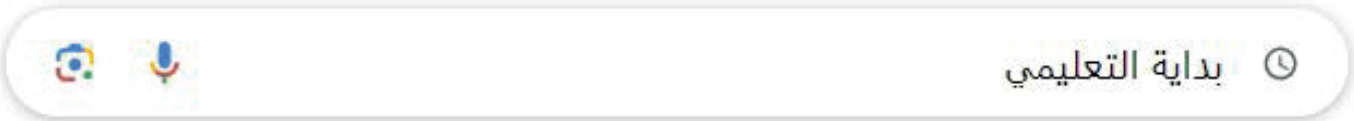
تم تحميل الملف
من موقع بداية

بداية
beadaya.com | موقع بداية التعليمي

للمزيد اكتب
في جوجل Google



موقع بداية التعليمي كل ما يحتاجه **الطالب والمعلم**
من ملفات تعليمية، حلول الكتب، توزيع المنهج،
بوربوينت، اختبارات، ملخصات، اختبارات إلكترونية،
أوراق عمل، والكثير...

حمل التطبيق

GET IN ON Google Play

Download on the App Store

MEGA GOAL 2

بداية
beadaya.com | موقع بداية التعليمي

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

Mc Graw Hill

MG_02_COMBO_TEXT_2023.indb 1 29/3/23 8:53 PM

Contents



		Scope and Sequence	iv
Term 1		Connect	2
	Unit 1	Connected by Technology	6
	Unit 2	Crime Doesn't Pay	20
	Unit 3	Far and Away	34
	Unit 4	TV Around the World	48
		EXPANSION Units 1–4	62
Term 2	Unit 5	Working 9 to 5	72
	Unit 6	Going Green	86
	Unit 7	There's No Place Like Home	100
	Unit 8	The Sporting Life	114
		EXPANSION Units 5–8	128
Term 3		Update	138
	Unit 9	Laugh Out Loud	142
	Unit 10	You Are What You Eat	156
	Unit 11	Amazing Animals	170
	Unit 12	What Would You Do?	184
		EXPANSION Units 9–12	198
		Vocabulary	204
		Irregular Verbs	212
		Audio Track List	213

beadaya.com موقع بداية التعليم

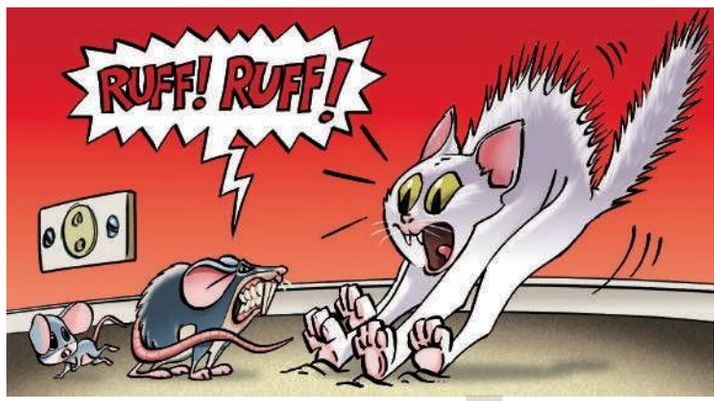
MG_02_COMBO_TEXT_2023.indb 3 29/3/23 8:53 PM

3 Laugh Out Loud

رابط الدرس الرقمي
www.ien.edu.sa

1 Listen and Discuss

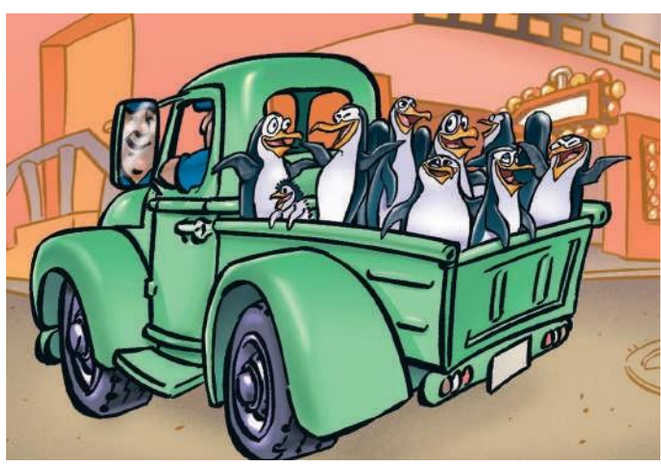
1. What TV show or comedian makes you laugh the most? Why?
2. What is the funniest joke you know?
3. What do you think makes a joke funny?



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."

MG_04_SB_TEXT_2020.indd 34 9/6/20 11:11 PM



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

Quick Check

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

astonished	fascinated	puzzled
bilingual	irritated	remarkable

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

B. Comprehension. Answer the questions.

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

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

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.

MG_04_SB_TEXT_2020.indd 35 9/6/20 11:11 PM

رابط الدرس الرقمي
www.ien.edu.sa

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.

beadaya.com | موقع بداية التعليمي

The...*The* Comparatives

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

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

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

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

MG_04_SB_TEXT_2020.indd 36 9/6/20 11:11 PM

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

confused	dark	dizzy	excited	rich
crowded	dirty	engaged	frightened	worried

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

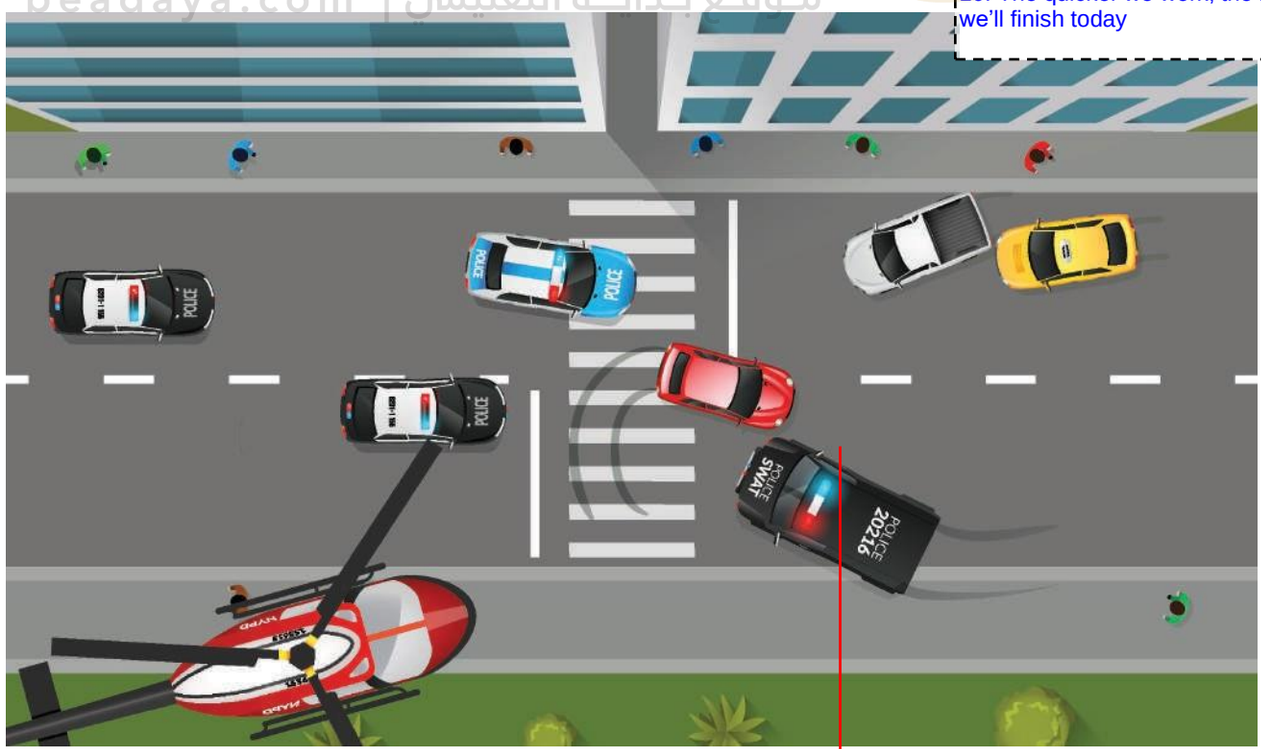
C. Finish each sentence with a ***the…the*** comparative.

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

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

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

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



beadaya.com | بداية التعليمي

MG_04_SB_TEXT_2020.indd 37 9/6/20 11:11 PM

رابط الدرس الرقمي
www.ien.edu.sa

4 Conversation



Charlie: Hi Hashim. How are you doing?

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

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

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

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

Hashim: I don't know. How?

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

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

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

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

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

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

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

Real Talk

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

About the Conversation

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

Your Turn

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

Telling and Responding to a Joke

I have a good one.
Did you hear the one about...?
***This guy walks into a...**

Do you get it?
I don't get it.

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

MG_04_SB_TEXT_2020.indd 38 9/6/20 11:11 PM



5 Listening

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

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

6 Pronunciation

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

1. Until recently, it was **b**elieved that laughter was unique to humans.
2. The sound of human laughter has **b**een found to relieve stress.
3. A particular **b**ird that was o**b**served used human laughter.
4. It was discovered that this area of a rat's **b**rain lights up when it is tickled.
5. However, more research is needed **b**efore such a conclusion can **b**e reached.

beadaya.com | موقع بداية التعليمي

7 Vocabulary Building

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

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

MG_04_SB_TEXT_2020.indd 39 9/6/20 11:11 PM

رابط الدرس الرقمي
www.ien.edu.sa

HA! HA!

8 Reading

Before Reading

Read the passage and underline important details about laughing.

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.

MG_04_SB_TEXT_2020.indd 40 9/6/20 11:11 PM



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

بدايـة
موقـع بـدايـة التعليمي | bedaya.com

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	

MG_04_SB_TEXT_2020.indd 41 9/6/20 11:11 PM

رابط الدرس الرقمي
www.ien.edu.sa

10 Writing

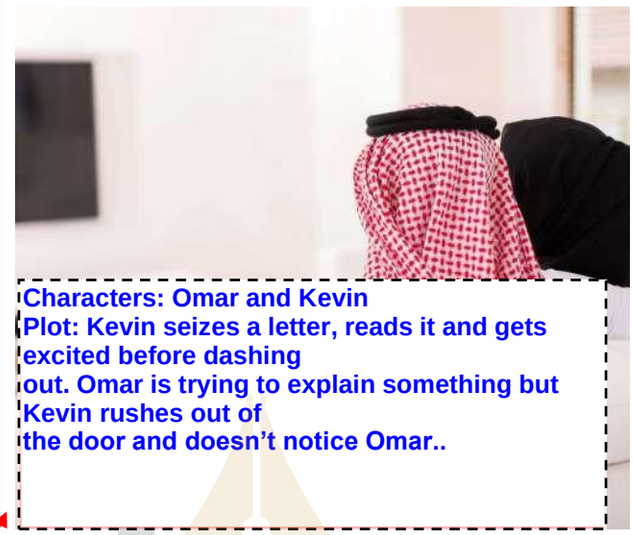
A. What is a sitcom? **Student's answer**

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.



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

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

بداية | beadaya.com | موقع بداية التعليمي

ACT ONE Scene One, Int. Living Room — Morning (Day 1) (Omar, 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 OMAR WALKS IN WITH A FUNNY LOOK ON HIS FACE, POINTING TO THE LETTER.

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

OMAR (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; OMAR STANDS AT THE DOOR SHAKING HIS HEAD.
HE IS HOLDING ANOTHER LETTER IN HIS HAND.

OMAR
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...

MG_04_SB_TEXT_2020.indd 42 9/6/20 11:11 PM

Student's answer

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, Ali. 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 on: 234- 7684 ext. 43. Thank you.

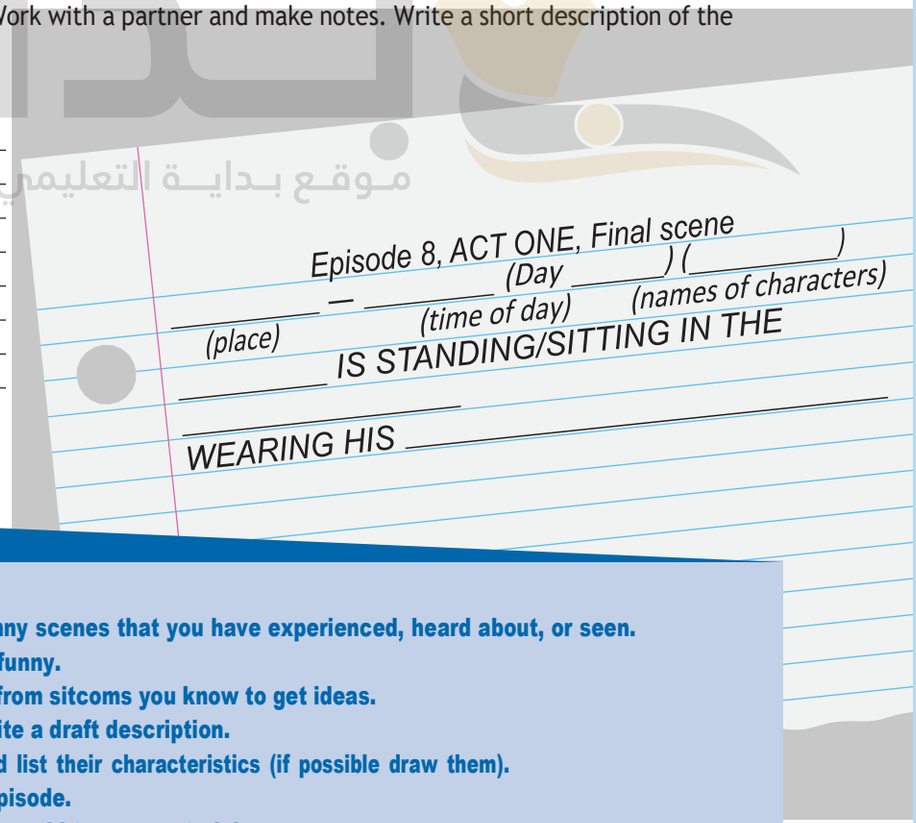
C. Scene Three: Omar has left a message for Kevin at home. Read the message and say why Omar has left the message? How does Omar feel? In pairs, write the voicemail message Kevin leaves for Mr. Jackson, explaining the situation.

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.
Omar

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:

_____
_____
_____
_____
_____
_____
_____
_____



beadaya.com | موقع بداية التعليمي

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.**

MG_04_SB_TEXT_2020.indd 43 9/6/20 11:11 PM

رابط الدرس الرقمي
www.ien.edu.sa

11 Form, Meaning and Function

Expressing Wishes, Regret and Criticism

Verb: *Wish*

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

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

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

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

Expressing Criticism

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

I **wish** he **wouldn't use his cell phone** in class. I **wish** the children **would stop** interrupting.

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

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

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

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



Or I wish I had watched the TV **sitcom.**

MG_04_SB_TEXT_2020.indd 44 9/6/20 11:11 PM

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

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

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

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







boys / worried **1.** fans / happy **2.** Nawal / angry **3.** parents / sad **4.** officer / surprised

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

MG_04_SB_TEXT_2020.indd 45 9/6/20 11:11 PM

رابط الدرس الرقمي
www.ien.edu.sa

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.

بداية
bedaya.com | موقع بداية التعليمي

MG_04_SB_TEXT_2020.indd 46 9/6/20 11:11 PM

13 Self Reflection

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

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

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

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

beadaya.com | موقع بداية التعليمي

MG_04_SB_TEXT_2020.indd 47 9/6/20 11:11 PM

EXPANSION Units 1–3

1 Language Review

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

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

It's too worn.

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

1. We don't have enough time. / There isn't enough time.
2. It's too dark.
3. He drives too dangerously.
4. It doesn't have enough trees.
5. He's too lazy.
6. They make me feel too claustrophobic.
7. He speaks too quickly.
8. I'm too tired.
9. It isn't comfortable enough.

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

Losing your keys is irritating.

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

1. Filling out forms is boring.
2. Littering is irresponsible.
3. Losing your keys is irritating.
4. Reading about scientific discoveries is fascinating.
5. Sitting in a sauna is relaxing.
6. Skydiving is exciting.
7. Touching your ear with your tongue is impossible.
8. Witnessing a crime is frightening

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

your school Student's answer

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



MG_04_SB_TEXT_2020.indd 48 9/6/20 11:11 PM

1. What is the most beautiful place you've ever visited?
2. What's the most exciting city you've ever visited?
3. What's the tallest building you've ever seen?
4. What's the best book you've ever read?
5. What's the spiciest food you've ever eaten?
6. What's the hardest thing you've ever done?
7. Who's the most famous person you've ever met?
8. What's the scariest film you've ever watched?
9. What's the farthest place you've ever traveled to?
10. What's the most thoughtful present you've ever received?

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

interesting class / take

A: What is the most interesting class you've ever taken?
B: Earth science is the most interesting class I've ever taken.

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

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

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

1. She's been studying anthropology. She's becoming fascinated w
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.

1-The more she studies anthropology, the more fascinated. she becomes with it.
2-The closer we get to summer, the more excited I get.
3-The funnier the joke, the harder people laugh.
4-The longer I sit on this couch, the more tired I get.
5-The cheaper the shoes, the more quickly they fall apart.
6-The smaller the room, the more claustrophobic I feel.

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

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



beadaya.com | بداية التعليمي

MG_04_SB_TEXT_2020.indd 49 9/6/20 11:11 PM

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.



MG_04_SB_TEXT_2020.indd 50 9/6/20 11:11 PM



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.	a	prank	**a.** trick
2.	d	supposed	**b.** practical joke
3.	i	memorable	**c.** be responsible for
4.	e	convert	**d.** apparent
5.	c	perpetrate	**e.** change
6.	b	hoax	**f.** significant
7.	g	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 the April 1 in 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?

1. They were pulled by the media.
2. Video footage showed people "picking" spaghetti off trees.
3. He instructed them to pull a nylon stocking over their TV screens and move their heads very carefully back and forth to see the best picture.
4. They announced that Australia would be converting to "metric time."
5. They showed an interview with the deputy premier and a picture of the town clock with a new "metric time" face.

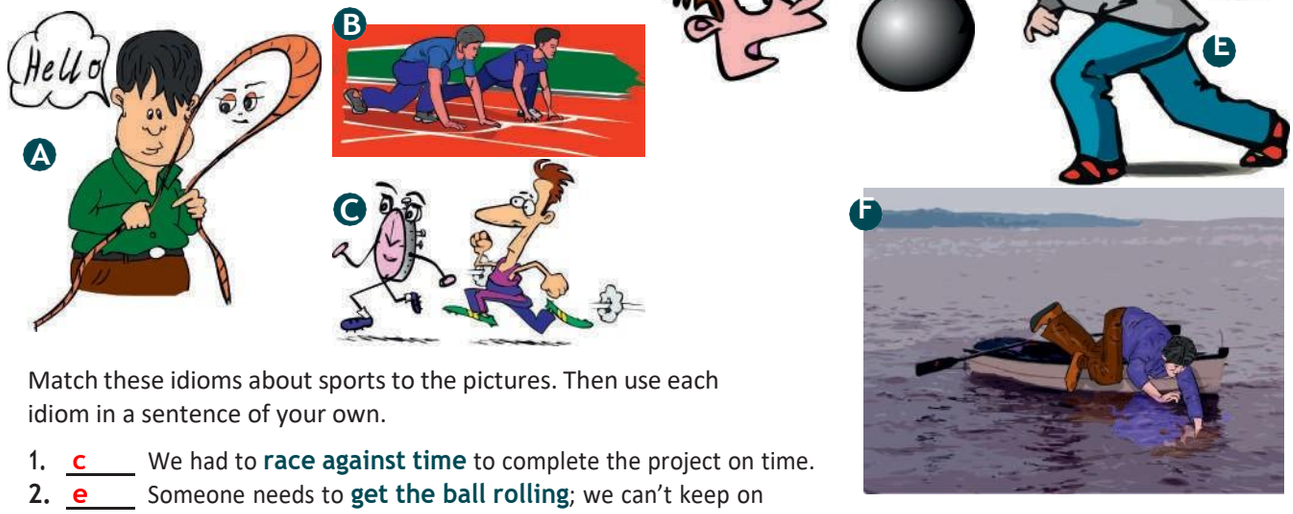
Discussion

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?

bedaya.com | موقع بداية التعليمي

MG_04_SB_TEXT_2020.indd 51 9/6/20 11:11 PM

3 Language Plus



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

1. c We had to **race against time** to complete the project on time.
2. e Someone needs to **get the ball rolling**; we can't keep on talking about things and not take action.
3. a You'd better ask Andy about how to get some stationery, he **knows the ropes**.
4. d You need to **keep your eye on the ball** if you want things to run smoothly.
4. b 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. i In her attempt to do the best she could, she **went overboard** and invited far too many guests to the wedding.

4 Writing

Tools for Writing: Avoiding Wordy Sentences

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

Avoid unnecessary repetition of words or ideas.

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

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

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

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

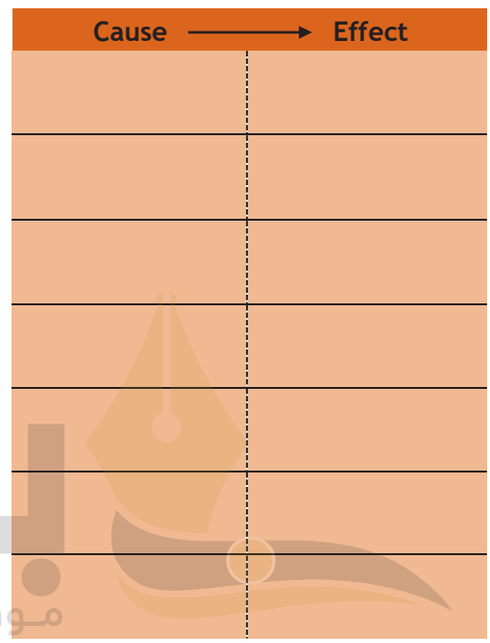
MG_04_SB_TEXT_2020.indd 52 9/6/20 11:11 PM

Writing Prompt

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

Write Your Essay Student's answer

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 as	in the same way	one way
	likewise	similarly

Contrast Transition Words

although	nevertheless	still
however	otherwise	yet

beadaya.com | موقع بداية التعليمي

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...

MG_04_SB_TEXT_2020.indd 53 9/6/20 11:11 PM

4 You Are What You Eat

رابط الدرس الرقمي
www.ien.edu.sa

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?

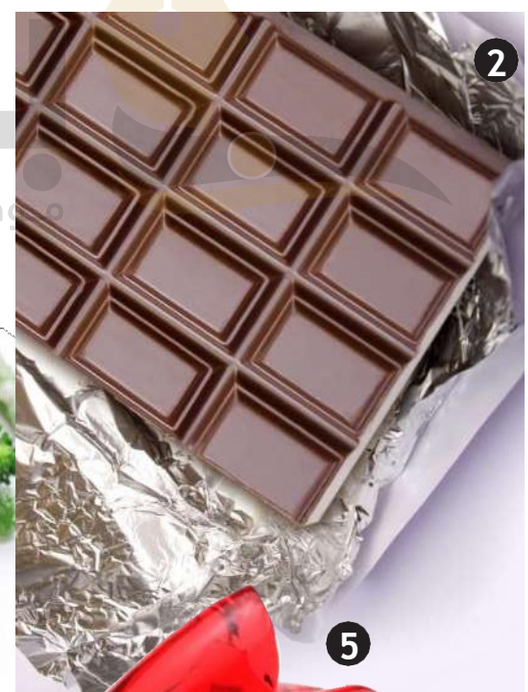
FOOD MYTHS



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**

beadaya.com | موقع بداية التعليمي









MG_04_SB_TEXT_2020.indd 54 9/6/20 11:11 PM

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

موقع بداية التعليمي | bedayacenter

Quick Check

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

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

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

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

MG_04_SB_TEXT_2020.indd 55 9/6/20 11:12 PM

رابط الدرس الرقمي
www.ien.edu.sa

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** Janet at the supermarket. (NOT: ~~I ran Janet 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.~~)

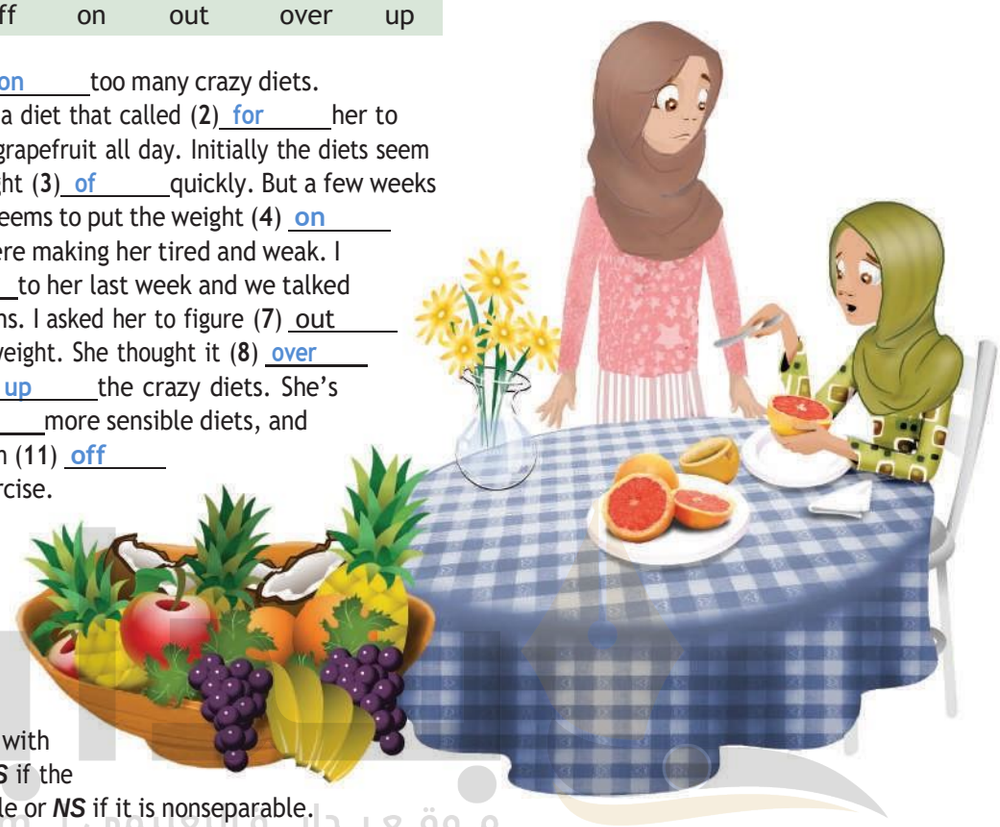
catch up on	drop out of	get along with	look forward to
come down with	feel up to	get rid of	make do with
come up with	get away with	load up on	run out of
cut down on	get down to	look down on	take care of

MG_04_SB_TEXT_2020.indd 56 9/6/20 11:12 PM

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) on too many crazy diets. Last month, she was on a diet that called (2) for her to eat almost nothing but grapefruit all day. Initially the diets seem to work. They take weight (3) off quickly. But a few weeks later my sister always seems to put the weight (4) on again. And the diets were making her tired and weak. I pointed this (5) out to her last week and we talked (6) over my concerns. I asked her to figure (7) out a better way of losing weight. She thought it (8) over and agreed to give (9) up the crazy diets. She's going to look (10) into more sensible diets, and she's going to try to burn (11) off 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 — **1. I'm going to send it back.**
2. Most people can't tell apart a yam from a sweet potato. (S) NS — **2. Most people can't tell them apart.**
3. You need to throw out the moldy cheese. (S) NS — **3. You need to throw it out.**
4. I never tire of chocolate. S (NS) — **4. I never tire of it.**
5. Wake up Jenna for breakfast. (S) NS — **5. Wake her up for breakfast.**
6. I never turn down dessert. (S) NS — **6. I never turn it down.**

C. Complete the three-word phrasal verbs.

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

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

beadaya.com | موقع بداية التعليمي

MG_04_SB_TEXT_2020.indd 57 9/6/20 11:12 PM

رابط الدرس الرقمي
www.ien.edu.sa

4 Conversation

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

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

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

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

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

Fadwa: Would you like to try the grilled asparagus?

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

Fadwa: Are you sure?

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

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

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



Real Talk

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

About the Conversation

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

Your Turn

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

Offering, Accepting, and Declining Food and Drink

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

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

MG_04_SB_TEXT_2020.indd 58 9/6/20 11:12 PM

5 Listening

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

bean	crumb	nib	pod
chocolate bar	cocoa mass	paste	



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

6 Pronunciation

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

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

7 Vocabulary Building

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

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

MG_04_SB_TEXT_2020.indd 59 9/6/20 11:13 PM

رابط الدرس الرقمي
www.ien.edu.sa

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.



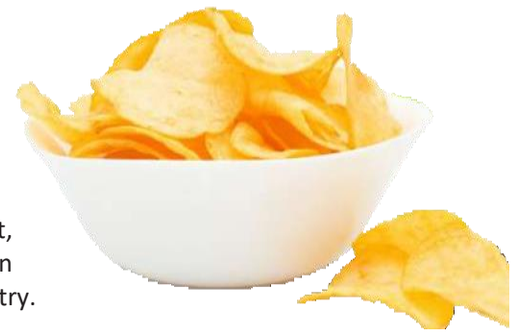
But, perhaps your dessert of choice on a hot day is an ice-cream cone. If so, you should be glad for the unexpected event that brought two men together at the 1904 St. Louis World's Fair. An ice-cream vendor named Charles Menches was doing such booming business that he ran out of bowls to put the ice 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.



MG_04_SB_TEXT_2020.indd 60 9/6/20 11:13 PM

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

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

Student's answer

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		

MG_04_SB_TEXT_2020.indd 61 9/6/20 11:13 PM

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

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 hospital. The rest of us were given strict orders to only consume liquids and stay in bed for the rest of our stay.



Pepper Sauce and Truffle

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

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

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

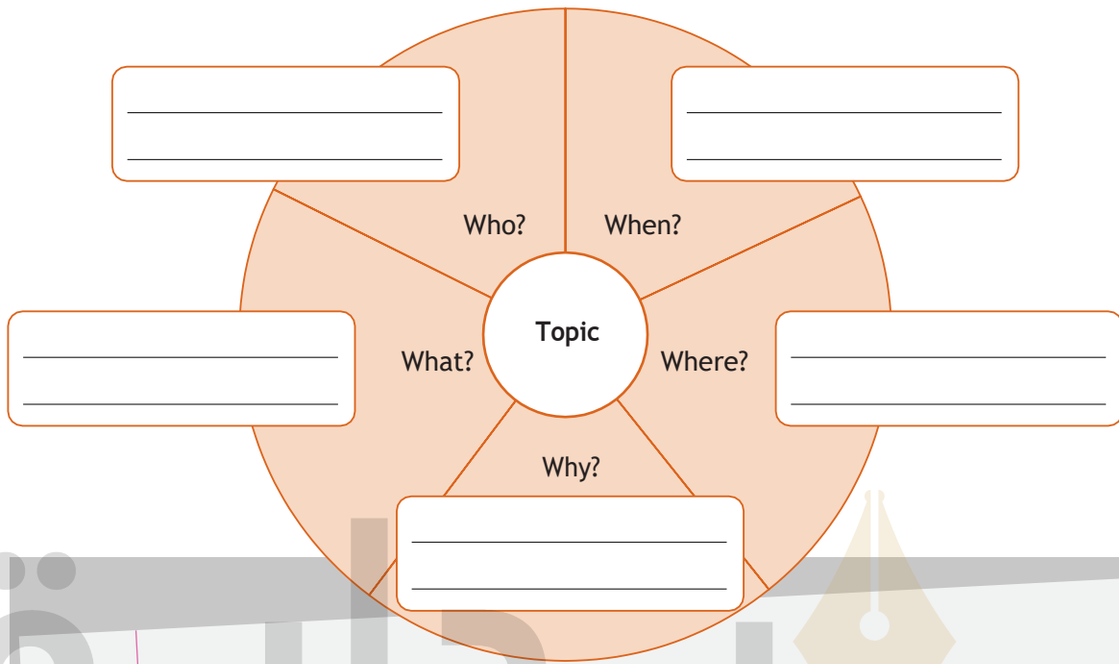
immense	gobble down	extravagant	waft	famished
feast	exorbitant	skip a meal	succulent	appetizing

*Immense: extremely large, enormous, huge *Feast: a large, elaborate meal
*Gobble down: eat something quickly and clumsily with almost no chewing *Exorbitant: much larger amount of money than normal, astronomical
*Extravagant: spending more than one can afford *Skip a meal: not have a meal *Waft: move gently through the air *Succulent: juicy and good
*Famished: extremely hungry, starving *Appetizing: food that looks and smells so good it makes you want to eat it

beadraya.com

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.**

MG_04_SB_TEXT_2020.indd 63 9/6/20 11:13 PM

رابط الدرس الرقمي
www.ien.edu.sa

11 Form, Meaning and Function

Count/Noncount Nouns

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

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

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

Expressions of Quantity: *Some/Any*

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

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

Sometimes *some* is used in questions for offers.
Do you want **some** pizza? How about **some** coffee?

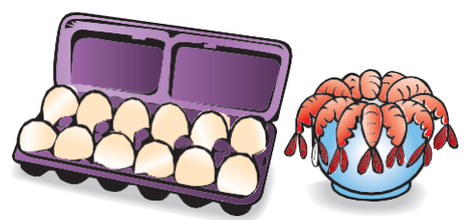
Would Like

Use *would like* for preferences.

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

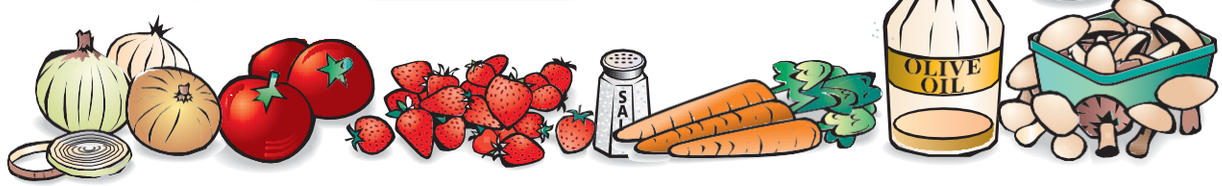
Q: **Would** you **like** some mustard on it?
A: Yes, please. / No, thank you.

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



Omar: Is this Gino's Italian restaurant?
Tony: Yes, it is. This is Tony speaking. How can I help you?
Omar: I want to (1.) order some food for delivery.
Tony: What (2.) would you like?
Omar: I'd like (3.) some minestrone soup and the lasagna bolognese.
Do you have (4.) any apple juice?
Tony: Sorry, we don't have (5.) any juice. Would you like (6.) some coffee?
Omar: Yes, please. Two cups of hot coffee.
Tony: Anything else?
Omar: Yes. Don't forget to include (7.) some garlic bread. It's so delicious!





MG_04_SB_TEXT_2020.indd 64 9/6/20 11:13 PM

Words Connected with Recipes

Some words we commonly connect with recipes are:

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

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

Count

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

Noncount

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

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

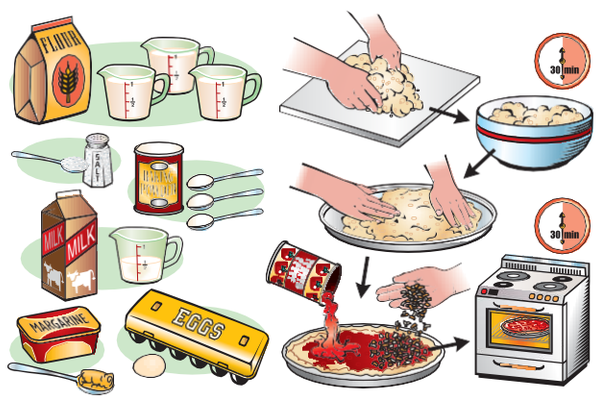
I eat **a lot of** eggs, but I don't eat **a lot of** bread.
I don't eat **enough** fruit. I don't drink **enough** water.

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

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

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

HOW TO MAKE A PIZZA



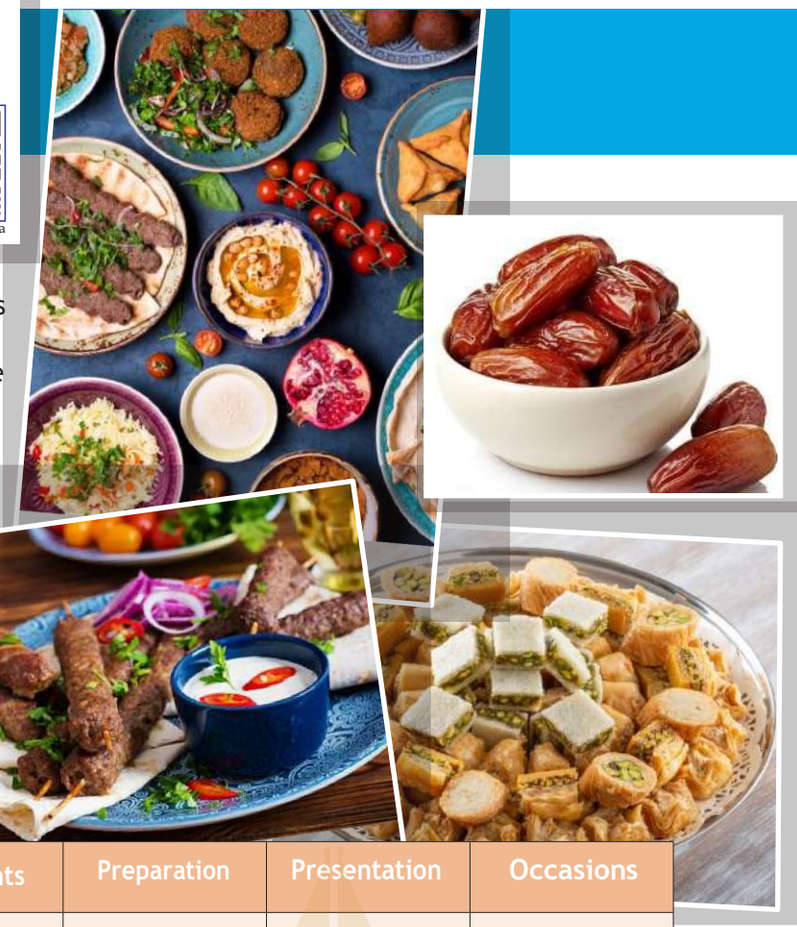
(1) before you start, check that you have all the ingredients. (2) then, put three cups of flour, one teaspoon of salt, and three teaspoons of baking powder into a bowl. (3) first add half a cup of milk, one tablespoon of margarine, and one egg to the ingredients in the bowl, and mix them well to make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

Serves 3 people

MG_04_SB_TEXT_2020.indd 65 9/6/20 11:13 PM

رابط الدرس الرقمي
www.ien.edu.sa

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

بداية
beadaya.com | موقع بداية التعليمي

MG_04_SB_TEXT_2020.indd 66 9/6/20 11:14 PM

13 Self Reflection

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

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

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

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

بداية
beadaya.com | موقع بداية التعليمي

MG_04_SB_TEXT_2020.indd 67 9/6/20 11:14 PM

5 Amazing Animals

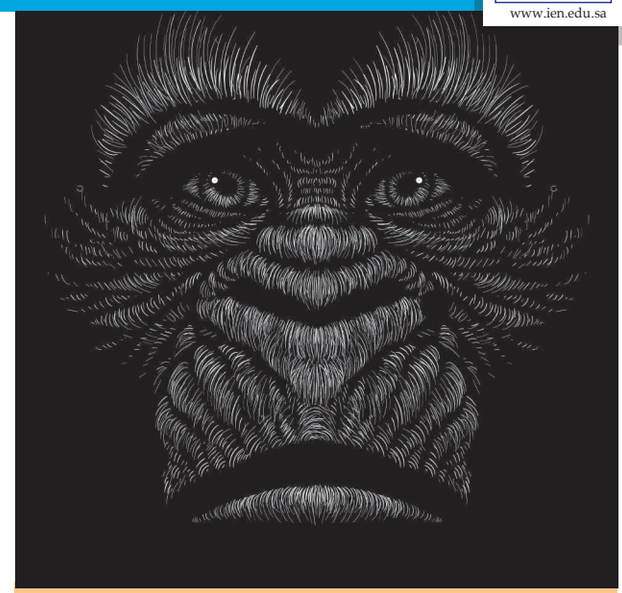
رابط الدرس الرقمي
www.ien.edu.sa

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.

MG_04_SB_TEXT_2020.indd 68 9/6/20 11:14 PM

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

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

2 Pair Work

Write a paragraph abou
say what kind of anima
your partner's paragraph is about.

MG_04_SB_TEXT_2020.indd 69 9/6/20 11:15 PM

رابط الدرس الرقمي
www.ien.edu.sa

3 Grammar

Passive Modals

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

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

The Passive with Reporting Verbs

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

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

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

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

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

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

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

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

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

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

Reporting verbs that can be used in the passive include:

believe	claim	estimate	feel	say
calculate	consider	expect	hope	think

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

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

MG_04_SB_TEXT_2020.indd 70 9/6/20 11:15 PM

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.

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

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



beadaya.com | موقع بداية التعليم

MG_04_SB_TEXT_2020.indd 71 9/6/20 11:16 PM

رابط الدرس الرقمي
www.ien.edu.sa

4 Conversation

Jake: 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?

Jake: 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!

Jake: 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?

Jake: 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.

Jake: 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 Jake having with his horse?
2. What advice does Omar give him?
3. How does Jake respond to Omar's advice?

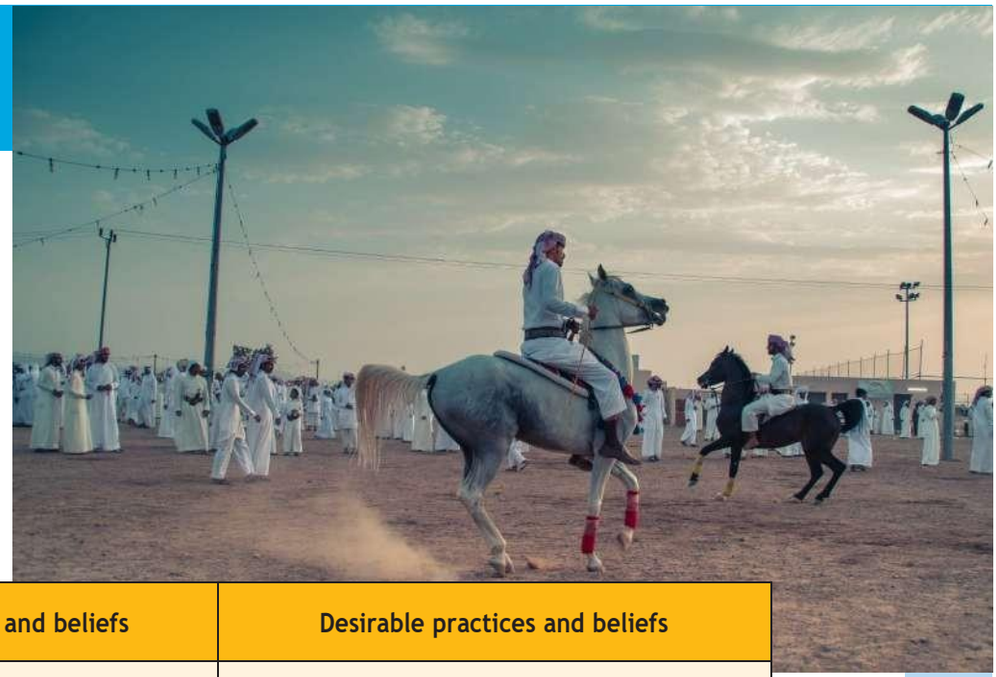
Your Turn

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

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

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

MG_04_SB_TEXT_2020.indd 72 9/6/20 11:16 PM



5 Listening

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

Undesirable practices and beliefs	Desirable practices and beliefs

6 Pronunciation

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

1. Jack owns a very ener**g**etic **y**oung stalli**o**n.
2. The horse has an intelli**g**ent, **g**entle nature.
3. Ponies have beautiful features and are popular with children.
4. Many true stories demonstrate that horses are loyal human compani**o**ns.
5. These are **j**ust a f**ew** of the techniques **u**sed to train horses.

7 Vocabulary Building

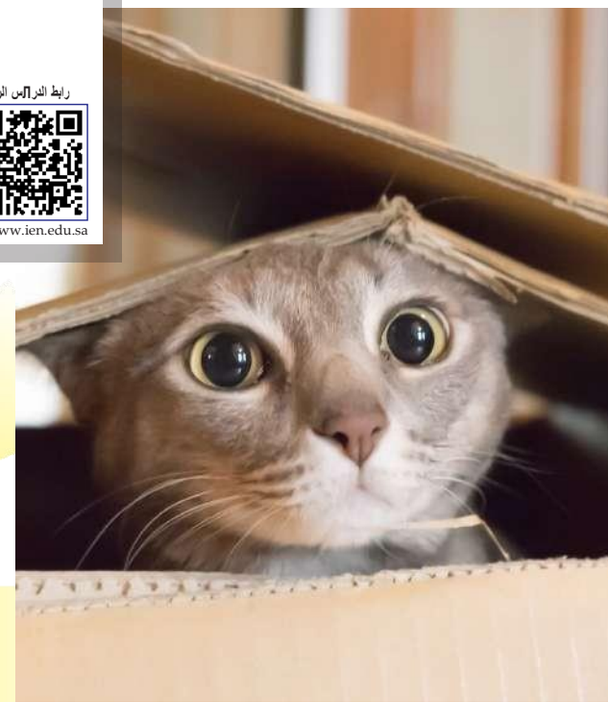
A. You will see these words in the reading on pages 74 and 75. Match the words with their meanings.

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

MG_04_SB_TEXT_2020.indd 73 9/6/20 11:16 PM

رابط الدرس الرقمي
www.ien.edu.sa



8 Reading

Before Reading

In what ways do people benefit from animal companionship?

Animal Heroes

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

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

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

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

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

MG_04_SB_TEXT_2020.indd 74 9/6/20 11:16 PM



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?

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

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	

بدايـة | موقـع بـدايـة التعليمي
bedaya.com

MG_04_SB_TEXT_2020.indd 75 9/6/20 11:16 PM

رابط الدرس الرقمي
www.ien.edu.sa

10 Writing

A. 1. Work in pairs/groups. What do you know about do lphins? 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

2 • The origin of dolphins: marine mammals that are claimed to have evolved from land mammals some 50 or 60 million years ago.
• Types of dolphins: 32 types that live in salt water.
• Eating habits: 20 to 25 kilos of fish per day/ they regulate their food intake according to the fat content of the fish and their needs
• Bottlenose dolphins: more familiar to people/ life expectancy: 40 to 50 years/ connection with humans/ rescued divers
• Special abilities: recognize themselves in a mirror, scan using sonar, sleep with one eye closed, whistle and communicate through whistles, go to a depth of 260 meters
• Relationship with people: connection with people, interested in people, have rescued people repeatedly.
3-
Paragraph 2: Dolphins and their eating habits/The eating habits of
Dolphins/ What Dolphins eat
Paragraph 3/ bullet points: What Dolphins can do/ The incredible
abilities of dolphins/ Super dolphins
Paragraph 4/ single line: Dolphins and people.
Paragraph 5: What dolphins like/ The qualities of dolphins
Paragraph 6: Conclusion/ The writer's view and feelings towards
dolphins/ The writer's opinion of dolphins

All About **Dolphins**

Dolphins are marine mammals that are claimed to have evol years ago! Studies indicate that they are the 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?

MG_04_SB_TEXT_2020.indd 76 9/6/20 11:16 PM

B. 1. Choose a type of animal to research and write about.
2. Use the **KWL** chart to gather and organize your ideas.
   a. Write what you already know about the animal in the **K** ("know") column.
   b. Write what you want to know in the **W** ("want to know") column. This might include the origins, diet, appearance, and/or typical characteristics of the animal.
   c. Research these questions in your library or on the Internet. Then write what you've learned in the **L** ("learned") column.
3. Write your essay.

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

The Peregrine Falcon

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

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

Writing Corner

When you write a descriptive essay about a species:

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

MG_04_SB_TEXT_2020.indd 77 9/6/20 11:16 PM

رابط الدرس الرقمي
www.ien.edu.sa

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.*

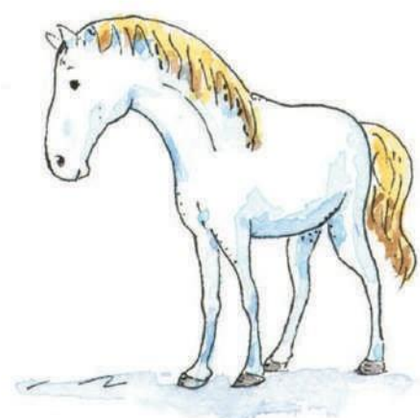
(noun) **Health** is very important.
(adjective) Keeping pets **healthy** is very important.
(noun) You won't get much **use** out of that bag.
(adjective) That bag is **useless**.
(noun) The tall buildings in Dubai made a big **impression** on the tourists.
(adjective) I felt **impressed** when I saw 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 affectionate and extremely cooperative cat. (affection, cooperation)
3. 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. (joy, love)
4. Punxsutawney Phil is easily the most famous groundhog in the world. (fame)
5. Elephants in captivity should be given pedicures to keep their feet healthy. (health)
6. He's a beautiful and strong horse. (beauty)
7. Ali owns a very energetic young horse. (energy)
8. Many true stories demonstrate that horses are loyal 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.
Students' own answers



بدايـة | موقع بدايـة التعليمي
bedaaya.com

MG_04_SB_TEXT_2020.indd 78 9/6/20 11:16 PM

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 in the meeting.

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

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

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

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



Prince Sultan bin Salman

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

- He was born in Jeddah.
- He moved to Riyadh with his family when he was very young.
- Majed Ahmed Abdullah is the best football striker 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

beadaya.com | موقع بداية التعليمي

MG_04_SB_TEXT_2020.indd 79 9/6/20 11:16 PM

رابط الدرس الرقمي
www.ien.edu.sa









12 Project

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

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

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

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

beadaya.com | موقع بداية التعليمي

MG_04_SB_TEXT_2020.indd 80 9/6/20 11:17 PM

13 Self Reflection

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

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

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

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

بداية
beadaya.com | موقع بداية التعليمي

MG_04_SB_TEXT_2020.indd 81 9/6/20 11:17 PM

6 What Would You Do?

رابط الدرس الرقمي
www.ien.edu.sa



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?

بداية | موقع بداية التعليمي
beadaya.com

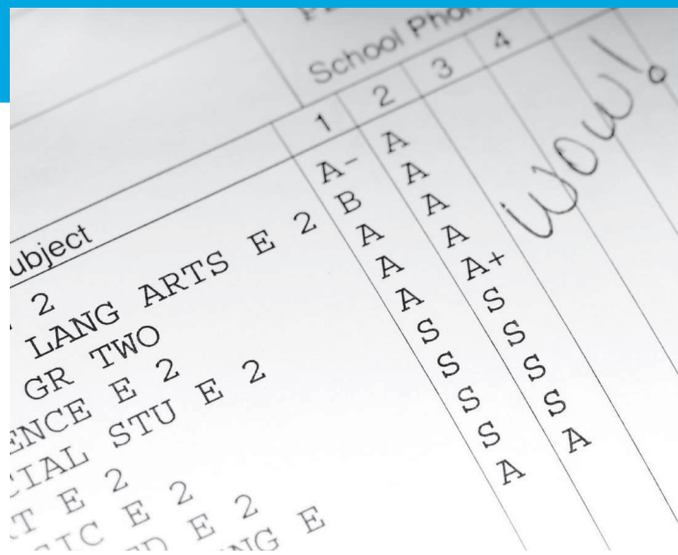


3 Dilemma

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?

MG_04_SB_TEXT_2020.indd 82 9/6/20 11:17 PM



"All sunshine makes the desert."

—Arabic proverb

"Ask the experienced rather than the learned."

—Arabic proverb

4 Dilemma

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

What would you do if you were Mariana?

Quick Check

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

dread	motivate	tempted
morally	responsible	vanish

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

B. Comprehension. Answer the questions.

1. Why is Russ at the airport? He's flying to his brother's wedding.
2. What does Russ decide to do? He does not help the man but hurries to catch his flight.
3. What is Mike considering doing? Why? He is considering cheating on his test because he can't remember the answers
4. What is the problem on the lifeboat? There is only enough space for nine passengers.
5. Why is Mariana tempted to not tell the truth about her science grade? Because then she will be able to buy a cell phone and her parents will be proud of her.

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.

بداية | موقع بداية للتعليم
beadaya.com

MG_04_SB_TEXT_2020.indd 83 9/6/20 11:17 PM

رابط الدرس الرقمي
www.ien.edu.sa

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.

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

MG_04_SB_TEXT_2020.indd 84 9/6/20 11:17 PM



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?

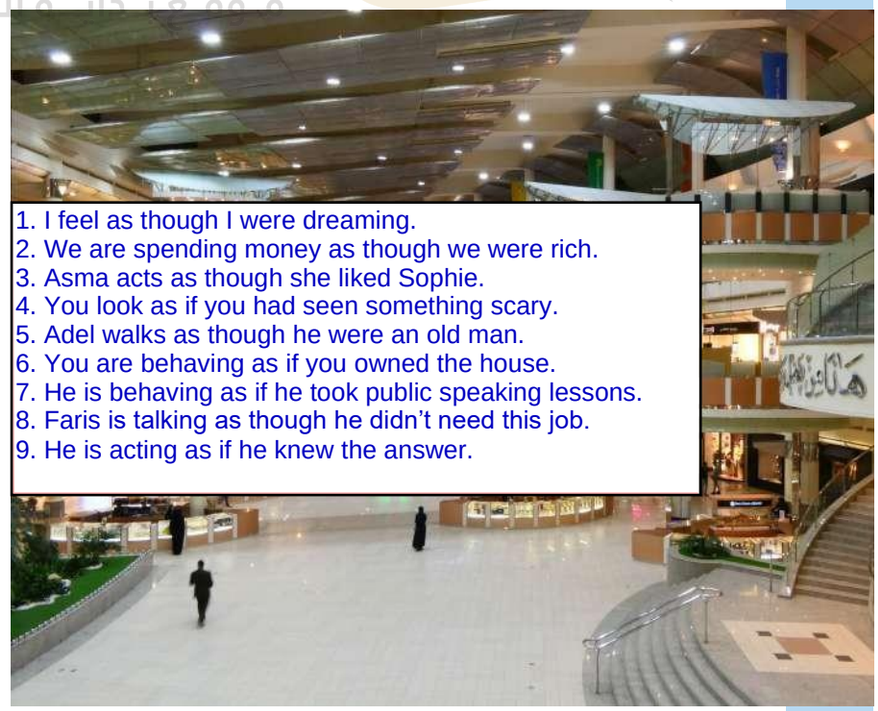
I would have told my friend the truth.

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

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



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

beedaya.com | موقع بداية التعليمي

MG_04_SB_TEXT_2020.indd 85 9/6/20 11:17 PM

رابط الدرس الرقمي
www.ien.edu.sa

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.

بداية
موقع بداية التعليمي | beadaya.com

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

About the Conversation

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

1. Someone he works with is shoplifting, and he doesn't know whether to tell the manager or not.
2. Fahim thinks he should tell the manager. 3 - Student'a answer.

Your Turn

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

Giving An Opinion

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

MG_04_SB_TEXT_2020.indd 86 9/6/20 11:17 PM



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.

موقع بداية التعليمي | bedaya.com

7 Vocabulary Building

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

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

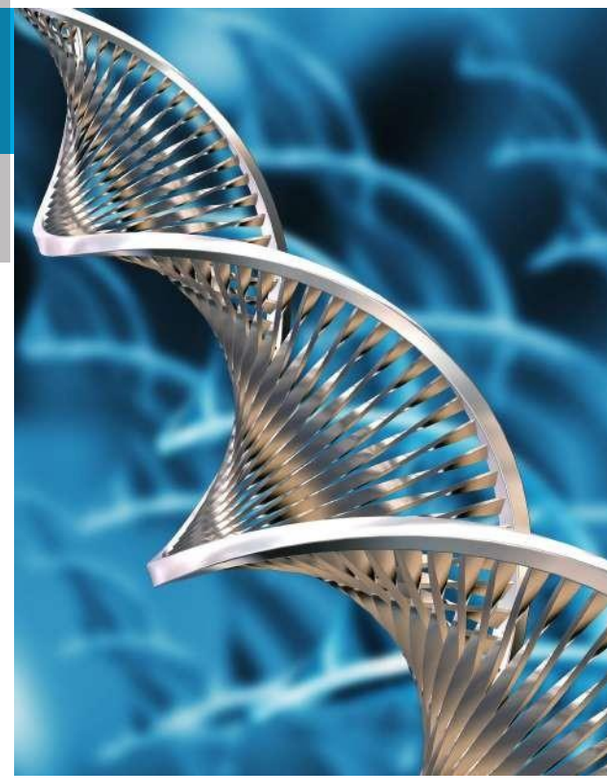
MG_04_SB_TEXT_2020.indd 87 9/6/20 11:17 PM

رابط الدرس الرقمي
www.ien.edu.sa

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.

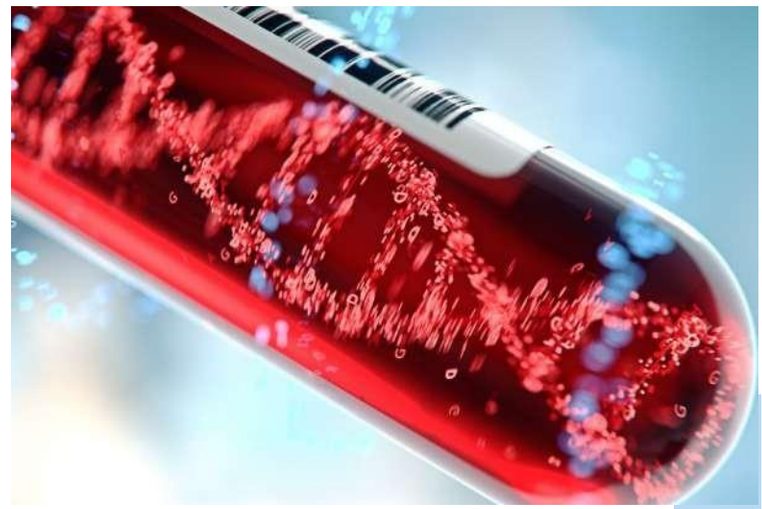
There are also some controversial downsides to genetic testing. The value of genetic testing is particularly questionable when testing for a disease that is untreatable. For example, Alzheimer's disease runs in An Lee's family. An has decided to get genetic testing to see if she is likely to develop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

بداية
bedaya.com | بداية

MG_04_SB_TEXT_2020.indd 88 9/6/20 11:18 PM

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

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



After Reading

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

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

9 Speaking

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

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

MG_04_SB_TEXT_2020.indd 89 9/6/20 11:18 PM

رابط الدرس الرقمي
www.ien.edu.sa



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. **Student's answer**
   - 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? **Student's answer**
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 thewriter'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?

3•
• Not all events are presented in chronological order. For example, " I had originally wanted to go to Art School…" indicates that this was so before the writer finished school.

• …but I had changed my mind when … I was also reluctant/
• my father was likely to disapprove in a quiet but very noticeable manner/ but I didn't (want to study medicine)/
•not all that certain that I wanted a teaching career/ for some reason, I did exactly the opposite/ I have often wondered what my life would have been like
• but not too enthusiastically
•This is the choice that has become a life's choice … to ever make me regret it.



After I finished school, 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.

MG_04_SB_TEXT_2020.indd 90 9/6/20 11:18 PM

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...

beadaya.com | موقع بداية التعليم

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.**

MG_04_SB_TEXT_2020.indd 91 9/6/20 11:18 PM

رابط الدرس الرقمي
www.ien.edu.sa

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 (?)	Short Answers (+)	Short Answers (-)
Will you **be working** on the weekend?	Yes, I **will.**	No, I **won't.**

Future Perfect

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

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

Time Expressions for the Future

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

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

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



بداية
موقع بداية التعليمي
beadaya.com

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

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

1. My parents got married in 1990. By 2022, they will have been married for 30 years.
2. My brother became a vegetarian three weeks ago. By next week, he will have been a vegetarian for a month.
3. Jasim starts his new job today. A week from now he will have been working in his new job for a week OR for seven days.
4. Some hospitals have used robots in surgery. By 2035, all will be using robots in surgery.
5. I've already lost five kilograms on my diet. If I lose another two, I will have lost seven kilograms.

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

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

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

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

MG_04_SB_TEXT_2020.indd 92 9/6/20 11:18 PM

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)

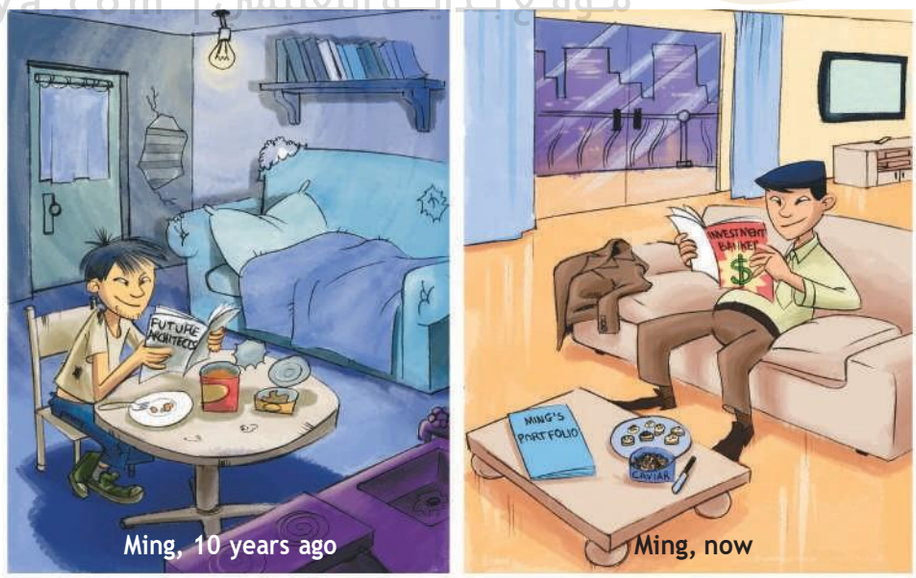
Was/Were + going to + the base form of a verb is used to talk about a prediction for the future made in the past, or a past plan that was not carried out.

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 Ming's life has changed since he became wealthy. Use ***used to***, ***be used to*** and ***was going to***.

When Ming was young er, his life was very different . . .

When Ming was younger, his life was very different. He inherited some money and he was going to buy a car. However, he decided to invest it instead and now he is rich. He didn't use to have any money, but now he is used to buying whatever he wants. He is used to eating good food. In the past he never used to eat out. He used to be fit but now he is overweight.



Ming, 10 years ago | Ming, 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 ... ***Students' own answers.***

MG_04_SB_TEXT_2020.indd 93 9/6/20 11:18 PM

رابط الدرس الرقمي
www.ien.edu.sa

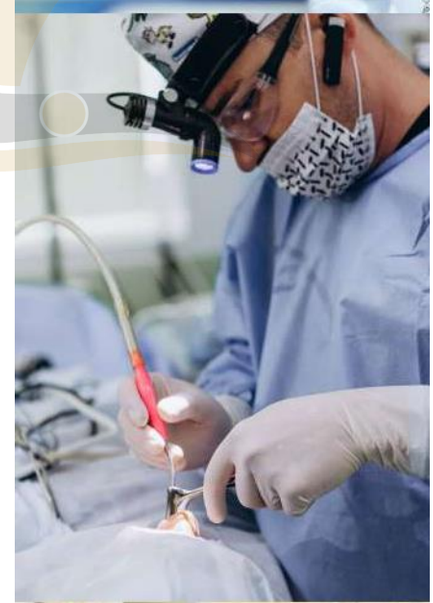
12 Project

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 procedure.
   - 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	









بداية
beadaya.com | موقع بداية التعليمي

MG_04_SB_TEXT_2020.indd 94 9/6/20 11:18 PM

13 Self Reflection

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

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

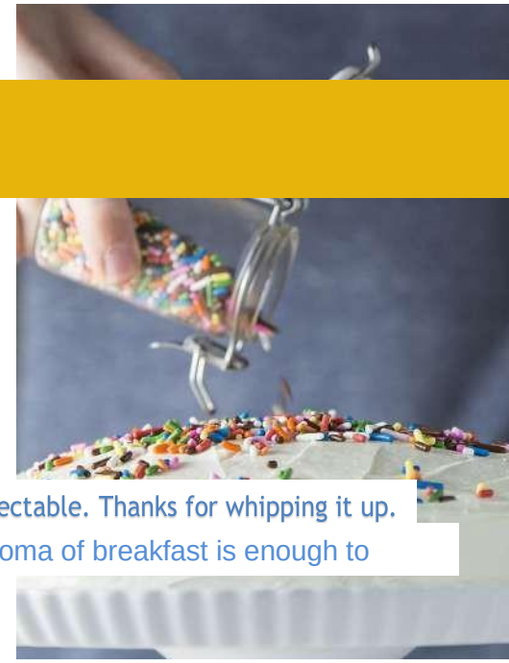
Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about ethics and morals ethics and moral dilemmas			
give opinions			
present hypothetical conditionals versus past hypothetical conditionals			
use implied conditionals			
use *as if/as though* for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

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

بداية beadaya.com | موقع بداية التعليمي

MG_04_SB_TEXT_2020.indd 95 9/6/20 11:20 PM

EXPANSION Units 4-6



1 Language Review

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

correct 1. It is a shame to see people throw money away buying silly things.

2. This cake is delectable. Thanks for whipping up it. This cake is delectable. Thanks for whipping it up.

3. Just the aroma of breakfast is enough to wake up me. Just the aroma of breakfast is enough to

correct 4. Fried food is an unhealthy indulgence. You should give it up.

correct 5. I'm looking forward to seeing my grandparents.

6. The vendor ran nachos out of halfway through the baseball game.

The vendor ran out of nachos halfway through the baseball game

7. I substitute honey for sugar in my tea. I can't tell apart them. . I substitute honey for sugar in my tea. I can't tell them apart.

correct 8. Being diagnosed with heart disease has turned my father into a healthy eater.

9. We ran our professor into at the library.

correct 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 believed that the Chinese made the first fireworks over 2,000 years ago. / It is believed that fireworks were first made by the Chinese over 2,000 years ago.

2. People think that the Egyptians were the first people to domesticate the cat.
It is thought that the Egyptians were the first people to domesticate the cat.

3. People thought space travel was impossible 100 years ago.
Space travel was thought to be impossible 100 years ago.

4. They think Janet is responsible for spreading the rumor.
Janet is thought to be responsible for spreading the rumor.

5. People say the shortest distance between two points is a straight line.
It is said that the shortest distance between two points is a straight line.

6. People once considered that the earth was flat.
The earth was once considered to be flat.

7. The government expects that unemployment will decline by 2 percent this year.
Unemployment is expected to decline by 2 percent this year.

8. Doctors consider that many cancers are treatable if they are caught early.
Many cancers are thought to be treatable if they are caught early.

beadaya.com

MG_04_SB_TEXT_2020.indd 96 9/6/20 11:20 PM

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.

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

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

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



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

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

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

MG_04_SB_TEXT_2020.indd 97 9/6/20 11:20 PM

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.



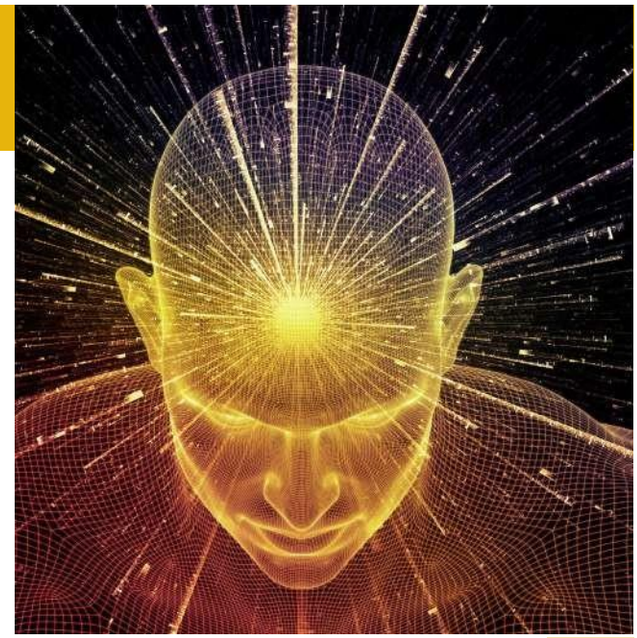
One person famous for her alleged ability to use her brain this way was Nina Kulagina. Kulagina, a Russian housewife born in 1927, caused a sensation in the 1960s and 70s with her alleged mental powers. Kulagina demonstrated her ability in a number of experiments, many of which were filmed. In one experiment, 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.

ebeadaya.com | موقع بداية التعليمي

MG_04_SB_TEXT_2020.indd 98 9/6/20 11:20 PM



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

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

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

After Reading

A. Complete the sentences with these words:

alleged	far-fetched	potential	skeptical
converted	paralyzed	sensation	

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

B. Answer the questions.

1. What is telekinesis? Telekinesis is the ability to move objects with your mind.
2. Who was Nina Kulagina? She was a Russian woman who was alleged to have telekinetic powers.
3. How can technology make it possible for the mind to move objects?
4. What surgery did Michael Nagle undergo?
5. How did the surgery change Nagle's life?

3- A computer chip implanted in the brain could read brain waves and send a message to a computer.
4- Nagle had a chip implanted in his brain that could read brain waves.
5-As a result, Nagle could perform simple tasks in his home just by thinking about them.

Discussion

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

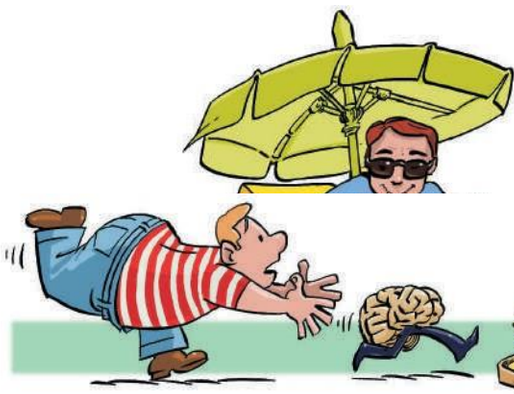
MG_04_SB_TEXT_2020.indd 99 9/6/20 11:20 PM

3 Language Plus

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



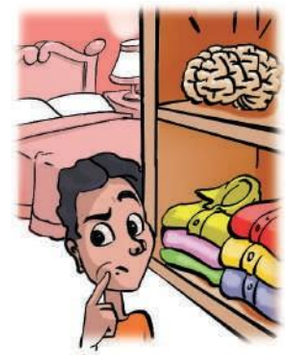
have a lot on (one's) mind



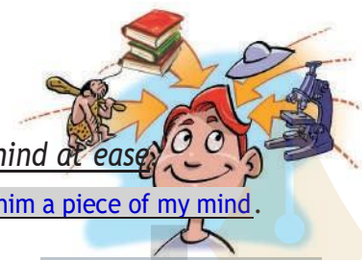
keep (one's) mind off of (something)



(someone) a piece of
) mind



keep an open mind



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

1. When I saw that he had crashed into our car, I gave him a piece of my mind.
2. When I'm on a diet, I can't keep my mind off of food.
3. I could've sworn I left my keys here. Sometimes I think I'm losing my mind.
4. I've been finding it hard to sleep lately because I have a lot on my mind.
5. I know you don't like tomatoes, but keep an open mind as you taste this sauce.

4 Writing

Tools for Writing: The Definite Article and Generalizations

The definite article, ***the***, is used to talk about one specific object or person.
They got **the** cat from **the** Eastside Animal Shelter.
However, the definite article is not used when speaking generally.
People drink coffee to help them stay awake. NOT: ~~The people drink the coffee to help them stay awake~~.

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

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

MG_04_SB_TEXT_2020.indd 100 9/6/20 11:20 PM

Writing Prompt Students answer

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, 2008

MG_04_SB_TEXT_2020.indd 101 9/6/20 11:20 PM