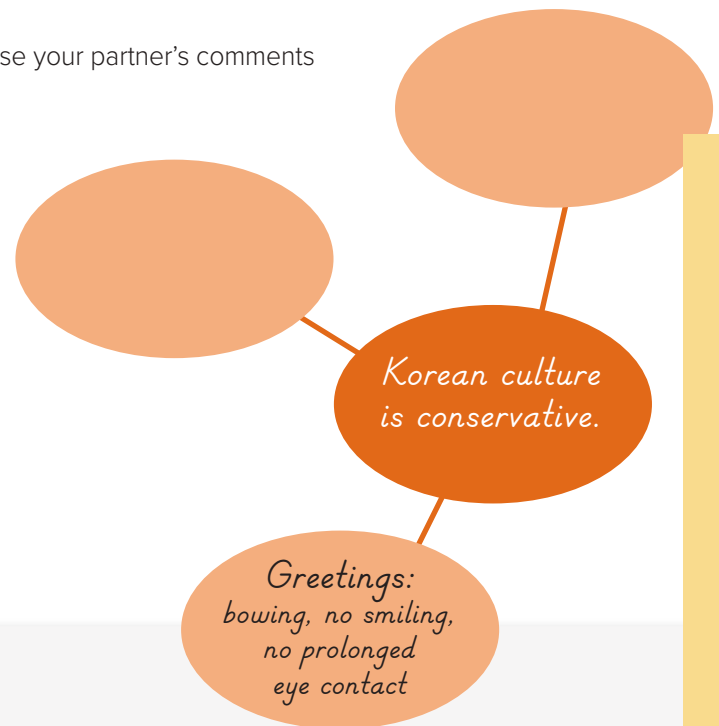
1. Decide whether you will write about colors, symbols, customs, or gestures in your culture. What do you think these show about your culture? This will be your topic sentence.
2. Use a chart to organize your ideas. Write your topic sentence in the center circle. Then write ideas which support this topic sentence in the surrounding circles.
3. Write a draft of your expository essay.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Developing Your Writing: Body Paragraphs that Support the Topic Sentence

The paragraphs of an essay between the introduction and conclusion are called the *body* of the essay. Each body paragraph must have one main idea, as well as examples, definitions, facts, or statistics which support that main idea. The main idea of each body paragraph must relate to and support the topic sentence in the introduction.

As you write the body of your essay, ask yourself:

- Does each paragraph have one main idea?
- Is this main idea supported by examples, definitions, facts, and/or statistics?
- Does each paragraph support the topic sentence in the introduction?



Customs and Gestures in Korean Culture

To understand the perspective of Korean people, it is important to understand their customs and gestures. I believe that Korean customs and gestures show that the Korean culture is quite traditional and conservative.

One aspect of Korean culture that is traditional and conservative is greeting people. Korean people usually bow when they meet one another. When Koreans are introduced to someone for the first time, they generally do not smile. Smiling is reserved for informal occasions. Koreans also consider staring impolite. We prefer to make only brief eye contact. When meeting a Korean person, I suggest you avoid looking into his/her eyes for more than a moment or two...



Reconnect

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

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



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



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

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

2 Pair Work

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

Expressing personal views/Making objective comments

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

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

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

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

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

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

3 Conversation



- Presenter:** We're at the edge of the desert, waiting for the falcon hunters to arrive. And here they come... I thought their car was white... This must be them. They must have been on the road longer than expected ... Welcome back. It's great to see you again Mr. Ali.
- Mr. Ali:** Thank you. Good to see you too! I wasn't sure you'd be here.
- Presenter:** Of course I'm here. I can't wait to hear about your exploits. Have you had a successful hunt?
- Mr. Ali:** Have we, indeed! We have been more fortunate than we could have ever expected. This has been the best trip ever! I wish we could have gone on for another two weeks!
- Presenter:** But you must be exhausted! And you must have been in the sun a lot...
- Mr. Ali:** You can tell, can't you? Oh, well, we must be looking the part. What can you expect after weeks of camping in the desert, but that's the way we like it!
- Presenter:** And, now? What's next?
- Mr. Ali:** Now, we are going to see our clients. My falcons are spoken for, so I won't have to look around for buyers. This is also important in our business...having good clients and keeping them happy! And of course, we're going to have our truck cleaned and serviced before we do anything else!
- Presenter:** Do you think of the financial gain while you're hunting?
- Mr. Ali:** No, not really. I only think of the hunt. You can't catch falcons if all you think about is how you are going to sell them. Falcons deserve respect and admiration! I often feel we have the best of both worlds; making a decent living while doing something we genuinely enjoy. There can't be too many people who can claim that!
- Presenter:** You're quite right! I wish you continuing success in your endeavor and hope to catch up with you next year.
- Mr. Ali:** You're very welcome. It's really good to have the opportunity to talk about our trade and know that more people will hear about it.

Match functions and expressions/excerpts from the conversation.

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

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.

5 Listening

A. Talk about professional falcon hunters.

- equipment
- hunting season
- popular areas

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

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



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

Transport	
Accommodation	
Hunting areas	
Prey	
Competition	
Profit	
Training	

6 About You

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

7 There's No Place Like Home

رابطہ المدرس الرقعي



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1 Listen and Discuss

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

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

— Ernestine Schumann-Heink

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

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

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

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

6 Home is
where the heart is.
— English proverb

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

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

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

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

Quick Check ✓

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

atmosphere	loyalty	mortar
comfort	furniture	worn
lodge	shelter	

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

B. **Comprehension.** Answer the questions.

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

2 Pair Work

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

3 Grammar



Adjective Order

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

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

The **beautiful, old, stone** house has been put up for sale.

I have two **large, brown** sofas in my living room.

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

Too and Enough

Too can be placed before adjectives and adverbs.

She can't reach the shelf. She's **too short**.

You're talking **too loudly**. I can't hear the news.

Enough can be placed after adjectives and adverbs.

She can reach the shelf. She's **tall enough**.

You're talking **loudly enough**. Everyone can hear you.

Enough can be placed before nouns.

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

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

You're **too sick to leave the house today**.

You're not well **enough to go to work today**.

I have **enough days off to go on a trip**.

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

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

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



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

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

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

C. Complete each sentence with an infinitive.

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

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

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





4 Conversation

- Ahmed:** Where are you going to live when you start college in the fall?
- Hameed:** I don't want to live on campus. There's too much noise when you're trying to study, and there aren't enough places to go when you want to socialize. So, I'm going to get an apartment off campus.
- Ahmed:** **Cool!** What kind of apartment do you have in mind?
- Hameed:** Well, I'm hoping to find a large, modern place with an extra bedroom for visitors. It has to have parking. And, of course, it has to have a washer and dryer.
- Ahmed:** **Hold on!** Do you have enough money for an apartment like that?
- Hameed:** Why? Do you think it would be very expensive?
- Ahmed:** You are clearly **out of touch** with rental prices! You need a **reality check**. An apartment like that will cost **an arm and a leg**.
- Hameed:** Like how much?
- Ahmed:** We're talking **megabucks**—maybe fifteen **grand** a month.
- Hameed:** Fifteen thousand riyals? I had no idea. I thought it would be a lot less than that.
- Ahmed:** Only if you want to live in a tiny apartment way outside of the city.
- Hameed:** Well, maybe I shouldn't be in such a rush to move out. I could live at home with my parents just for the first year...



Real Talk

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

About the Conversation

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

Your Turn

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

Describing What You Are Looking For

I'm looking for...

What I have in mind is...

I have my heart set on...

I'd love to find...

I'm hoping to find...

It's essential that I find...

5 Listening

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

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



6 Pronunciation

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

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

7 Vocabulary Building

A. You will see these words in the reading on pages 112 and 113. Match the words with their meanings.

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

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



7 There's No Place Like Home

8 Reading

Before Reading

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



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

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

The People

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

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

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

The Economy

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

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

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

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



After Reading

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

9 Speaking

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

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



10 Writing

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

1. Read the text and find out.
 - What is adobe?
 - What is special about the house?
 - Are the back and front of the house similar? How do you know?
 - What is part of the floor made of? Why?
2. Read the text again, find out, and highlight.
 - Which rooms does the writer mention?
 - What can the writer see, smell, and feel in the house?
3. Would you want to live in a house with a glass floor? Why? Why not?



A home over the canyon

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

On the outside, the house looks like most adobe homes in the area. Adobe is made from sand, clay, water,

and organic material that are shaped into bricks and left to dry in the sun. Our friends' house is a beautifully-designed, large adobe home with a drive and a large cactus tree near the entrance. It has soft lines, and is less angular than conventional urban homes.

When you go through the door, you find yourself in a beautiful, spacious room with large windows and sunlight streaming in. Large windows are unusual for adobe homes. But this is no ordinary home. Part of the house juts out of the adobe shell that can be seen from the street and stretches to the end of a cliff. You

walk past a kitchen fitted with a cast-iron stove and hand-made wooden cabinets that give off the most enticing smells of cumin and chilies and herbs. It is so real; you can almost taste the food.

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

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



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

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

My Grandparents' House

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

Writing Corner

When you write a descriptive essay:

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



11 Form, Meaning and Function

Words Connected with Asking for, Understanding and Giving Directions

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

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



Understanding Directions and Asking Someone to Repeat Something

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

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

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

Faisal: Oh, all right.

Attendant: You look lost.

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

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

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

Fahd: (2.) _____ ?

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

Faisal & Fahd: Thanks!

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



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

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

Can you **tell** me where you live?

Sure. I'll **draw** you a map.

Will you **drive** me home?

Sorry, I can't. I have an appointment.

Use *will* for spontaneous decisions.

Now the children have left for college, this house is too big for us.

I know! We'll downsize into an apartment.



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

We can talk about a future event using a time clause with *when, before, after, while, and until*.

A present tense verb form (not a future form) is used in the time clause, and *will* is used in the main clause.

Don't worry. I'll take care of the children **until you get back**.

When he finishes work, he'll go straight home.

I'll help him with his homework **while you wash** the dishes.

As soon as it stops raining, we'll leave.

Dad **will** call mom at home **before we set** off on our return journey.

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

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

1. The company _____ (manufacture) the parts when they _____ (receive) the order.

2. He _____ (travel) the world before he _____ (get) married and settles down.

3. I _____ (run) to the store before it _____ (start) raining.

4. When you _____ (drive) down the road, you _____ (see) a large, red building.

5. _____ you continue _____ (argue) with me until I _____ (change) my mind?

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

Omar: Sultan, will you do me a favor?

Sultan: Sure. What do you want me to do?

Omar: If Fahd calls, tell him I'm not home. He always asks me to help him with the homework.

Sultan: Ok. No problem.

....

Fahd: Hello. This is Fahd. Can I speak to Omar?

Sultan: Hi Fahd. My brother's not here. Did you try his cell phone?

Fahd: Yes. I did. But there is no answer.

Sultan: Can I take a message?

Fahd: Yes. Please tell him I have free tickets for the football game tonight.

Sultan: _____.



7 There's No Place Like Home

12 Project



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



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



13 Self Reflection

Things that I liked about Unit 7:	Things that I didn't like very much:

Things that I found easy in Unit 7:	Things that I found difficult in Unit 7:

Unit 7 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about my dream home and feelings			
describe things I am looking for			
use adjectives in the correct order			
use <i>too</i> and <i>enough</i>			
give directions for places			
express requests, offers, promises, warnings; make decisions			
use dependent time clauses for the future: <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>until</i>			

My five favorite new words from Unit 7:	If you're still not sure about something from Unit 7:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help



8 The Sporting Life

رابط المدرس الرقمي



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1 Listen and Discuss

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

Fascinating Olympic Facts

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

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

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

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

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

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



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

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

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



Quick Check ✓

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

commemorate marathon originated practice procession revived

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

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

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

2 Pair Work

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

3 Grammar



Gerunds as Subjects

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

Swimming uses more muscles of the body than almost any other form of exercise.

Watching sports isn't nearly as fun as playing them.

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

Not exercising is a sure way to gain weight.

Not warming up before you exercise can lead to injuries.

Note that a gerund subject takes a singular verb.

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

Superlative + Present Perfect

The present perfect can be used after a superlative.

This is **the most exciting** sporting event I've **been** to in a long time.

Who is **the best** football player you've **seen**?

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

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

Riding a motorcycle without a helmet is foolish.

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

_____ is easier when you're physically active.

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

_____ stops many people from being physically active.

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

_____ gives a runner a sense of satisfaction.

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

_____ is difficult, but thrilling.

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

_____ of playing a sport.

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

_____ is dangerous.

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

_____ is not a good idea.

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

_____ is gratifying.

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

_____ is exciting.

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

_____ is disappointing.





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

💡 *Watching a training video* helps me to exercise.

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

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

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

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

1



2



3



5



4



6





4 Conversation



- Coach:** After two years of training, we're finally at the regional skating competition! How does it feel, Barry?
- Barry:** Actually, not so good. I'm not sure I'm **up for** this.
- Coach:** What are you talking about?
- Barry:** What if I **mess up**?
- Coach:** You're not going to mess up. You've been practicing day and night. You have your routine **down pat**. Skating in front of those judges is going to be a piece of cake. Now, I want you to take a deep breath and exhale. Trust me. You're going to knock their socks off.
- Barry:** Do you really think so?
- Coach:** **You bet!** I have total confidence in you. You have the **guts** and the talent to win this competition. There's no doubt in my mind that you can do it.
- Barry:** OK. I feel better. I'm **psyched**.
- Coach:** You'll be on in a few minutes. You should get your skates on. Where are your skates?
- Barry:** My skates? Oh no! I left them in the car!



Real Talk

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

About the Conversation

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

Your Turn

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

Encouraging and Expressing Confidence in Someone

(I know) You can do it.
I have confidence/faith in you.
There's no question in my mind...
You've got what it takes.

You'll do great.
You're going to knock 'em
dead/knock their socks off.

5 Listening

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

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

6 Pronunciation

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

1. Every so often an Olympic **athlete** becomes famous not for being **athletically** gifted, but for *not* being **athletically** gifted.
2. Take Eddie "**The** Eagle" Edwards, for example.
3. Edwards was 20 pounds (9 kg) heavier **than** **the** next heaviest competitor.
4. He wore his glasses even **though** **they** fogged up badly.
5. Eddie is easily **the** worst ski jumper **that** has ever competed in **the** Olympics.
6. Another example of an Olympic **athlete** who gained fame for his lack of skill is Eric "**The** Eel" Moussambani.

7 Vocabulary Building

A. You will see these words in the reading on pages 126 and 127. Match the words with their meanings.

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



8 The Sporting Life

8 Reading

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Before Reading

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

A country born on skis

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

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

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

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

Polar explorers made skis known internationally and demonstrated their unique merits on terrain that

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

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

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

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

Alpine skiing

Biathlon

Bobsleigh

Cross-country skiing

Figure skating

Freestyle skiing

Ice hockey

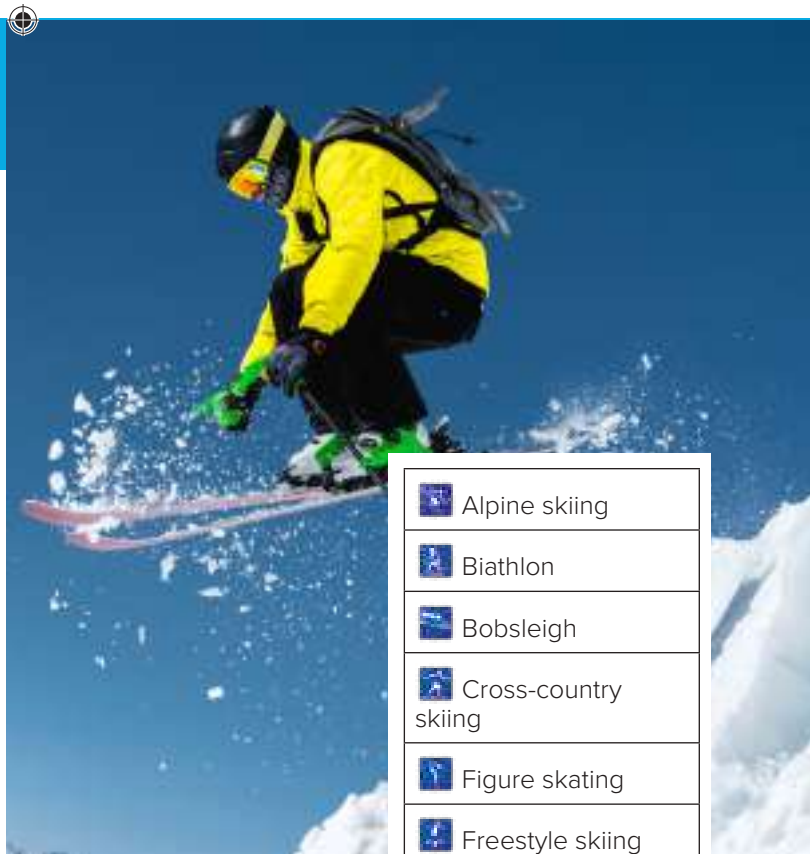
Luge

Nordic combined

Short track

Ski jumping

Speed skating



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

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



After Reading

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

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

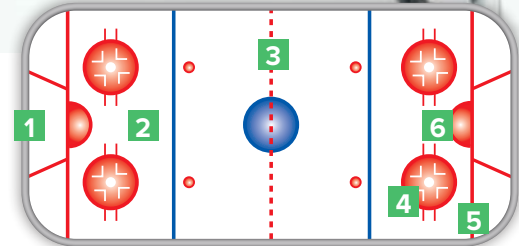
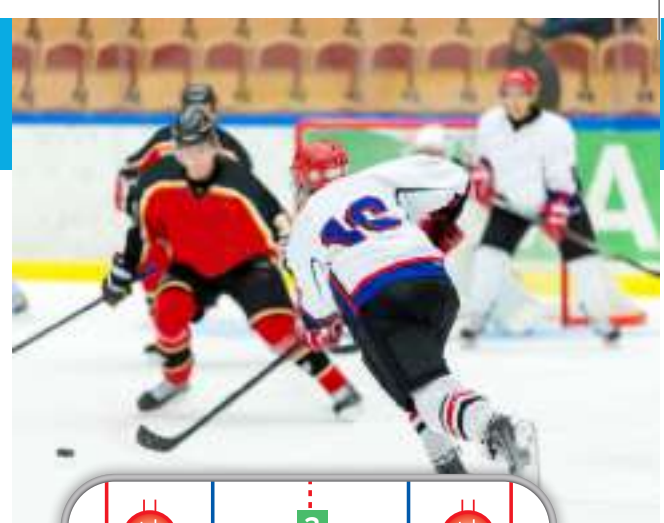
9 Speaking

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

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

8 The Sporting Life

10 Writing



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

**Penalties
Players**

**Moving the puck
Stopping the game**

**Equipment
The Rink**

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

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

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

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

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

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

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

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



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

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

Back to school

Reply Reply to all Forward Print Up Down Delete

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

Hi Majid,
How's school? How's your family? I hope you are all well. You asked about fishing: Well, guess what? Last week I caught the biggest fish you've ever seen! Let me tell you how you can do it, too!
The first thing you need to do is prepare your line with bait ...
I'm attaching a photo of me fishing with my dad! We look good, huh? I'm really looking forward to seeing you again. Send me all your news soon.
Your friend,
Ali

Writing Corner

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

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



11 Form, Meaning and Function



Present Perfect Progressive versus Present Perfect Simple

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

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

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

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



Present Perfect Progressive

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

Present Perfect Simple

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

Time Expressions: *How long ...?*

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

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

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

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

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

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

- A:** Do you know how to ski?
B: Yes, I do. **I have been skiing** since I was ten years old.
How about you?
A: I don't know how to ski, but I know how to play football.
B: How long **have you been playing** football?



Adverbs of Manner

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

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

Sometimes an adjective and adverb have the same form.

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

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

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



Comparative Forms of Adjectives and Adverbs

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

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

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

Adjective Comparative

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

Adverb Comparative

The man climbed **higher** and **higher** up the mountain.

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

Than and As ... As

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

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

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

Skiing is **as dangerous as** snowboarding.

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

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

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

There is more to a winter trip than just skiing!

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

Snowboarding is the _____ (4. popular) alternative to skiing. It is _____ (5. easy) than skiing and a lot _____ (6. fashionable). Bob-sled riding can be a lot of fun, tiring and very scary! Why? Reaching speeds of up to 70 mph, it is a lot _____ (7. fast) than skiing. This is not a sport for the faint-hearted! Snow scooting and snow rafting are fairly new sports. Both involve riding down mountain slopes at very high speeds. Snow scooters are a _____ (8. good) choice for those who like doing tricks. If you like riding with friends instead, then snow-rafting is the _____ (9. good) choice. And remember, building a snowman is as fun _____ (10.) any sport!

8 The Sporting Life

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12 Project

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

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

1. Circle the ones that you are familiar with. Find out if your classmates know more about the sports/events that you are not familiar with.

2. Work in pairs or groups.
 - Research and find out which sports/ events are the most popular ones.
 - Choose two popular sports/events to research and collect information about.
 - Use the chart to make notes and select photos/pictures.
 - Design and make a poster to display on the wall of your classroom for your classmates to read.
 - Answer questions about your poster.



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

13 Self Reflection

Things that I liked about Unit 8:	Things that I didn't like very much:

Things that I found easy in Unit 8:	Things that I found difficult in Unit 8:

Unit 8 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about the Olympics, sports and athletes			
encourage and express confidence in someone			
explain steps in a process or game			
use gerunds as subjects			
use the superlative + present perfect			
use the present perfect progressive versus present perfect simple			
ask: <i>How long ...?</i>			
use adverbs of manner			
use comparative forms and structures with adjectives and adverbs			

My five favorite new words from Unit 8:	If you're still not sure about something from Unit 8:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

9 Laugh Out Loud

رابط المدرس الرقمي



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1 Listen and Discuss

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



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

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



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

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



Quick Check ✓

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

astonished	fascinated	puzzled
bilingual	irritated	remarkable

- 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

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.

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



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.



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 140 and 141. 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.



9 Laugh Out Loud

8 Reading



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Before Reading

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

Islam encourages smiling and moderate laughter.

For example, the following two Hadith indicate the virtue of smiling in Islam:

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

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

Laughter Really Is The Best Medicine

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

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

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

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

the pediatric ward. Hundreds of hospitals also provide patients with “humor carts,” loaded with humorous cartoons, DVDs, comic books, and funny props.

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



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

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



After Reading

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

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

HA! HA!

9 Speaking

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

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



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...



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

Hi Kevin,

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

See you later.

Bill

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

Notes about the final scene:

Episode 8, ACT ONE, Final scene

_____ (place) _____ (Day _____) (_____)

_____ (time of day) _____ (names of characters)

_____ IS STANDING/SITTING IN THE

WEARING HIS _____

Writing Corner

When writing a sitcom:

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



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 _____.

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

If only _____.



Such...That / So...That

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

such + adjective + noun + that

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

so + adjective or adverb + that

The comedian was **so** amusing **that** he had everyone in stitches.

We laughed **so** much **that** we had tears in our eyes.

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

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

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

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

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

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

- | | |
|---|---|
| 1. ___ I'm having a good time. | a. My mouth burned for half an hour after eating it. |
| 2. ___ The food was spicy. | b. We've had to build a shelf to put them on. |
| 3. ___ Emma is a popular name. | c. They only accept one student for every 100 applications. |
| 4. ___ The school is selective. | d. I don't want to go home. |
| 5. ___ The company received many complaints. | e. We'll never be able to finish it all. |
| 6. ___ My brother has won many sports trophies. | f. There are four girls in the class with that name. |
| 7. ___ You have made a big meal. | g. They had to recall the product. |

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

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



💡 boys / worried



1. fans / happy



2. Nawal / angry



3. parents / sad



4. officer / surprised



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.



13 Self Reflection

Things that I liked about Unit 9:	Things that I didn't like very much:

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

Unit 9 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about humor and tell jokes			
explain consequences with comparatives			
use past and present participial adjectives			
use <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 9:	If you're still not sure about something from Unit 9:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

EXPANSION Units 7–9

1 Language Review

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

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

It's too worn.

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

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

 Losing your keys is irritating.

Box A

fill out forms
litter
lose your keys
read about scientific discoveries
sit in a sauna
skydive
touch your ear with your tongue
witness a crime

Box B

boring
exciting
fascinating
frightening
impossible
irresponsible
irritating
relaxing

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

 your school

It has expensive new computer labs.

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



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

interesting event / read about

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

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

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



- E. Write a story about the picture. Use grammar points from Units 7–9.

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

- F. Rewrite each sentence as a **the...the** comparative.

He's been getting more exercise. He's been feeling better.

The more exercise he gets, the better he feels.

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



2 Reading

Before Reading

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

Can You Believe They Believed It?

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



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

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

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





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

he had just bought a new clock and thought that it was now useless.

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

After Reading

A. Match the words to their synonyms.

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

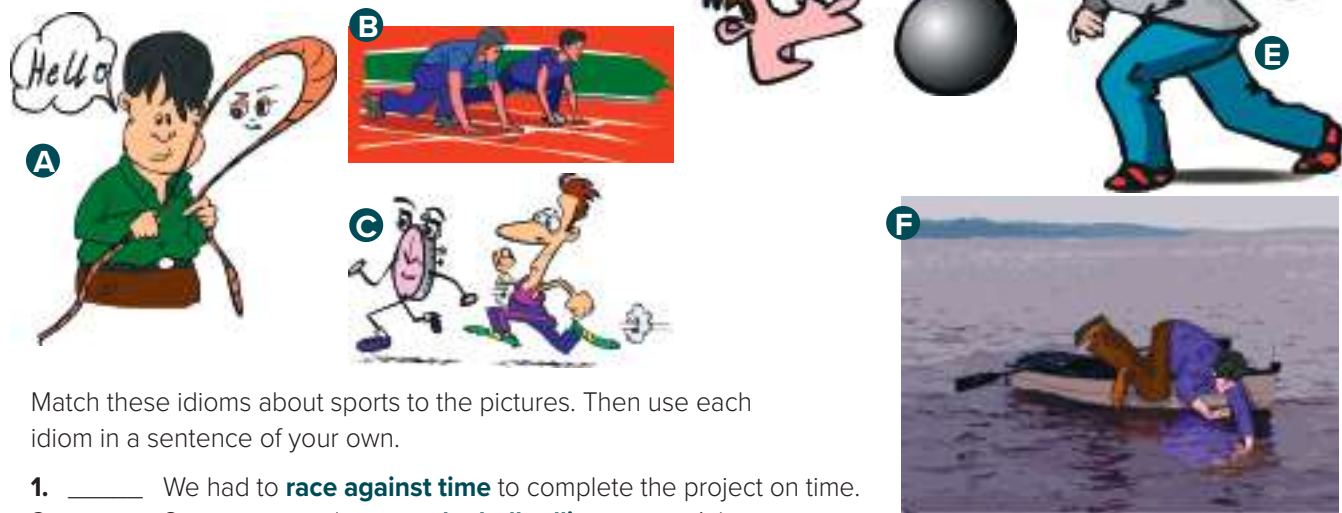
B. Answer the questions.

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

Discussion

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

3 Language Plus Aa



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

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

4 Writing

Tools for Writing: Avoiding Wordy Sentences

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

Avoid unnecessary repetition of words or ideas.

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

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

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

Wordy Phrase

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)

Writing Prompt

Write about a hoax. Explain the effect the hoax had. Include grammar points from Units 7–9.

Write Your Essay

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

Developing Your Writing: Transition Words

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

Time Transition Words

afterward	before	finally	suddenly
as soon as	during	next	then

Cause and Effect Transition Words

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

Comparison Transition Words

another way	in the same way	one way
as	likewise	similarly

Contrast Transition Words

although	nevertheless	still
however	otherwise	yet

Cause	→	Effect

The Man Who Thought He Had Inherited 12 Million Dollars

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

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

10 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



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

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.)

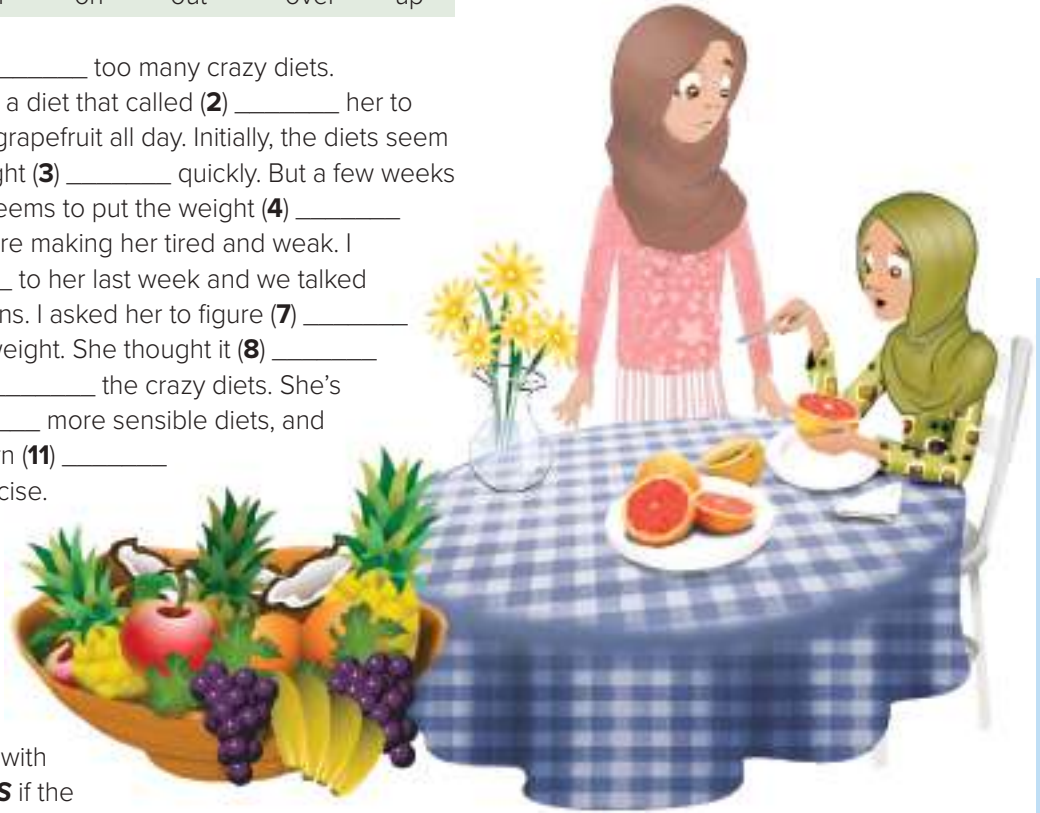
catch up on	drop out of	get along with	look forward to
come down with	feel up to	get rid of	make do with
come up with	get away with	load up on	run out of
cut down on	get down to	look down on	take care of



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



5 Listening

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

bean	crumb	nib	pod
chocolate bar	cocoa mass	paste	



1
2
3
4
5
6
7

6 Pronunciation

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

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

7 Vocabulary Building

A. You will see these words in the reading on pages 160 and 161. Match the words with their meanings.

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

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



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.



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.

immense
feast

gobble down
exorbitant

extravagant
skip a meal

waft
succulent

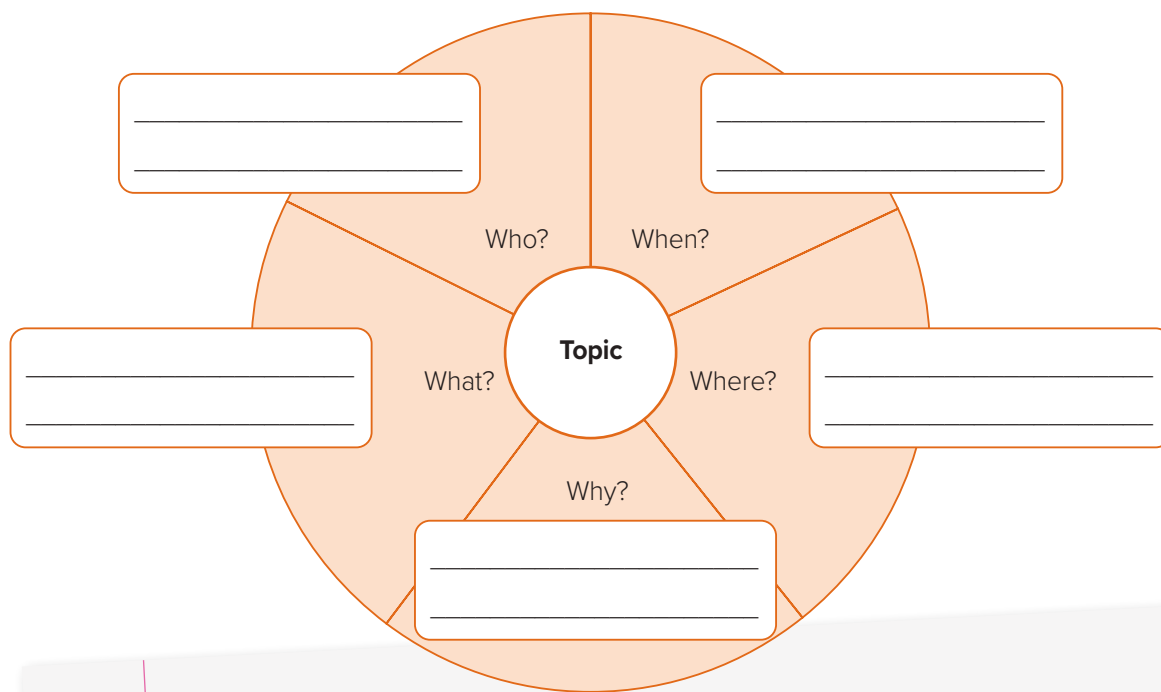
famished
appetizing



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- B. 1.** Write a description of a memorable meal you once had. It might have been a special occasion or just an ordinary meal when something special happened.
- 2.** Before you write, use a graphic organizer to help you remember the details of where you were, who you were with, what you ate, when it was, and why it was special.



A Memorable Holiday Dinner

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

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

Writing Corner

When writing an essay about a memorable event:

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



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 _____?

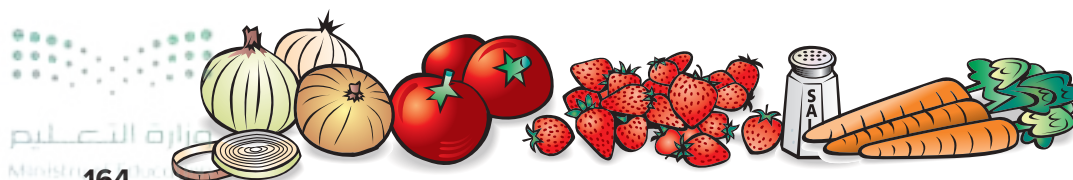
Omar: I'd like (3.) _____ minestrone soup and the lasagna bolognese.
Do you have (4.) _____ apple juice?

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!



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.

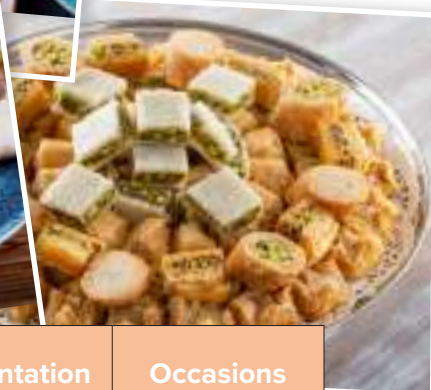
Serves 3 people

10 You Are What You Eat

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



13 Self Reflection

Things that I liked about Unit 10:	Things that I didn't like very much:

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

Unit 10 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about food myths			
discuss eating habits			
offer, accept, and decline food and drink			
use phrasal verbs			
use separable and nonseparable phrasal verbs			
use three-word phrasal verbs			
know about count/noncount nouns and expressions of quantity			
use <i>would like</i>			
talk about recipes			
use sequence words: <i>first, then, after that, finally</i>			

My five favorite new words from Unit 10:	If you're still not sure about something from Unit 10:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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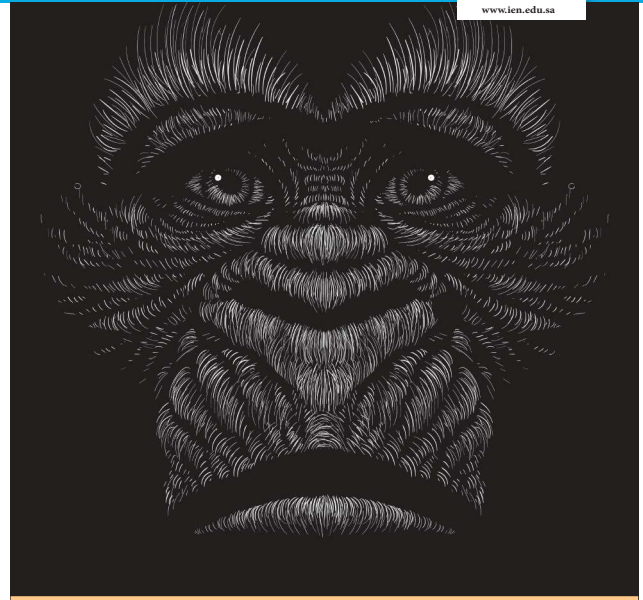
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1 Listen and Discuss

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



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



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



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



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



Quick Check ✓

A. Vocabulary. Match the words with their meanings.

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

B. Comprehension. Answer the questions.

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

2 Pair Work

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

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3 Grammar



Passive Modals

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

Active Modal

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 |

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

💡 People will place many unwanted animals in shelters this year.

Many unwanted animals will be placed in shelters this year.

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



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

💡 People estimate that cheetahs can run up to 112 kilometers per hour.

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

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



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4 Conversation



- Sami:** I'm interested in speaking to someone about horse training. A friend of mine suggested I come here.
- Omar:** What kind of problems are you having with your horse?
- Sami:** He's a beautiful, strong, and affectionate horse, but he's driving me crazy. He won't follow instructions. He will gallop instead of cantering, he won't turn when I need him to, and if he spots a patch of grass, he'll head straight for it and ignore me completely.
- Omar:** I gather you have a young stallion. I will check the schedule and we can arrange training sessions for you and your horse. [Hang in there!](#)
- Sami:** OK, but in the meantime, I really need some advice. How should I handle him when he disobeys?
- Omar:** Well, I can try and give you a few tips now. You say he'll head straight for a patch of grass when he sees one. Do you let him do that when you are out riding?
- Sami:** Well, sometimes. But only if I want to stop for a minute or so.
- Omar:** You need to set rules and then stick with them [24/7](#). If you're not consistent, he's not going to learn.
- Sami:** OK. But when he is all friendly and nice, it's hard not to let him do what he wants.
- Omar:** Look, I'm going to [get to the point](#). It sounds to me like your horse is [calling the shots](#). You need to be firmer. If you train your horse not to do something then suddenly let him do it, you'll be [back to the drawing board](#).



Real Talk

[Hang in there!](#) = Don't give up!

[24/7](#) = all day and night, non-stop (24 hours a day/7 days a week)

[get to the point](#) = be direct

[calling the shots](#) = in charge and making the decisions

[back to the drawing board](#) = to have to start a process over again from the beginning

About the Conversation

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

Your Turn

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

Asking for Advice

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...



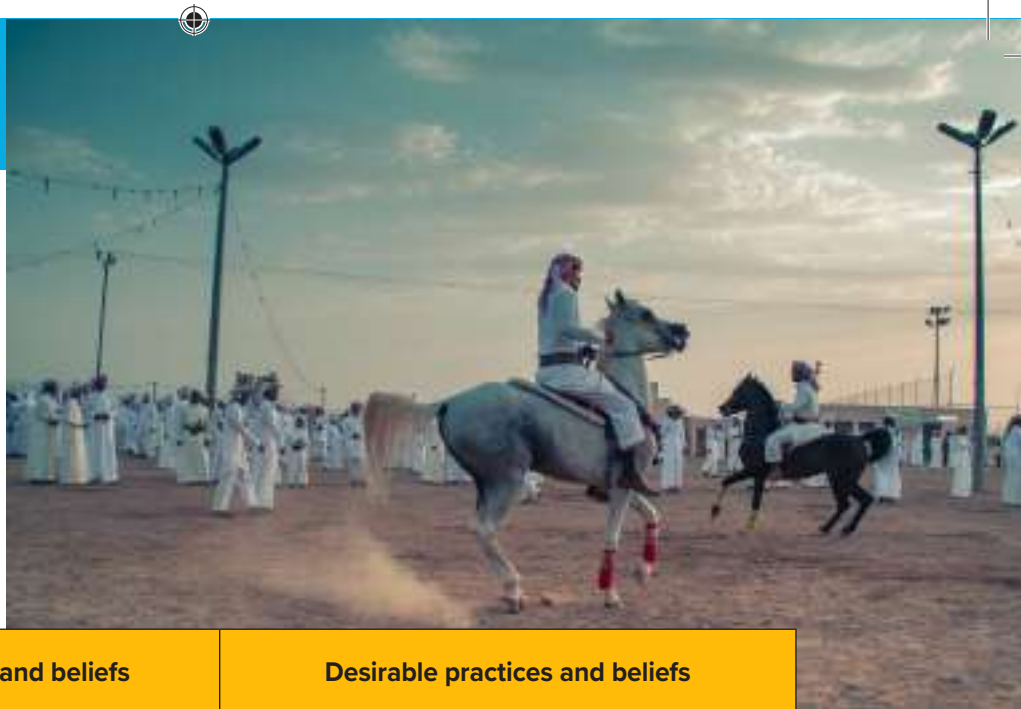
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5 Listening

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



Undesirable practices and beliefs	Desirable practices and beliefs

6 Pronunciation

Some students of English confuse the *y* sound in **y**et and **r**egular with the *j* sound in **j**et and **m**agic. Listen and practice.

1. Jack owns a very ener**y**getic young stall**i**on.
2. The horse has an intell**i**gent, **g**entle nature.
3. Ponies have beaut**i**ful features and are pop**u**lar with children.
4. Many true stories demonstrate that horses are loyal **h**uman compan**i**ons.
5. These are **j**ust a **f**ew of the techniques **u**sed to train horses.

7 Vocabulary Building

A. You will see these words in the reading on pages 174 and 175. Match the words with their meanings.

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

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



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8 Reading

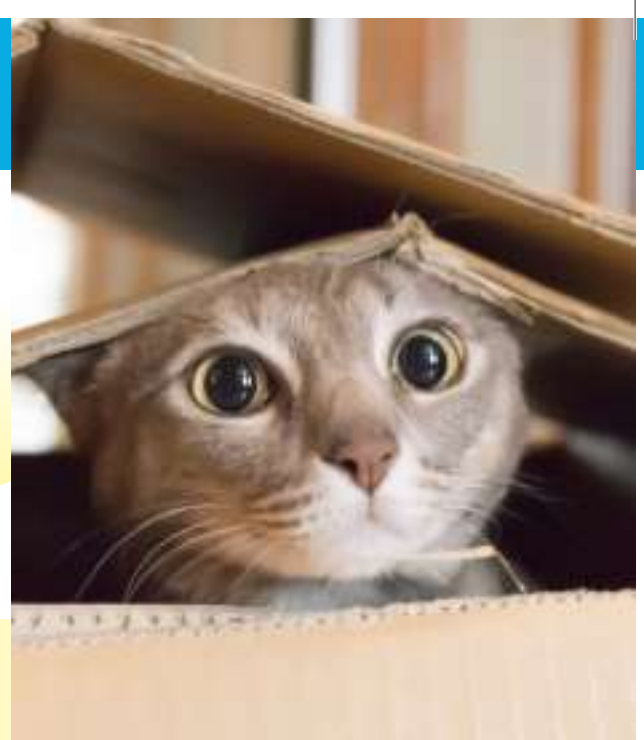


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Before Reading

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.



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

After Reading

Answer the questions.

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



9 Speaking



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

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





10 Writing

- A. 1. Work in pairs/groups. What do you know about dolphins? What would you like to find out about them?
2. Read the text and find out about:
 - the origin of dolphins
 - types of dolphins and their eating habits
 - the bottlenose dolphin
 - special abilities dolphins have
 - their relationship with people
3. Read the text again and:
 - identify the topic of each paragraph
 - find out if you can re-order paragraphs
 - decide if you like the way the text begins and ends



All About Dolphins

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

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

Dolphins can:

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

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

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

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

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

4. Did the text answer any of your questions? Which?
5. If you had the opportunity to edit or rewrite the text, what would you change?



- B. 1.** Choose a type of animal to research and write about.
- 2.** Use the **KWL** chart to gather and organize your ideas.
- Write what you already know about the animal in the **K** ("know") column.
 - 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.
 - 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 Amazing Animals

رابطه الدرس الرقمي



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.



All / Both / Neither / None

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

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

Both cheetahs and leopards are fast animals.

Neither tigers nor lions can be domesticated.

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

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

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

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

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

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

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

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

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

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

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

💡 **Both** His Royal Highness Prince Sultan bin Salman Al Saud **and** Majed Ahmed Abdullah *spent their childhood in Riyadh.*

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



His Royal Highness Prince
Sultan bin Salman Al Saud

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

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



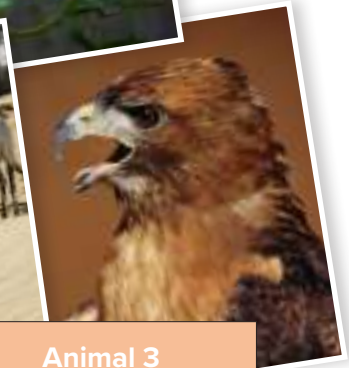
Majed Ahmed
Abdullah

11 Amazing Animals

12 Project

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

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



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

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

13 Self Reflection

Things that I liked about Unit 11:	Things that I didn't like very much:

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

Unit 11 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about animals and their behavior			
ask for advice			
give advice			
use passive modals			
use the passive with reporting verbs			
use adjectives			
compare people using: <i>all / both / neither / none; both...and... / neither...nor... / either...or...</i>			

My five favorite new words from Unit 11:	If you're still not sure about something from Unit 11:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

12 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?

1 Dilemma

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

Would you have done what Russ did?



2 Dilemma

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

What would you do if you were Mike?

3 Dilemma

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

If you were the captain, what would you do?





What would you do if you were Mariana?

—Arabic proverb

—Arabic proverb

Quick Check ☒

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

dread	motivate	tempted
morally	responsible	vanish

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

B. Comprehension. Answer the questions.

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

2 Pair Work

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

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.

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



12 What Would You Do?

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...

As far as I'm concerned...

The way I see it...

It seems to me that...

I would think/say that...



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 188 and 189. 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



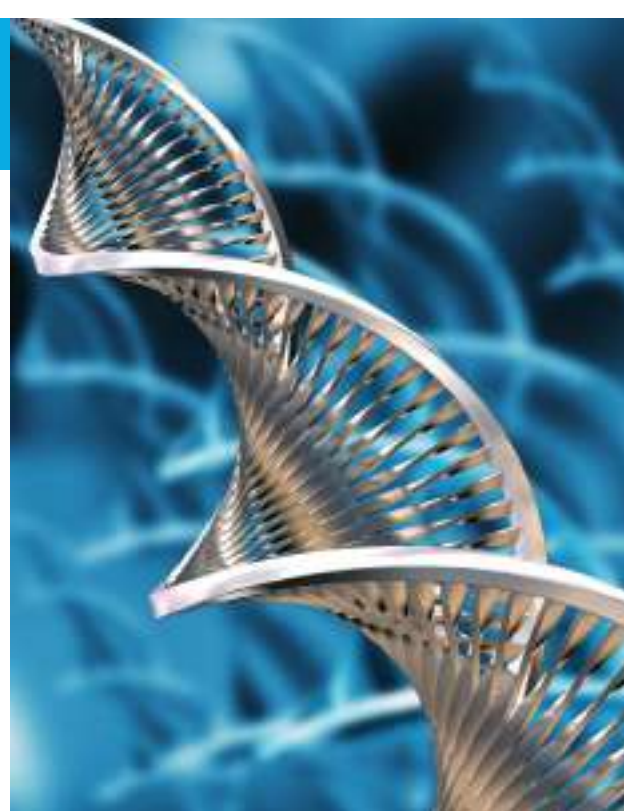
Before Reading

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.



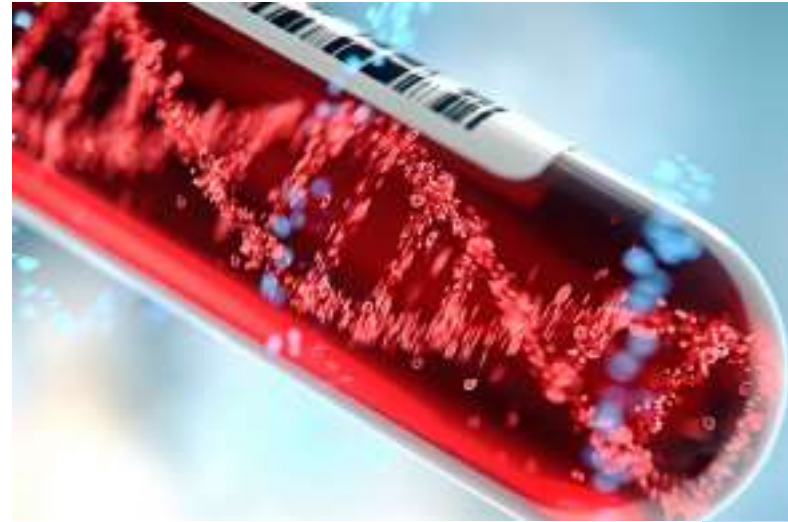
Another type of genetic testing is called “predictive gene testing.” This is used to predict an adult's risk of developing certain diseases later in life. People who undergo this type of genetic testing are usually from a family in which many members have had a particular inherited disease, like certain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

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**.

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

9 Speaking

- 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?
- 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?

12 What Would You Do?

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.

- B. 1. Think of an important decision you or a family member has made.
2. Compare what your life is like now to what it would have been like if you or a family member had made a different decision. Use the chart to organize your ideas.
3. Write a personal narrative on this subject.

Life Now	How Life Would Have Been Different

A Life-Changing Decision

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

Writing Corner

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

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

Then refer to the real context and:

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





11 Form, Meaning and Function



Future Progressive

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

Affirmative (+)

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

Questions (?)

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

Short Answers (+)

Yes, I **will**.

Short Answers (–)

No, I **won't**.

Future Perfect

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

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

Time Expressions for the Future

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

By the year 2030, we will all have undergone genetic testing at birth.

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



A. Use the future progressive or the future perfect to complete each sentence.

In some cases, both forms are possible.

💡 Sheri started teaching biology in 2020. By 2030, she will have been teaching biology for ten years.

1. My parents got married in 2000. By 2032, _____.
2. My brother became a vegetarian three weeks ago. By next week, _____.
3. Jasim starts his new job today. A week from now _____.
4. Some hospitals have used robots in surgery. By 2035, all _____.
5. I've already lost five kilograms on my diet. If I lose another two, _____.

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

💡 **1st Event:** He will graduate from college. **2nd Event:** 2033 will come.
By 2033, he will have graduated from college.

1. **1st Event:** The football game will start. **2nd Event:** We will arrive at the stadium.
2. **1st Event:** I will fall asleep. **2nd Event:** This TV show will be over.
3. **1st Event:** I will pass my law exams. **2nd Event:** 2029 will come.
4. **1st Event:** My father will work as a medical doctor for 20 years. **2nd Event:** He will retire.



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 What Would You Do?

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	

رابط الدرس الرقمي



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13 Self Reflection

Things that I liked about Unit 12:	Things that I didn't like very much:

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

Unit 12 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about ethics and morals ethics and moral dilemmas			
give opinions			
present hypothetical conditionals versus past hypothetical conditionals			
use implied conditionals			
use <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 12:	If you're still not sure about something from Unit 12:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

EXPANSION Units 10–12

1 Language Review

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

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

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

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

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



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 fed the information from the chip into the computer. The computer analyzed this information, and converted it into computer commands. The computer then sent these commands to various devices in Nagle's home.



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	

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

B. Answer the questions.

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

Discussion

- Do you think the technology described in the reading will ever become common? Why or why not?
- 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.



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

- When I saw that he had crashed into our car, I _____.
- When I'm on a diet, I can't _____.
- I could've sworn I left my keys here. Sometimes I think I'm _____.
- I've been finding it hard to sleep lately because I _____.
- 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.

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

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

Vocabulary

1 Connected by Technology

VOCABULARY

Nouns

acronym inhibition
asthma loner
disbelief mobility
double paramedic
hike wonder

Verbs

contribute
depend
feature
network
perform
post

Adjectives

cyber
desperate
determining
extraordinary
inseparable
obsessed
unique
virtual

Adjectives to describe people

down to earth
laid back
spontaneous
straightforward

EXPRESSIONS

Proverbs

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

Asking for clarification and confirming

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

Real Talk

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

2 Crime Doesn't Pay

VOCABULARY

Nouns

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

Verbs

abandon
assume
break into
charge
decline
hijack
install
insure
sentence

Adjectives

compact
grim
unauthorized

EXPRESSIONS

Ordering

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

Real Talk

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



Vocabulary

3 Far and Away

VOCABULARY

Nouns

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

Verb

encounter
preserve

Adjectives

breathtaking
commercial
cozy
lush
remote
pristine
stunning
tasteful
undisturbed
widespread

Adverbs of degree

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

Sentence adverbs

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

EXPRESSIONS

Making and declining special requests

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

Real Talk

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

EXPANSION Units 1–3

VOCABULARY

Nouns

armload
precaution
truckload
virus

Verbs

contract
download
infiltrate
manipulate
offload
overload
unleash
upload
urge

Adjective

fatal



Vocabulary

4 TV Around the World

VOCABULARY

Nouns

acclaim
affluence
appeal
contestant
documentary
episode
evolution
host
milestone

obstacle
course
panel
patent
portion
prototype
treatment
version

Verbs

air
broadcast
conceive
demonstrate
feature
fulfill
launch

plate
patent
plot
propose
tamper
transmit

Adjectives

adequate
culinary
cutting
distinct
disturbing
factual
feasible
fictional

forensic
illustrious
innovative
mysterious
pending
prosperous
puzzling

EXPRESSIONS

Expressing certainty

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

Real Talk

all
bugs
C'mon.
couch potato

get a kick out of
Nah
remote

Kinds of TV programs

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

5 Working 9 to 5

VOCABULARY

Nouns

allergen
alternative
callus
fabric
flair

income
infection
satisfaction
status
trend

Verbs

analyze
appreciate
cooperate
cure
determine
embed
entail

identify
monitor
prune
utilize

Adjectives

alert
captive
identical
methodical
respectful
tremendous

Jobs

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

EXPRESSIONS

Asking for favors

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

Real Talk

cover
help me out
in a bind
jump ship

keep it to yourself
No kidding?
take off
Will do.

Vocabulary

6 Going Green

VOCABULARY

Nouns

bagful
consumption
efficiency
impact
landfill
perspective
pesticides
power outage

sacrifice
self-reliance
source
thermostat
utility
waste
wrapper
vacuum

Verbs

accumulate
access
conserve
rely

Adjectives

bold
committed
enormous
glossy
harsh
organic
reusable

EXPRESSIONS

Making suggestions

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

Real Talk

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

EXPANSION Units 4–6

VOCABULARY

Nouns

funeral
inspiration
mourning
purity

spa
tendency
tranquility
vitality

Verbs

associate
represent
symbolize

Adjectives

calming
vibrant

EXPRESSIONS

Idioms

catch (someone) red-handed
flying colors
green with envy
green thumb
roll out the red carpet
see red



Vocabulary

7 There's No Place Like Home

VOCABULARY

Nouns

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

Verbs

comfort
cripple
cultivate
drain
give off
lodge
nurture
shelter

Adjectives

enticing
numerous
potential
resounding
worn

EXPRESSIONS

Describing what you are looking for

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

Real Talk

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

8 The Sporting Life

VOCABULARY

Nouns

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

Verbs

commemorate
found
intersperse
originate
revive

Adjectives

astounding
defensive
offensive
stiff
thrilling

EXPRESSIONS

Encouraging and expressing confidence in someone

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

Real Talk

down pat
guts
mess up
psyched
up for
You bet!

Vocabulary

9 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

EXPANSION Units 7–9

VOCABULARY

Nouns

anchorman hoax
crop nylon stocking
footage prank
harvest segment

Verbs

accomplish
convert
fall for
perpetrate
pull off
recall

Adjectives

claustrophobic
supposed
memorable
useless

EXPRESSIONS

Idioms

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



Vocabulary

10 You Are What You Eat

VOCABULARY

Nouns

aroma
debt
delicacy
existence
feast
gratitude
indulgence
pastry
peak
quandary
staple
taste bud
toxin
vendor

Verbs

distinguish
maintain
skip (a meal)
substitute
waft

Adjectives

appetizing extravagant phenomenal
booming famished picky
delectable immense soggy
exorbitant licensed succulent

Nonseparable phrasal verbs

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

Separable phrasal verbs

burn off 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

Three-word phrasal verbs

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

EXPRESSIONS

Offering, accepting, and declining food and drink

Can I give you some more . . . ? . . . 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

11 Amazing Animals

VOCABULARY

Nouns

bond intake
compassion life expectancy
consciousness mammal
duration recovery
exterminator residence

Verbs

adapt
canter
gallop
honor
speculate
whistle

Adjectives

abstract disturbed
aggressive domesticated
alert marine
deliberate 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!

Vocabulary

12 What Would You Do?

VOCABULARY

Nouns

condition
diagnosis
dilemma
disorder
downside
ethics
potential

Verbs

consider peek
disapprove reason
dread undergo
inherit vanish
motivate

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 10–12

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

give (someone) a piece of (one's) mind
have a lot on (one's) mind
keep an open mind
keep (one's) mind off of (something)
lose (one's) mind
set (one's) mind at ease



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 Audio Track List

CD1

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

CD2

2	Unit 4	1 Listen and Discuss
3	Unit 4	4 Conversation
4	Unit 4	5 Listening
5	Unit 4	6 Pronunciation
6	Unit 4	8 Reading
7	Unit 4	10 Writing
8	Unit 5	1 Listen and Discuss
9	Unit 5	4 Conversation
10	Unit 5	5 Listening
11	Unit 5	6 Pronunciation
12	Unit 5	8 Reading
13	Unit 5	10 Writing
14	Unit 6	1 Listen and Discuss
15	Unit 6	4 Conversation
16	Unit 6	5 Listening
17	Unit 6	6 Pronunciation
18	Unit 6	8 Reading
19	Unit 6	10 Writing
20	EXPANSION Units 4–6	2 Reading

CD3

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

CD4

2	Unit 10	1 Listen and Discuss
3	Unit 10	4 Conversation
4	Unit 10	5 Listening
5	Unit 10	6 Pronunciation
6	Unit 10	8 Reading
7	Unit 10	10 Writing
8	Unit 11	1 Listen and Discuss
9	Unit 11	4 Conversation
10	Unit 11	5 Listening
11	Unit 11	6 Pronunciation
12	Unit 11	8 Reading
13	Unit 11	10 Writing
14	Unit 12	1 Listen and Discuss
15	Unit 12	4 Conversation
16	Unit 12	5 Listening
17	Unit 12	6 Pronunciation
18	Unit 12	8 Reading
19	Unit 12	10 Writing
20	EXPANSION Units 10–12	2 Reading

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