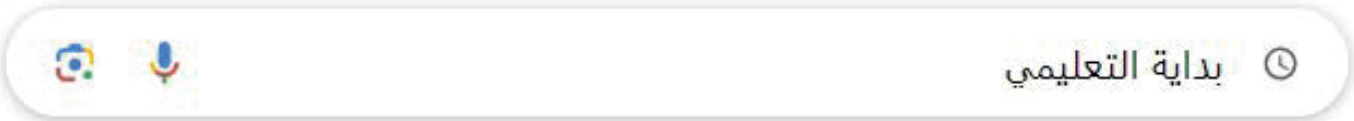
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MEGA GOAL 2 WORKBOOK

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

Mc Graw Hill

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3 Laugh Out Loud

A Complete the sentences with the words from the box.

astonished	bilingual	~~fascinated~~	irritated	puzzled	remarkable

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

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

B Answer the questions. student's answer

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1. What fascinates you?

_____

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

_____

3. Tell about a time when you were puzzled.

_____

4. Tell about a time when you were irritated.

_____

5. How does a grasshopper move?

_____

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

_____

7. How many legs does a centipede have?

_____

8. How does a snail move?

_____

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

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

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

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

What happens if you don't get enough sleep at night?
I get very tired during the afternoon.

1. What happens if you don't do your homework?
My teacher will get angry.

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

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

4. What happens if you never leave your house?
I get bored.

5. What will happen if your friend falls over in the mud?
She / he will get dirty.

6. What will happen if you accidentally fall down in front of your whole class?
I'll get embarrassed.

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













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

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

1. a. The older you get, the happier you get.

   b. The more time you spend with your family, the happier you are.

2. a. The more you read, the smarter you get.

   b. The more you study, the more bored you get.

3. a. The faster you ride, the better it feels.

   b. The warmer it gets, the less you want to ride.

4. a. The more you cycle, the stronger you get.

   b. The less it rains, the more you can cycle.

5. a. The lower the sun gets, the prettier the sunset.

   b. The later it gets, the lower the sun gets.

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

I get impatient when I have to wait for someone.

1. Roller coasters are exciting.
2. The later it gets, the more tired I get.
3. I got frustrated by my homework.
4. Jokes are entertaining.
5. My mother gets worried if I stay out late.
6. Cold, snowy weather is depressing.
7. The longer I wait, the more frustrated I get.
8. History class is boring.
9. The more I go to school, the smarter I get.
10. Scary films are frightening.

G Complete the conversation with the phrases from the box.

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

Adnan: Hey, Fahd!

Fahd: What's up, Adnan?

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

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

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

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

Adnan: That's a great idea!

Fahd: Actually, **(4)** I have a good one.

Adnan: OK. Let's hear it.

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

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

Fahd: **(7)** To tell you the truth, I look them up on the Internet.

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

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H READING

Read the article. Then match the words and definitions.

How to Write a Funny Joke

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

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

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

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

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

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

The joke continues:

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

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

The joke finishes:

He hated the class!

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

1. b irony
2. c assumption
3. e audience
4. f stick to the point
5. a indicate
6. d juxtapose

a. be a sign of
b. when the reality is the opposite of the meaning
c. guess
d. put beside; contrast
e. people that are listening or watching
f. stay on topic

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

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

Four high school boys were late for their morning classes. After lunch they reported to the teacher that they had had a flat tire on the way to school.

Much to their relief, the teacher smiled and said: "Well, you missed the test, so sit down and take out a piece of paper." He waited for them to sit down.

Then he said: "First Question: _____"

A class of fifth graders was riding along in a school bus, happy to be on an educational trip. Most of them were looking out the windows and pointing to different things. All of a sudden, the teacher noticed that a boy was sitting on the floor, between the seats, with his hands over his eyes. "Why are you sitting like that? Are you OK?"

"Well," said the boy, "if I don't see anything, _____"

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

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

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

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

_____

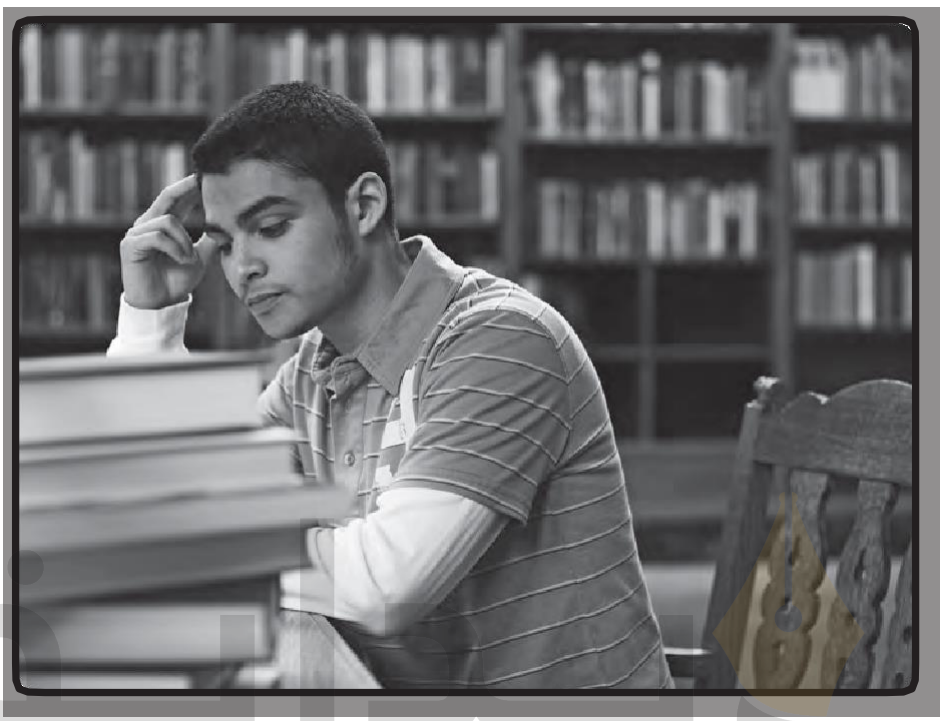
2. Which joke is the least funny? Why?

_____

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

_____

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



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Action words (verbs)	Describing words (adjectives)
Action words (verbs):	sit, think, study, focus, concentrate, pay attention, support, touch, rest
Describing words (adjectives):	careful, quiet, empty, loaded, piled, hard, demanding

1. The more I study physics the more questions I have.

2. The more challenging the topic, the more interested I get.

3. The more I concentrate, the more analytical I become.

K WRITING

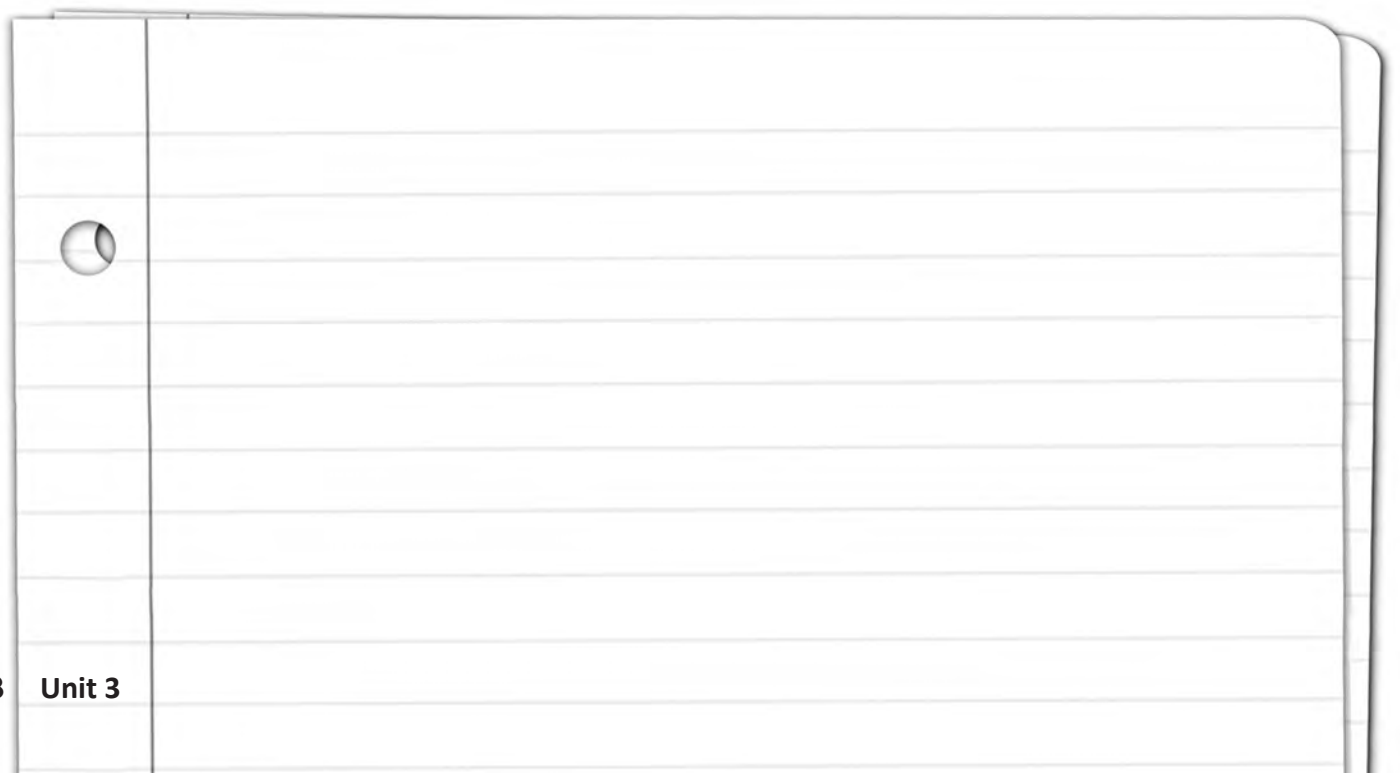
Now it's your turn to write a joke. Use the information in the article to help you.

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

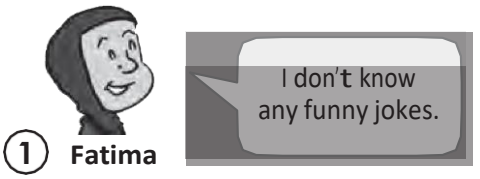
Main characters	
Where (optional)	
When (optional)	
Situation	
Audience assumption	
Reality of the situation	
Punch line	
Punch word	

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



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



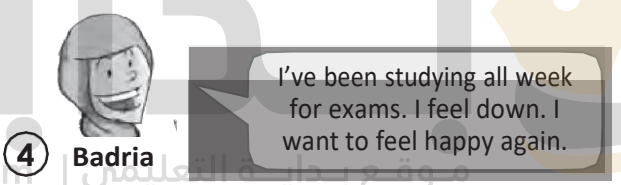
1. Fatima wishes she knew some funny jokes.



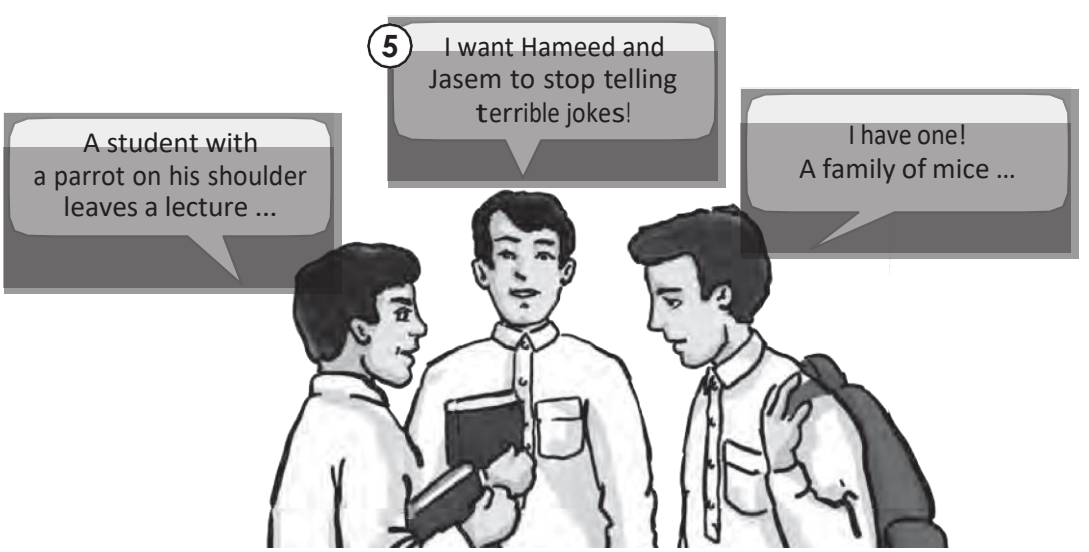
2. Nawal regrets telling her sister the joke.



3. Aisha wishes her father would tell her funny stories.



4. Badria wishes it would stop raining.



5. Khaled wishes Hameed and Jasem would stop telling terrible jokes.

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M Circle the correct words to complete the sentences.

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

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

N Finish the sentences about people you know. **student's answer**

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

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



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EXPANSION Units 1 – 3

A Complete the sentences with the words from the box.

claustrophobic	**irritated**	**pediatric**	**reality check**
downsize	**killer**	**psyched**	**shelter**
genuine	~~**nurturing**~~	**quirky**	**spectators**

My mother is the most nurturing **person I know. She loves taking care of our family.**

1. Now that all their children have grown up and moved away, Iris and Lou have decided to **downsize**. They are going to sell their big house and buy a small condo.
2. John hates driving through tunnels. They make him feel closed in and **claustrophobic**. He'd rather take a longer route just to avoid them.
3. Abdullah thinks he's going to win the talent competition. But if you ask me, he needs a **reality check** because there are lots of people in it who are far more talented than him.
4. I'm going on a trip to Argentina next month and I'm **psyched**. I can't wait!
5. There were lots of **spectators** at the football game last night. The whole town came out to watch the game.
6. James is so **quirky**. You just never know what to expect. He's really one of a kind!
7. There's a fly that keeps buzzing around me and it won't stop! I'm really getting **irritated**. Where's the insect spray?
8. Clark just got a **killer** new snowboard! He's already planned to go to the mountains this weekend. He can't wait to try it out!
9. Sahar really loves children and she's interested in the medical field, so she decided to become a **pediatric** nurse.
10. This is a **genuine** pearl. You can tell it's real because if you rub it against your teeth, it feels gritty.
11. If you are outside and you hear or see a thunderstorm, you should find **shelter**. However, you should never get under a tree.

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EXPANSION Units 1 – 3

B Put the new adjective in the correct place in each sentence.

Janet is a little girl. (polite) Janet is a polite, little girl.

1. That's a nice car! (new) That's a nice new car!
2. I can't find my black shoes. (leather) I can't find my black leather shoes.
3. The little penguin jumped into the water. (black and white / cute)
   The cute little black and white penguin jumped into the
4. I bought a beautiful chair. (velvet / French) I bought a beautiful French velvet
5. The gray mouse ran into a hole. (little / frightened) The frightened little grey mouse ran into a
6. My old bike is ready to retire. (racing / blue) My old blue racing bike is ready to

C Read each scenario. For each one, write a complaint with ***too*** and a complaint with ***enough***.

It has been snowing for days. It's cold out and you are sick of being stuck inside. It's difficult to walk anywhere because there is so much snow on the ground.

a. It's snowing too much. b. There's not enough to do.

1. Faisal is on a football team. He has practice every day for three hours. He likes football, but he is starting to get behind at school because he doesn't have any time to study.
   a. There are too many practices. b. I don't have enough time to study.
2. Kevin thinks he's really funny. He's always telling jokes. Even when his friends are upset and need advice, he jokes around.
   a. He tells too many jokes. b. He's not serious enough.
3. Your parents just bought a new house. It's really big, which is nice, but you are sleeping on the first floor and they are sleeping on the third floor. You are frightened.
   a. The house is too big. b. My parent's aren't close enough to me.

D Complete each sentence. Use a gerund as the subject of each sentence and a present participle as an adjective.

Watching comedies **is amusing.**

1. Skateboarding is exciting.
2. Going to the basketball game is entertaining.
3. Falling down is embarrassing.
4. Getting a bad grade is disappointing.
5. Winning a gold medal is amazing.
6. Watching the news is boring.

EXPANSION Units 1 – 3

E Complete the sentences with the superlative and the present perfect.

That was the funniest **(funny) joke I** have ever heard **(hear / ever).**

1. It's the biggest (big) house they have ever seen (see / ever).
2. That was the most irritated (irritated) Randy had felt (feel) in years.
3. He is the most annoying (annoying) person Bill had ever met (meet / ever).
4. That's the most annoying (cool) car I had ever met (see / ever).
5. It's the most uncomfortable (uncomfortable) couch we have owned (own).
6. It must be the worst (bad) sitcom that has ever been (be / ever) on TV.
7. This is the most tired (tired) I have been (be) in a long time.
8. This is the most frustrated (frustrated) I have ever seen (see / ever) them.

F Read the conversation. Circle the correct adjectives.

Jamal: Hey Abdullah, what's wrong?.

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

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

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

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

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

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

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

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EXPANSION Units 1 – 3

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

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

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

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

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1. Where did the incident take place?
   At the doctor's office.
2. Who were the people involved?
   The doctor and the patient.
3. What caused the painting to fall?
   The banging on the desk and a loose nail.
4. Did anyone get hurt?
   No, not really.
5. What was the doctor's initial reaction?
   He was livid with anger.
6. What caused him to start laughing uncontrollably?
   Seeing himself in the mirror, collared by the painting with his head sticking out.
7. Why do you think he wanted to keep the mark on the wall?
   To remind him of the incident.
8. What would you have done if you'd been in his position? student's answer

EXPANSION Units 1 – 3

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



Naming words (nouns)	Action words (verbs)	Describing words (adjectives)	Place words (where)	Time words (when)
people, crowd	walk, look at, watch, chat	crowded, bustling, busy	mall, stores, staircase	morning, midday, early, late
stores, palm trees, lights, stories	talk, run, hurry, wait	noisy, expensive (shops), twinkling (lights)		Saturday, weekend

1. The shopping mall was very crowded last Saturday at midday.

2. There were people standing, walking, talking and hurrying out.
   Many people watched the bustling crowds from the top story.

3. The mall has been decorated with lots of twinkling lights.
   Even the palm trees are covered in lights.

EXPANSION Units 1 – 3

I WRITING

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

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

Cause	Effect

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

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4 You Are What You Eat

A Complete the sentences with the words from the box.

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

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

1. Paint has lots of toxins in it, so you should try not to breathe in the fumes.
2. Tom wants to get licensed to fish so that he can catch some of the food his family eats.
3. It's true that I can run 5 kilometers now, but years ago, when I was at my peak, I could run 10 kilometers.
4. I put a lot of sugar and milk in my coffee because otherwise it tastes too bitter.
5. Some people say that you should soak a turkey in salt water before you bake it. Apparently, this locks in all the juice, so it doesn't get dried out in the oven.
6. The aroma of fresh baked bread in the kitchen is making my mouth water.
7. My mother is such a gourmet cook that it's difficult to distinguish between her cooking and restaurant cooking.

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B Answer the questions.

1. What are two things people need to be licensed to do?
   People need to be licensed to fish and drive.
2. What's an aroma that you like? What's one you don't like? student's answer
3. Give an example of a bitter food.
   Coffee and dark chocolate are bitter foods.
4. Give an example of a sour food.
   Lemons and limes are sour foods.
5. Give two examples of delicacies.
   Fish eggs and chicken feet.
6. Why are toxins bad for us?
   Toxins are poison.

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

V P O

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

V P O

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

V O P

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

V P prep O

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

V P O

4. This calls for a celebration!

V O P

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

V P O

6. I gave up eating meat a year ago.

V P prep O

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

V P prep O

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

D Write the phrasal verbs and objects into the conversation.

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

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

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

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

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

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

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

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

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

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

I think it's time to throw it out.

1. Bill's tired of pizza. Let's eat something else.
   Bill's tired of it.
2. It's difficult to tell apart beef and buffalo meat.
   It's difficult to tell them apart.
3. She's trying to cut down on sugar.
   She's trying to cut down on it.
4. Tom sent back his potatoes to the kitchen.
   Tom sent them back to the kitchen.
5. Yesterday, I came across peanut butter ice cream. It was delicious.
   Yesterday, I came across it.
6. Jake is taking his parents out for dinner tonight.
   Jake is taking his parents out for dinner tonight.

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

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

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Maya: Are you hungry?

Lisa: A little.

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

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

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

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

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

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

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

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

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













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

1. a. Please turn the volume down
   b. Please turn it down!
2. a. Adel is on the phone talking the problem over with Greg.
   b. Adel is on the phone talking it over with Greg
3. a. She is trying to give up sweets
   b. She is trying to give them up
4. a. Tom is trying to figure out the answer.
   b. Tom is trying to figure it out.
5. a. Ali ran into Omar while walking towards his office.
   b. Ali ran into him while walking towards his office.

H READING

Read the article and answer the questions.

Fast Food: The Typical Food of the U.S.?

If you ask people from around the world what the typical food of their country is, most of them have an answer. The Brazilians will tell you *feijoada*, the Koreans will tell you *kimchi*, and the Spaniards will tell you *paella*. However, if you ask someone from the U.S., they usually aren't sure. They might say *apple pie* or *pizza* or *beef burgers*, or they might say they don't have one. Yet others might tell you that typical American food is *McDonald's*. In fact, with a long history that is deeply integrated with U.S. culture, McDonald's and fast food may just be typical of the U.S.

The history of McDonald's is a good example of the American Dream—the idea that with hard work, anyone can build a successful life in the United States. In the early 1930s, brothers Dick and Mac McDonald left their native New Hampshire to make it big in California. After several years, they had not done as well as they had hoped, so they decided to leave. They had saved enough money to open a small drive-in sandwich stand in Southern California, which became their next venture. After three successful years, they decided to open a bigger restaurant, this time serving mostly beef burgers. The restaurant did exceedingly well and the brothers got rich, partially due to the low prices they charged for a burger. People would stand in line to buy bags of beef burgers.

By the late 1940s, the brothers were tired of the work that went into running a restaurant, and came up with the *Speedee Service System* as a new way of operating. They served mostly burgers and foods that could be eaten without a fork, knife, or spoon. They started using paper plates, cups and bags, and using assembly lines in the kitchen that were similar to the ones used in factories. All of the burgers were prepared the same with ketchup, mustard, pickles and onions, and no substitutions. It was the birth of a true self-service restaurant, which later became a franchise company that allowed other owners to open McDonald's. By the late 1950s, their operation had been bought and expanded by Ray Kroc who founded the present-day McDonald's Corporation. Today, the McDonald's Corporation is the world's largest chain of fast food restaurants, serving nearly 47 million customers worldwide every day.

There is also much criticism of McDonald's that is centered around its menu and its business practices. In 2002, Morgan Spurlock's film *Supersize Me!* said that McDonald's was contributing to the obesity epidemic in the U.S. and targeting children in their advertising.

McDonald's has responded to some of this criticism by no longer making foods with trans-fats and using partially recycled paper products. It will no doubt continue to be criticized, just as it will likely continue to be successful.

1. Where were the McDonald brothers from originally? The McDonald brothers were from New Hampshire, U.S.A.
2. What food did they serve in their first restaurant? They served beef burgers in their first restaurant.
3. What was the *Speedee Service System*? What made it different from other restaurants at that time?
   They only served food that could be eaten without utensils, had no variations, and required only paper products. They used an assembly link like in a factory.
4. Who founded the current McDonald's Corporation? Ray Kroc founded the current McDonald's Corporation.
5. What are two things that people criticize about McDonald's?
   Two criticisms of McDonald's are that they serve fattening food and target children in their advertising.

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



Pasta salad

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

Number the instructions in the right order.

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

6 Add a dash of Tabasco sauce.

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

9 Serve cold with slices of tomato and cucumber.

2 Rinse and let it cool in a colander.

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

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

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

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

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J Answer the questions. **student's answer**

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

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

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

4. Which meat dishes are more popular? Why?

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

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



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Two-word phrasal verbs	Three-word phrasal verbs
go out (to eat), dig into (a meal), bite into, eat up (your dinner),	sit down to (a meal), get taken out (to a restaurant), catch up over
drink up, pick at (food)	(lunch/dinner)

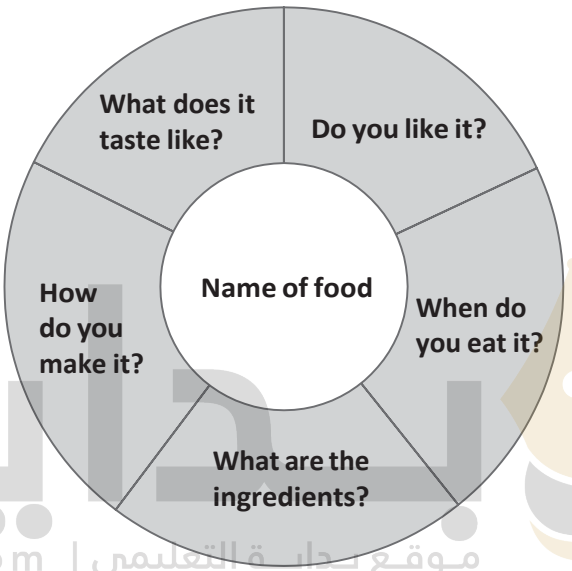
1. The boy's father suggested that they go out and catch up over dinner. They sat down to an excellent meal and they had a very good time.
2. The boy's father expected him to pick at his food, but he was hungry and dug in with enthusiasm.
3. When they had eaten and drank up, they paid the check and left.

L WRITING student's answer

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

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

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

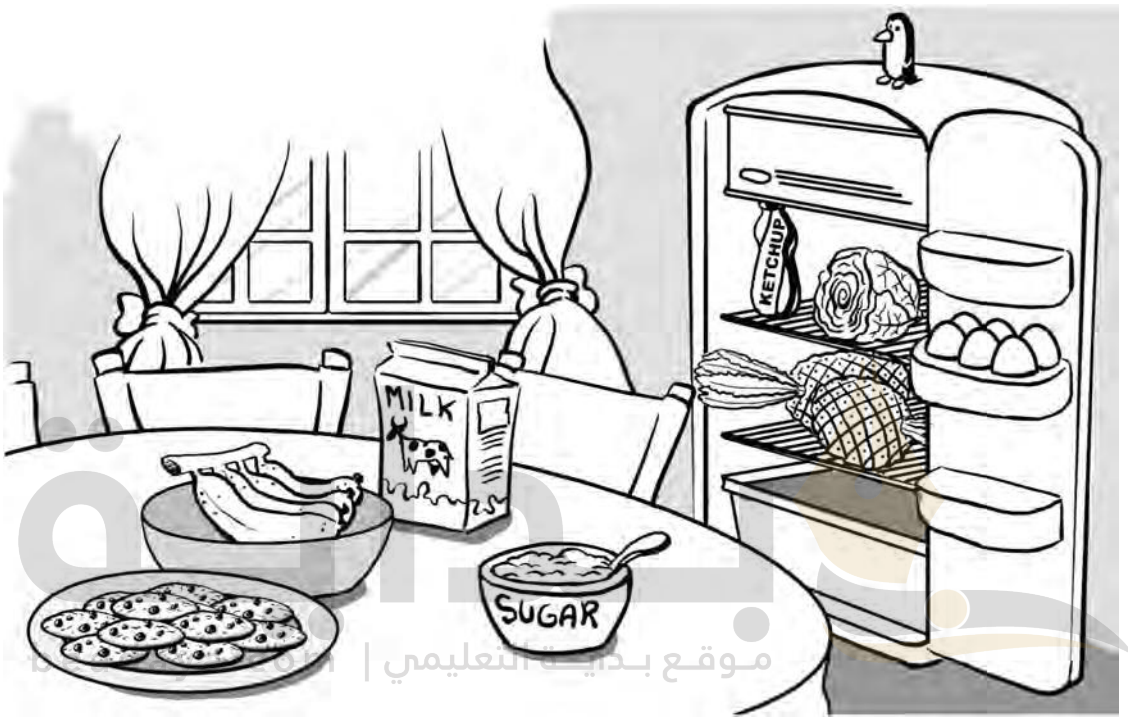


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2. Now write your essay. Use your graphic organizer to help you.

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

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



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

juice

Q: Is there any juice?

A: No, there isn't any juice.

pineapple

Q: Are there any pineapples?

A: Yes, there are some pineapples.

1. meat

Q: Is there any meat ?

A: Yes, there is some meat .

2. eggs

Q: Are there any eggs ?

A: Yes, there are some eggs .

3. ice cream

Q: Is there any ice cream ?

A: No, there isn't any ice cream .

4. sugar

Q: Is there any sugar ?

A: Yes, there is some sugar .

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



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

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

Brownies

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

5 Amazing Animals

A Complete the sentences with the words from the box.

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

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

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

B Answer the questions. **student's answer**

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

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

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

Cats can be left **(leave) alone over night.**

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

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

Bears can smell food from great distances.

Food can be smelled by bears from great distances.

1. You can use Bear Spray if a bear approaches you in the wild.
   Bear Spray can be used if a bear approaches you in the wild.
2. People should not feed wild animals.
   Wild animals should not be fed.
3. A bell may warn a bear.
   A bear must be warned by a bell.
4. People must keep their food up in trees.
   Food must be kept up in the trees.
5. You have to clean up the food from your campsite.
   Food has to be cleaned up from your campsite.
6. People must not leave garbage behind.
   Garbage must not be left behind.
7. People say that bears follow the scent of food.
   It is said that bears follow the scent of food.
8. You shouldn't leave the trail at any time.
   The trail should not be left at any time.
9. People believe that running from bears is more dangerous than standing still.
   It is believed that running from bears is more dangerous than standing still.

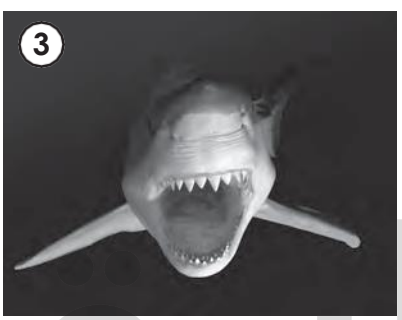
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E Write two sentences about each picture. Use a passive modal or a passive reporting verb in each one.













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

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

1. a. Polar bears must not be approached in the wild.

   b. It is said that polar bears are very fierce.

2. a. Ostriches are said to be the largest birds in the world.

   b. Ostriches must be given a lot of room to roam.

3. a. Great white sharks are thought to be one of the most ferocious animals in the ocean.

   b. Areas where great white sharks swim should be avoided by swimmers.

4. a. Kittens should be kept with their mothers for the first month.

   b. Kittens are said to make good pets.

5. a. It is said that koala bears sleep up to 18 hours a day.

   b. Koala bears are considered to be cute animals.

F Correct the error in each sentence.

found

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

are

1. Dolphins considered to be one of the most intelligent animals.

said

2. It is says that dolphins evolved 10 million years ago.

be

3. Even though dolphins are friendly, people should careful when swimming near them.

be

4. Sounds from very far away is can heard by dolphins.

is

5. It believed that dolphins need to live in groups to be happy.

be taught

6. Tricks can is teached to dolphins.

be kept

7. Dolphins must keep in salt water.

be

8. Tuna should been bought from companies that practice dolphin-safe fishing.

G Complete the conversation with the phrases from the box.

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

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

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

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

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

Badria: Actually, I already did that too. They said they are very busy because people are finding stray cats **(2)** 24/7. They will only keep it for three days before they put it to sleep.

Mariam: Really? That's so fast!

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

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

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

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

H READING

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

Mythical Animals

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

Bigfoot

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

The Chupacabra

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

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The Loch Ness Monster

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

1. **false** Many people think dragons are real.
2. **true** Bigfoot has mostly been seen in North America.
3. **false** Bigfoot looks similar to a goat.
4. **false** The Chupacabra attacks farm animals.
5. **true** The Loch Ness Monster is believed to live in a lake.
6. **false** Scientists think that the Loch Ness Monster is probably real.

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

Unicorns	Pegasus	Hydra	The Sphinx	Dragons

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

The sphinx has the body of a lion and the head of a human.

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

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

Pegasus is thought of as a beautiful winged horse.

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

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

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Hydra invincible, terrifying

The Sphinx mysterious, intellectual, guardian, riddles

Unicorns gentle, horn, purity, goodness, rainbow

Pegasus winged, protector, goodness, purity

Dragons wise, terrifying, guardian

Phoenix: symbol, guardian, invincible

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

Hydra was a multi-headed creature that devoured anyone that came near her. Each of Hydra's heads seemed to have a will and a movement of its own.

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



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What I already know about...	
elephants	loyal, family-oriented, packs, support each other
chimps	naughty, possessive, highly emotional, agile
bears	dangeous when hungry, vicious when there are cubs

1. a. Elephants are very loyal to their friends and family.
   b. They can lift heavy weights with their trunks.
2. a. Chips are very sociable animals who get hurt very easily.
   b. Like most monkeys chimps like to eat fruit and nuts.
3. a. Destruction of their habitat has obliged bears to look for food around inhabited residential areas.
   b. Bears can be very protective of other smaller animals when they are weak and vulnerable.

K WRITING student's answer

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

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

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

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L Read the text and answer the questions.

The Great White: The World's Most Dangerous Fish

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

1. Which is the world's most dangerous fish?
   The great white shark.
2. How big can a great white shark grow?
   They can grow up to 20 feet (or 6 meters).
3. How heavy can a great white shark become?
   A shark can weigh up to 4,400 pounds (or 2,000 kg).
4. Which of the six senses are the most sensitive for this animal?
   The sense of sound and smell.

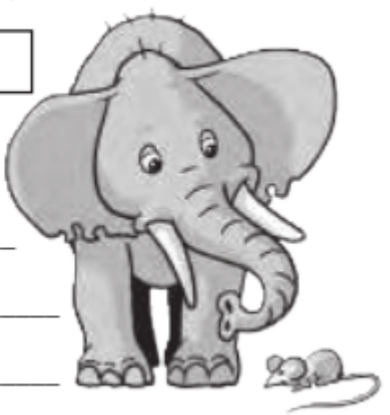
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M Use some of the adjectives in the box below to write about another amazing animal.

dangerous	fast	slow	big	heavy	tiny	intelligent	extinct

A dolphin is a very intelligent animal. Even though it is quite a big animal, a dolphin can swim quite fast.

It is not a dangerous animal; it is very friendly.



N Correct the errors in the sentences.

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

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



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1. Cats can run fast and so can mice.

   Both cats and mice can run fast.

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

   Neither John nor Adel joined the after-school Computer Club. They joined the after-school Creative Workshop instead.

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

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

6 What Would You Do?

A Unscramble the words and phrases.

dttemep tempted

1. yomrlal morally
2. tameotvi motivate
3. shavin vanish
4. raded dread
5. egt yaaw hitw ti get away with it
6. spreelobnsi responsible
7. seanor reason

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

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

1. tempted : wanted to do something (usually wrong)
2. dread : fear
3. vanish : disappear
4. reason : think through something logically
5. motivate : give someone a reason to do something; to get someone excited about something
6. get away with it : not be held responsible for something you do (usually wrong)
7. morally : ethically; related to what is right or wrong

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

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

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

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

1. If I spoke English perfectly, I wouldn't be in this class.
2. If you hadn't forgotten to do your homework, you would have done better on the test.
3. If I could go anywhere, I would go to Paris.
4. If she had worn a jacket, she might not have gotten sick.
5. If I were you, I would call him.
6. If he hadn't eaten so much, he wouldn't have been so full.
7. If money grew on trees, I would be a gardener.
8. If she had taken the bus home from school, she wouldn't have gotten lost.
9. If I had studied, I might have done well on the test.
10. If I found a wallet, I would call the police.
11. If I had found your wallet, I would have returned it to you.
12. If the world were a perfect place, there wouldn't be any crime.
13. If my watch hadn't broken, I wouldn be on time.
14. If I were rich, I wouldn't be here right now.

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

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

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

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



(he / swim) He swims as if he were a dolphin.



1. (he / act) He acts as if he were a baby.



2. (he / drive) He drives as if he was a race driver.



3. (it / smell) It smelled as if we were in a garden.



4. (he / act) He acts as if he was a king.



5. (it / look) It looked as if it had snowed.

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

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

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

1. Your parents bought you a new cell phone. You are really excited and decide to show it to your friends. As you are going to meet your friends, the cell phone falls out of your backpack into a busy street. A car runs over it and smashes it to pieces. What could you have done differently? If I hadn't driven so fast, I would still have a new car.
2. What would your parents have said once they found out about the cell phone? If you hadn't driven so recklessly, you wouldn't have broken your leg.
3. You are eating dinner at a nice restaurant. When it's time to pay, you realize you don't have your wallet with you. What would you do? I would ask if I could wash your dishes.
4. You are shopping in the mall. You accidentally knock over a glass and it breaks. Nobody saw you do it. What would you do? I would drive away.
5. You are shopping in the mall. You accidentally knock over a glass and it breaks. You don't think anybody saw you do it, so you walk away. As you are leaving, a security guard stops you and makes you pay for damages. If you had it to do over, what would you have done differently? If I hadn't driven away, I wouldn't have gotten arrested.
6. You are taking a test in chemistry class. You studied hard for it. You know your best friend didn't study at all because he stayed up late last night watching television. You see him cheating on the test. What would you do? I would tell the teacher.
7. You are walking out of the mall and you see a small pile of money. You pick it up and count it. There is over 500 riyals. There are a lot of people around, but you don't think anybody saw you pick it up. You see a woman near the entrance of the mall checking her pockets and looking nervous, but you aren't sure if the money belongs to her. What would you do? I would ask the woman if she lost something. If she said she lost money, I would ask her how much. If it was the right amount, I would give her the money.
8. Your brother is the best player on the school football team. Your parents are very strict. If he doesn't get an A in every class, he is not allowed to play football. He has football practice every night, so you know he is very busy. He asks you to do his homework every day before class. What would you do? I would tell my friend that he can only copy my homework during football season.

H READING

Read the article. Then answer the questions.

Kohlberg's Theory of Moral Reasoning

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

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

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

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

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

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

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

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

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

1. Read the Heinz dilemma. What would you do if you were Heinz? Why? **student's answer**

_____

_____

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

_____

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

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

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

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

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

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

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

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

1. What did the mother assume? She assumed that Sid had taken the car without telling Carl.
2. What was Carl's dilemma at that point? Whether he could tell his mother that he had given the model car to Sid himself.
3. Did Carl betray his parents' confidence in him? Why? Why not?
4. Did he betray his younger brother? Why? Why not?

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

	Event / Cause	Outcome / Effect
1.	the phone rang	Carl wanted to see his friend's new gadget.
2.	gave Sid milk	Sid dropped the cup on the carpet. Started crying
3.	Carl gave him ice cream and the model car	Sid choked on a small part

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

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

A 3. He did, partly. He kept an eye on Sid and tried to feed him and then put him to bed but was not prepared to take the time needed. So he gave Sid a model car with small parts to keep him happy so he could play with his friend.
4. In Sid's eyes he probably didn't, because he had given him the car.

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



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Cause	Effect
didn't pay attention in class	found the test difficult
didn't study	failed the test
studied through the night because they were sleepy	made mistakes

1. If they had paid more attention in class, they wouldn't have found the test difficult.

2. If they had studied, they would have answered more questions.

3. If they hadn't stayed up through the night they wouldn't be sleepy.

K WRITING student's answer

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

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

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

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

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

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

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

Moreover, rapid developments in robotics and A.I (Artificial Intelligence) will mean that soon we will all be able to study or work remotely from the comforts of our home: We will send our robot to school or the office instead. By 2022, it is quite possible that many households will own a robot to carry out 'porter' style tasks, such as fetching and carrying. By 2030, experts believe that robotics will have developed (**5.** develop) so significantly that smart robots will be capable of performing autonomously, and make 'common-sense' decisions. By 2050, some scientists believe that smart robots _____ (**6.** reached) such a high level of intelligence that they will be able to provide emotional care and companionship to the elderly and sick…

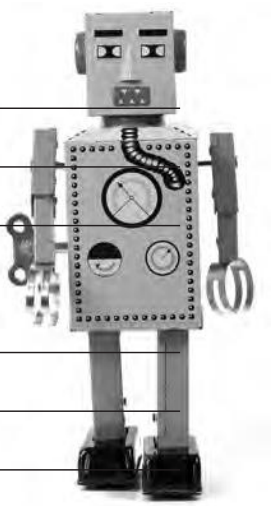
M Answer the questions about the text.

1. What will have happened by 2022?

By 2022, many households will have bought a smart robot.

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

Students answer



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

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

Jim: Sure. What's going on?

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

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

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

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

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



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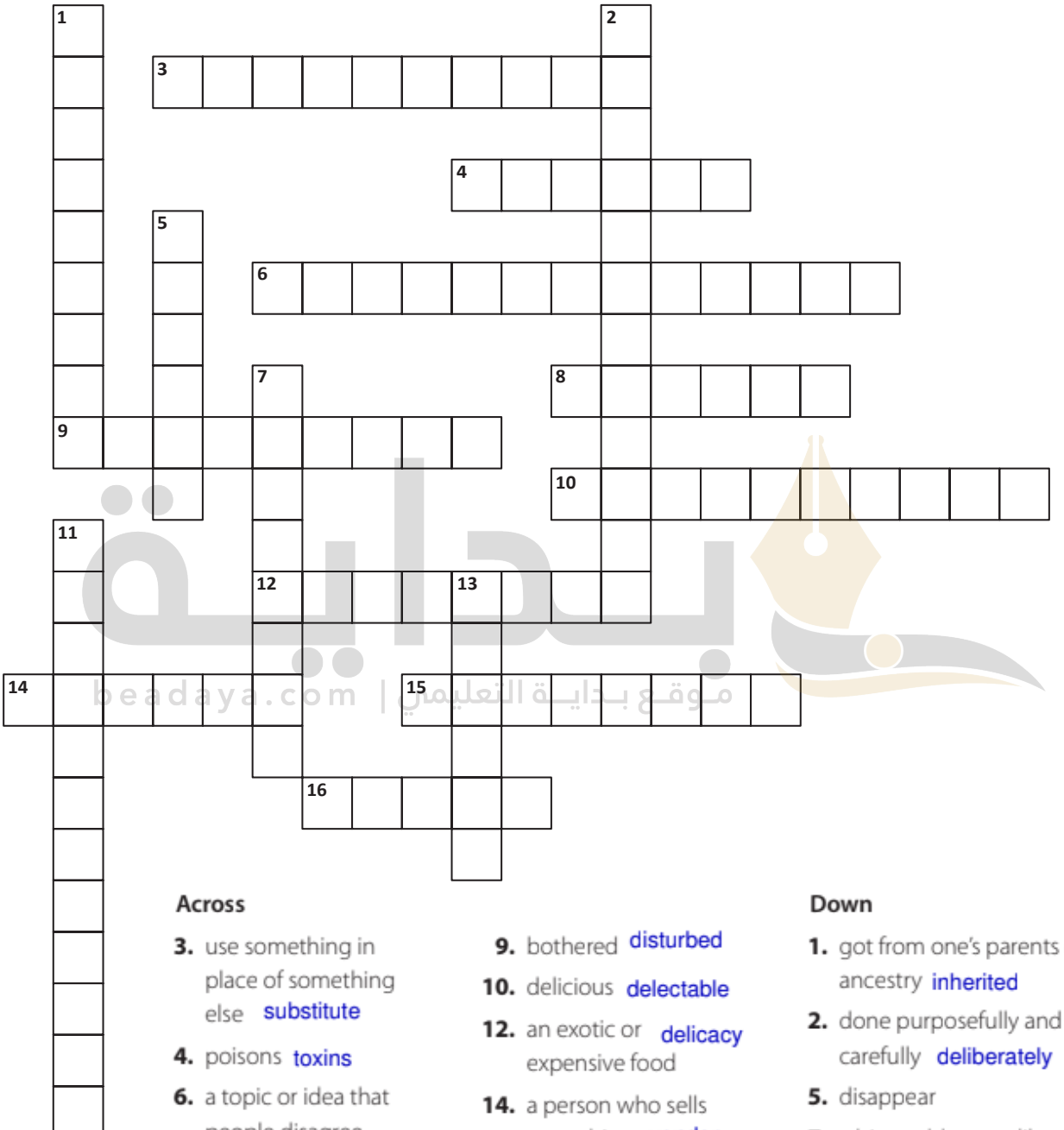
O Write a similar conversation between you and your best friend about the situation below. Write your conversation in your notebook. Use ***used to, be used to, would*** and ***was going to.*** ***Student's answer***

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



EXPANSION Units 4 – 6

A Complete the crossword puzzle. Use words from Units 4-6.



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Across

3. use something in place of something else substitute

4. poisons toxins

6. a topic or idea that people disagree about controversial

8. something that comes from the sea or ocean hassle

9. bothered disturbed

10. delicious delectable

12. an exotic or expensive food delicacy

14. a person who sells something vendor

15. the length of time that something lasts duration

16. the scent of something; odor aroma

Down

1. got from one's parents or ancestry inherited

2. done purposefully and carefully deliberately

5. disappear

7. a big problem or dilemma quandary

11. an animal that has been tamed domesticated

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

EXPANSION Units 4 – 6

B Complete the sentences with the phrasal verbs and objects.

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

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

C Change the sentences from active to passive.

You shouldn't serve raw eggs.
Eggs shouldn't be served raw.

1. People must store milk in the refrigerator.
   Milk must be stored in the refrigerator.
2. You can make yogurt at home.
   Yogurt can be made at home.
3. People should not eat unwashed fruit.
   Unwashed fruit should not be eaten.
4. You don't have to fry meats in oil.
   Meats don't have to be fried in oil.
5. People may keep butter out of the refrigerator for a few days.
   Butter may be kept out of the refrigerator for a few days.
6. You should serve the doughnuts with coffee or orange juice.
   The doughnuts shouldn't be eaten every day.
7. You shouldn't eat ice cream every day.
   Ice cream shouldn't be eaten every day.
8. People can drink soy milk as a substitute for milk.
   Soy milk can be drunk as a substitute for milk.

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

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

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

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

E Correct the error in each sentence.

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have answered

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

were

1. If I ~~be~~ you, I would study for the exam.

be made

2. Moral decisions must ~~make~~ carefully.

would help

3. If I could be the president of this country, I ~~help~~ the poor people.

it away

4. I threw ~~away it~~ yesterday because it was old.

trained

5. Exotic pets should be ~~train~~ before they live around people.

down with the flu

6. Ahmed came ~~the flu down with~~ on Sunday.

gotten

7. If he hadn't ~~get~~ married so young, he could have traveled the world.

won

8. She's smiling as though she ~~win~~ a million dollars.

be

9. McDonald's restaurants can found all over the world.

across

10. I came an interesting book across yesterday.

EXPANSION Units 4 – 6

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

substance	refer	nutrition	destroy	yield	notice	test	demonstrate

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

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

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

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

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

1896 Penicillin was originally tested.

1928 Penicillin was rediscovered.

1939 Penicillin's ability to kill infectious bacteria was noticed.

1941 The yield of Penicillin was increased ten times.

1943 Penicillin was proved the most effective antibacterial agent.

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

It is necessary for pharmaceutical companies to produce new antibiotics because microbes have developed a resistance to Penicillin.

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

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



Idioms
change one's mind, have in mind, make up one's mind, be of two minds, give someone a piece of your mind, call to mind.

1. The purpose behind the meeting is to call to mind other projects that carried similar befits and risks.

2. The men are trying to make up their minds whether to go ahead with the project.

3. The men must have in mind the business plan when coming to important decisions.

H WRITING

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

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

3. Now use your notes to write your essay.

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Speaking Skills 1

Requests, Offers, Refusals, and Saying Thank You

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

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

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

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

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Speaking Skills 2

Discussions

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

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

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

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

Speaking Skills 3

Sounding Natural

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

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

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

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

Fahd: Right.

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

Fahd: Really? I thought you only had four.

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

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

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

Fahd: Great! Let's make a reservation.

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

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

Speaking Skills 4

PowerPoint and Poster Presentations

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

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

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