

5 Is There Any Ice Cream?

1 Listen and Discuss

Look at the menu. Which of these foods do you like? Which foods don't you like?

Sarah's Kitchen Menu

Appetizers

Shrimp (grilled or fried)
Soup (bean or vegetable)



Salads

Green salad (lettuce)
Mixed salad (tomatoes, carrots, cucumbers, onions)



Entrées

Steak (grilled Argentine style)
Chicken (roasted)
Fish (steamed Japanese style)
Pasta (with tomato or meat sauce)



All entrées come with baked potato or rice.



Desserts

Apple pie
Cheesecake
Ice cream



Beverages

Coffee/Tea (cup)
Chocolate milk (glass)
Fresh fruit juice (glass)
Water (bottle)
Soft drinks





1

Worker: May I take your order?

Customer: I'd like the chicken sandwich.

Worker: For here or to go?

Customer: To go, please.

meat: steak, chicken / seafood: shrimp, fish
vegetables: carrots, cucumbers, lettuce,
 onions, potato, tomatoes / fruits: apple
dessert: apple pie, cheesecake, ice cream

Quick Check ✓

A. Vocabulary. Put food words on the menu into the following categories:

meat, seafood, vegetables, fruits, dessert.

B. Comprehension. Answer about the menu and photos.

1. What's the name of the restaurant on the menu? *Sarah's Kitchen.*
2. Is there any ethnic food on the menu? What? *Yes, there is steak Argentine style and fish steamed Japanese style.*
3. Do any dishes come with French fries? *no.*
4. What take-out food does the man want? *a chicken sandwich.*
5. Does the restaurant have any cheesecake? *no.*



2





Waiter: Would you like some dessert?

Customer: Yes, please. Do you have any cheesecake?





Waiter: Sorry, sir. We don't have any today. How about a piece of apple pie?

2 Pair Work



A. Ask and **answer** about the menu.

-  Is there any pie?
-  Yes, there's some apple pie.
-  Are there any chocolate cookies?
-  No, there aren't any.

B. Order food from the menu.

-  What would you like?
-  I'd like a salad please.
-  And to drink?
-  Some water, please.

C. Offer something to eat or drink.

-  Would you like some coffee?
-  Yes, please. / No, thank you.

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3 Grammar



Count/Noncount Nouns

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

Singular Count Nouns

a burger
an egg

Plural Count Nouns

two burgers
three eggs

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

Expressions of Quantity: Some / Any

Use *some* in affirmative statements.

Use *any* in negative statements and in questions.

Use *some/any* with noncount nouns and with plural nouns.

Affirmative (+)

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

Negative (-)

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

Questions (?)

Is there **any** juice?
Are there **any** fries?

Sometimes *some* is used in questions for offers.

Do you want **some** pizza? How about **some** coffee?

Would Like

Use *would like* for preferences.

Q: What **would** you **like**?

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

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

A: Yes, please. / No, thank you.

FYI

I'd = I would

Partitives

We say: a bottle **of** juice, a cup **of** coffee, a glass **of** water, a piece **of** cake.



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

- N ice cream
- C potatoes
- C eggs
- N cheese
- N chocolate
- C vegetables
- C sandwiches
- N juice
- C tomatoes

B. Complete the sentences. Use **a** or **some**.

- I'd like a cheese sandwich and a soft drink.
- Would you like some French fries with your steak?
- I want a burger with some onions.
- Can I have some chicken and a green salad?
- I'd like a piece of cheesecake for dessert.
- I'd like some eggs and a cup of coffee.
- How about some turkey sandwiches for lunch?
- I'm thirsty. May I have a glass of water?

C. 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 (any) 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!



D. With a partner, practice ordering a meal that you would like. Use the conversation in exercise C as a model.

4 Listening

Listen and mark what Hameed and Aisha order for lunch.

Hameed: chicken, baked potato, soda, ice cream

Aisha: pizza, salad, iced tea

5 Pronunciation

Listen to the pronunciation of the plural endings. Then practice.

| | | |
|----------|------------|------------|
| /s/ | /z/ | /əz/ |
| drinks | eggs | juices |
| desserts | vegetables | sandwiches |
| cups | fries | dishes |

| Hameed | | Aisha | |
|--|---------------------------------------|--|---------------------------------------|
| Order 316 | | Order 317 | |
| <input type="checkbox"/> soup | <input type="checkbox"/> baked potato | <input type="checkbox"/> soup | <input type="checkbox"/> baked potato |
| <input type="checkbox"/> salad | <input type="checkbox"/> fries | <input type="checkbox"/> salad | <input type="checkbox"/> fries |
| <input type="checkbox"/> chicken | <input type="checkbox"/> soda | <input type="checkbox"/> chicken | <input type="checkbox"/> soda |
| <input type="checkbox"/> pasta | <input type="checkbox"/> iced tea | <input type="checkbox"/> pasta | <input type="checkbox"/> iced tea |
| <input type="checkbox"/> pizza | <input type="checkbox"/> coffee | <input type="checkbox"/> pizza | <input type="checkbox"/> coffee |
| <input type="checkbox"/> fish of the day | <input type="checkbox"/> ice cream | <input type="checkbox"/> fish of the day | <input type="checkbox"/> ice cream |
| <input type="checkbox"/> sandwich | <input type="checkbox"/> cake | <input type="checkbox"/> sandwich | <input type="checkbox"/> cake |

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6 Conversation

- Server:** Are you ready to order?
- Brandon:** Yes, please. I'd like to start with an appetizer. Do you have any calamari?
- Server:** I'm afraid we don't have any, but we have some great grilled shrimp.
- Brandon:** How big are they?
- Server:** Oh, they're giant, sir.
- Brandon:** OK. I'll have them.
- Server:** And what would you like for your entrée?
- Brandon:** Let me see. I'll have the steak. What does it come with?
- Server:** It comes with a baked potato or a salad.
- Brandon:** The salad, please.
- Server:** How do you want your steak?
- Brandon:** Medium rare.
- Server:** Anything to drink?
- Brandon:** Some water. No ice, please.
- ...
- Server:** Here are your shrimp, sir. Enjoy!



Real Talk

Let me see. = I want to think. This is a way to have more time to answer.

I'll have... = I want, when ordering food

Your Ending



What's Brandon's response?

- 1 These are your large shrimp?
- 2 If these are giant shrimp, imagine the small ones!
- 3 How big is my steak?
- 4 Your idea: _____

About the Conversation

1. What does Brandon want as an appetizer?
2. What does he order as a main dish?
3. What does he want with his steak?
4. What would he like to drink?
5. Does he ask for any dessert?

- ↙
1. He wants some calamari.
 2. He orders the steak.
 3. He wants the salad.
 4. He would like some water (with no ice).
 5. No, he doesn't.

7 About You

1. Do you like to eat out?
2. What kind of ethnic restaurants are there in your town?
3. Do you like to try different kinds of foods?
4. What foods do you like best?
5. What are the most popular foods in your country?

8 Reading

Before Reading

What do you know about international foods?
Discuss in a group.

Globalization of Foods

International fast-food chains are becoming more and more popular everywhere! You can have burgers, sandwiches, pizza, ice cream, coffee, and soft drinks in restaurants in the Americas, Europe, and Asia. In general, pizza in New York tastes more or less like a pizza in Italy or Hong Kong. However, there are some changes in the food according to the tastes and culture of the different countries. For example, in Japan, you can get a shrimp burger at McDonald's, and in KSA, the McArabia sandwich with chicken or beef is very popular.

Some famous brands had difficulty when they first entered certain countries.

For example, in Peru, the most popular soft drink was and still is Inca Kola. Coca

Cola couldn't compete against Inca Kola, so they bought the factory. Now they produce Coca Cola and Inca Kola.

In China, people usually drink tea, but coffee is becoming more and more popular. There are over 300 Starbucks coffee shops in the country.

In the past, most ethnic foods were just local. Nowadays with globalization, ethnic foods are also becoming popular everywhere. Pizza is originally from Italy, but today there are about 69,000 pizzerias in the U.S., and the number is growing. Asian food is found in food courts everywhere. And one of the most popular Middle Eastern foods around the world is shawarma, which is sometimes also called doner.



After Reading

1. What are some foods you can have in restaurants all over the world?
2. Is pizza similar in Italy and New York?
3. What is the most popular soft drink in Peru?
4. Is Starbucks successful in China?
5. What is another name for shawarma?

Discussion

You are going to have dinner in a good restaurant with a group of students in your class. Discuss what to eat.

1. burgers, sandwiches, pizza, ice cream, coffee, and soft drinks.
2. Yes, more or less.
3. Inca Kola
4. Yes, it is.
5. doner

5 Is There Any Ice Cream?

9 Writing

- A. In groups of three, talk about your favorite foods. Find a dish that everyone in the group likes. Discuss the ingredients and how to prepare the dish.

Writing Corner

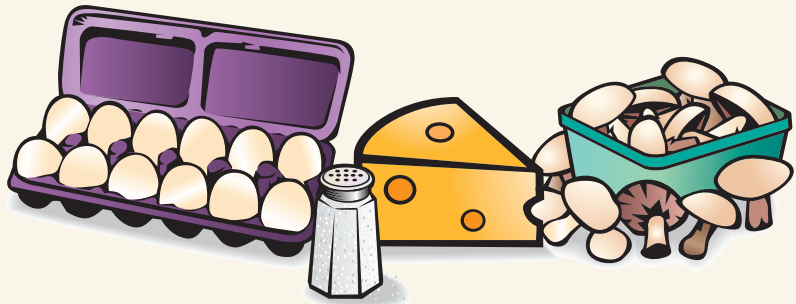
1. Use sequence words to show the order things happen: *first, next, then, after that, finally*.
To boil an egg, **first** boil the water in a pot. **Next**, put the egg into the water. **Then**, wait 3-5 minutes. **After that**, remove the egg from the water. **Finally**, serve the egg.
2. Use time words such as *when* and *until*.
Fry the onion in oil **until** it is golden brown.
When the water boils, put the spaghetti in the pot.

- B. Put the directions for the recipe in the correct order. Number the steps 1–8.

Cheese and Mushroom Omelet

Ingredients:

2 large eggs
salt and pepper
3-4 sliced mushrooms
1 tablespoon butter
¼ cup grated cheese



Directions:

- 5 Next, pour the eggs into the frying pan with the mushrooms.
- 2 Add a little salt and pepper, and mix the eggs with a fork.
- 8 Finally, slide the omelet onto a plate.
- 6 When the eggs start to cook, sprinkle the cheese on top.
- 1 First, break the eggs into a mixing bowl.
- 4 Melt the butter, and fry the mushrooms until golden brown.
- 7 Then, fold the omelet in half.
- 3 After that, put the butter in a frying pan.

- C. Write a recipe for a dish that you know how to make. Make a list of ingredients. Use the imperative to write the directions. Use sequence words and time words such as: *first, next, then, after that, finally, when* and *until*.

10 Project

Make a typical menu from your country. Include food for breakfast, lunch, and dinner.

11 Form, Meaning and Function



Too and Enough

Too can be placed before adjectives.

I don't like the soup. It's **too salty**.

Too much can be placed before noncount nouns and too many before count nouns.

I don't like the soup. There's **too much salt** in it.

I don't like the soup. There are **too many carrots** in it.

Enough can be placed after adjectives.

Don't add more salt. The soup is **salty enough**.

Enough can be placed before count and noncount nouns.

We have **enough eggs**, but we don't have **enough sugar**.

A phrase with too or enough can be followed by an infinitive phrase.

The soup is **too hot to eat**.

I have **enough vegetables to make a salad**.



A. Complete the sentences with **too** or **enough**.

1. I don't have enough time to cook dinner.
2. This restaurant is too crowded. Let's eat somewhere else.
3. There were too many sandwiches, but not enough salad.
4. No more, thank you. That's enough rice for me.
5. It's too hot in here. Can we turn on the air conditioner?
6. These shoes are too big, and those shoes aren't big enough.

B. Complete the sentences with **too much**, **too many**, or **not enough**.

1. There are too many people in this restaurant. We can't find a table.
2. There are too many desserts to choose from. I want to try them all!
3. Too much sugar and too many sweets aren't good for you.
4. I can't eat all this. There's Too much pasta on my plate.
5. I have Too much work to do and not enough free time to relax.
6. He's still hungry. There was not enough food.

C. Complete the sentences with an infinitive phrase.

1. It's too late to call him on the phone.
2. There isn't enough time to finish the work.
3. Do we have enough eggs to make a cake?
4. He's too young to drive a car.
5. I'm too tired to go for a walk.
6. Are you too busy to help me with my homework?

What did you do on the weekend, Mike?

I went to the Science Museum.

What was it like?

It was amazing!



OLD AND NEW TECHNOLOGY



NAVIGATION

Learn how navigators traveled the oceans



TRANSPORTATION

Visit our vintage car and plane collection



AERONAUTICS

See an original space shuttle



ELECTRICITY

Discover how electric currents work



ROBOTICS

Shake hands with a moving robot



PLANETARIUM

Explore space with astronauts

A- The World of Miró, Art of the Pen: Arabic Calligraphy, and perhaps the Natural History Museum

Quick Check

A. Vocabulary. Mark the exhibits that have student discounts.

B. Comprehension. Answer the questions about the museums.



1. Where can you see dinosaurs?
2. Where can you learn about calligraphy?
3. Where did Mike go on the weekend?
4. What was the Science Museum like?

B





1. You can see dinosaurs at the Museum of Natural History.
2. You can learn about calligraphy at the Islamic Heritage Museum.
3. He went to the Science Museum.
4. It was amazing.

2 Pair Work

A. Ask and **answer**.

-  What kind of museum do you prefer?
-  I like history museums best.

B. Ask and **answer** about recent events you attended.

-  What did you do last Saturday?
-  I went to the Sports Museum.
-  How was it?
-  It was interesting. I really liked the football exhibit.

3 Grammar

Simple Past Tense: *be*

I
He **was** at home.
She

We
You **were** at home.
They

Information Questions (?)

How **was** the museum tour?
How **was** the guide?
What **were** the exhibits like?

Yes-No Questions (?)

Was the game exciting?
Were the players good?

Affirmative (+)

It **was** good.
He/She **was** great.
They **were** very good.

Short Answers (+)

Yes, it **was**.
Yes, they **were**.

Negative (-)

It **wasn't** good.
He/She **wasn't** great.
They **weren't** very good.

Short Answers (-)

No, it **wasn't**.
No, they **weren't**.

Simple Past Tense: Regular and Irregular Verbs

Information Questions (?)

What **did** you **do** last weekend?
Where **did** they **go** on Thursday?

Yes-No Questions (?)

Did you/he/they **like** the museum?

Affirmative (+)

I **stayed** home.
They **went** to the beach.

Short Answers (+)

Yes, I/he/they **did**.

Negative (-)

I **didn't stay** home.
They **didn't go** to the beach.

Short Answers (-)

No, I/he/they **didn't**.

Regular past tense verbs end in *-ed* in the affirmative. Most English verbs are regular.

Irregular Past Forms

| | | | | |
|---------------------|-------------------|--------------------|---------------------|---------------------|
| buy— bought | eat— ate | go— went | meet— met | swim— swam |
| come— came | feel— felt | have— had | ride— rode | take— took |
| do— did | fly— flew | know— knew | see— saw | win— won |
| drink— drank | get— got | leave— left | sleep— slept | write— wrote |
| drive— drove | give— gave | make— made | spend— spent | |

Note: See the list of irregular verbs on page 83.

A. Complete the conversations. Use the past tense of **be**. Then practice with a partner.

- A:** Where was the football game?
B: It was at Prince Stadium.
A: Which team won?
B: The Falcons. They really were much better.
- A:** Where were you on Thursday night?
B: I was at a restaurant.
A: What was the food like?
B: It was Indian. It was delicious.

- A:** How was the exhibit?
B: It was very interesting. But the lines to get in were very long.





- B.** Complete the conversation. Use the past tense of the verbs in parentheses. Then practice with a partner.
- Fahd:** Where did you go (1. go) yesterday?
Imad: I went (2. go) to the Falcons' football game.
Fahd: Were (3. be) there many people?
Imad: Yes. It was (4. be) very crowded.
Fahd: Did the Falcons play (5. play) well?
Imad: Yes, the team played (6. play) a fantastic game.
Fahd: Did they win (7. win) the game?
Imad: Yes. They won (8. win) by two goals!

- C.** Complete the paragraph. Use the past tense of the verbs in parentheses.

Last night the first episode of the series *Back to the Past* was (1. be) on Channel 5. It's an interesting science fiction series about a scientist, Professor Sparks, and his fantastic time machine. He wanted (2. want) to travel to the future, but something happened (3. happen), and he went (4. go) back to the age of the dinosaurs. At first, the professor was (5. be) very excited. It was (6. be) an opportunity for him to study the Jurassic Period. Then Sparks saw (7. see) that he didn't have (8. not have) any food. He didn't know (9. not know) how to hunt, to fish, or to make a fire. But he had (10. have) a Swiss Army knife, a box of matches, and... his brains. What did/do (11. do)? What do you think?

4 Listening

Listen to the radio reviews. Are they good (+) or bad (-)? Mark the correct column.

| Did the reporter like... | Good (+) | Bad (-) |
|----------------------------|----------|---------|
| 1. the football game? | | ✓ |
| 2. the restaurant? | | ✓ |
| 3. the modern art exhibit? | | ✓ |
| 4. the new shopping mall? | ✓ | |

5 Pronunciation

Listen to the pronunciation of the past tense endings. Then practice.

| | | |
|---------|----------|---------|
| /t/ | /d/ | /ɪd/ |
| liked | played | visited |
| missed | happened | needed |
| watched | jogged | invited |

6 What Was It Like?

6 Conversation

- Majid:** Where were you last night? I called you several times and left messages on your voice mail.
- Walid:** I was at home studying, and my cell phone was turned off.
- Majid:** *That's too bad.* I had invitations for the opening of *Vesuvius*, the new Italian pizzeria.
- Walid:** *You did?* Oh, I heard about it. What was it like?
- Majid:** Fantastic! The place is really awesome. It was like the inside of a volcano. The walls and the floor were red, and the lights made them look like they were red hot lava. The service was great. There were over 25 pizzas on the menu, and the Red Hot Volcano special was *out of this world!*
- Walid:** I'm so sorry I missed it. Maybe we can go next weekend.
- Majid:** Yeah, you can invite me anytime!

Real Talk

That's too bad. = an expression to show you're sorry about what the speaker said
You did? = a short question, used here to express surprise
out of this world = an expression used to say that something is very good



About the Conversation

1. Where was Walid?
2. Why didn't he get Majid's messages?
3. Why did Majid call him?
4. What was the restaurant like?
5. What was the service like?
6. Does Majid want to go back?

1. He was at home studying. 2. His cell phone was turned off.
3. He had invitations for the opening of the new pizzeria.
4. It was fantastic. 5. It was great. 6. Yes, he does.

7 About You

1. Did you ever go to an interesting museum?
What was it like?
2. Did you ever go to a sports game?
What was it like?
3. Did you ever see an interesting film on TV?
What was it about?

Your Turn

Find out from your classmates what they did on the weekend.

| Find someone who... | Name |
|---------------------|------|
| stayed at home | |
| studied a lot | |
| cooked a meal | |
| played a sport | |
| went to a museum | |
| went to the mall | |

4. Did you ever eat at a nice restaurant? What was it like?
5. What events are going on in your town this weekend?

8 Reading

Before Reading

What do you know about calligraphy? Can you write calligraphy?



ART OF THE PEN: ARABIC CALLIGRAPHY



This summer, the Islamic Heritage Museum is proud to present a special exhibit called *Art of the Pen: Arabic Calligraphy*. Admire the beautiful art of Arabic calligraphy and Holy Qur'anic verse. Learn about the history of calligraphy and its development.

Calligraphy and the Holy Qur'an

The word *calligraphy* means "beautiful writing." Arabic calligraphy has beautiful lines and shapes. But the true beauty of calligraphy is that it is used to write the holy words of the Qur'an. That is how and why the art of Arabic calligraphy started.

The first Arabic system of writing (script) was very simple. Then, with the spread of Islam, there was a need for a more expressive form of writing to communicate Allah's words in the Holy Qur'an. It was

important to have a clear script that all the people of Islam could easily read and understand.

Styles

Today, there are six main styles of Arabic calligraphy. One of the oldest styles is *Kufic* script. It has straight, geometric letters that make it easy to cut into wood or stone. This is the script calligraphers used to write the first copies of the Holy Qur'an.

The other main styles are cursive and have connecting letters. *Thuluth* is a long and elegant script that is often used to write the headings of *surahs*, Holy Qur'anic chapters. It is also the script of the Saudi Arabian flag. *Naskh* and *Ruq'ah* are

popular scripts that are common in printing and handwriting. They are generally smaller and easier to read and write. *Farsi* or *Ta'liq*, which means "hanging," is an old script from Persia that is sometimes used in literature.

Diwani is a very decorative style from the Ottoman Empire that is often seen on greeting cards.



After Reading

1. What is so beautiful about calligraphy?
2. Why did the Prophet Mohammed, peace be upon him, need a clear system of writing?
3. How is *Kufic* script different from cursive scripts?
4. Where can you see examples of *Thuluth* script?

Discussion

Do you know about historic examples of calligraphy? Tell about them.

1. It is used to write the holy words of the Qur'an.
2. It was important to have a clear script that all the people of Islam could easily read and understand.
3. *Kufic* script has straight, geometric letters that are not connected.
4. *Thuluth* is often used to write the headings of *surahs*, and it is the script on the Saudi Arabian flag.

6 What Was It Like?

9 Writing

- A. Think about a museum, performance, or sports event that you attended. Try to remember as many sensory details as you can. Write notes in the chart.

| Sights | Sounds | Smells/Tastes | Touch/Feelings |
|--------|--------|---------------|----------------|
| | | | |
| | | | |
| | | | |

Writing Corner

1. A narrative story usually describes the events in the order that they happened. It describes what the writer feels and senses, so the reader can imagine being there.
2. Use time words to show sequence: *when, as, while, before, and after*. If a time word begins the sentence, there is a comma after the time clause.
3. An exclamation point (!) shows strong feelings, like the writer is shouting.
4. Use quotation marks (" ") around the exact words that a person says.

- B. Read about Faisal's experience at a horse race. Learn the meaning of the words in the box. Then, complete the paragraph with the words.

nervous crowd thundered shook silent paraded excited cheered

Last month, I went to a horse race for the first time. Before the race, my father and I walked by the stables to see the horses. While the jockeys (1) paraded past us, one of the horses jumped up on its back legs. The horse, named Prince, was very (2) nervous, but the jockey looked confident. I said to my father, "That's the winner!" Then we pushed through the noisy (3) crowd to find a place near the track. The horses were ready to start, and suddenly the crowd was (4) silent. "They're off," shouted the announcer. The horses (5) thundered past us, and it felt like the ground (6) shook. They disappeared around the track, so I looked in my binoculars. Prince was in front by a neck! I started to jump because I was so (7) excited. As they crossed the finish line, the crowd (8) cheered. Prince was the winner by two lengths!



- C. Write about an interesting museum, performance, or sports event that you attended. Use your notes from the chart to describe what you sensed and how you felt.

10 Project

Check on the events in your town. Choose one, and make a brochure about it. Present your brochure to the class.

11 Form, Meaning and Function



Intensifiers

We use adverbs like *very*, *quite*, *really*, *pretty*, and *extremely* to make adjectives stronger. These adverbs are normally placed before the adjective.

It's a **very** interesting exhibit. Everyone was **pretty** excited.
It's a **really** interesting exhibit. Everyone was **extremely** excited.
It's **quite** an interesting exhibit. Everyone was **quite** excited.

Note: When there is a singular noun, *quite* goes before the article.

Intensifiers with Strong Adjectives

Strong adjectives are words like:

| | |
|---|----------------------------|
| enormous; huge = very big | tiny = very small |
| brilliant = very clever | certain = very sure |
| excellent; wonderful; great = very good | awful; terrible = very bad |
| fantastic; amazing; awesome = very good | delicious = very tasty |

We do not use *very* with strong adjectives. We can use adverbs like *absolutely*, *completely*, *totally*, *really*, *pretty*, and *quite*.

The cake is very tasty. The cake is **absolutely** *delicious*.
Are you really sure? Are you **totally/quite** *certain*?



A. Circle the correct word(s). In some cases, both words are correct.

The new pizzeria is (1. extremely / completely) popular. It's a (2. really / very) great place to spend the evening with friends. The decoration is (3. pretty / completely) awesome. The walls and the floor are (4. totally / quite) red, and the lights make it look like you're inside a volcano. The waiters are (5. absolutely / extremely) friendly, and the service is (6. very / quite) fast. There's a (7. quite / really) huge selection of pizzas on the menu, and the prices are (8. very / quite) reasonable. The Red Hot special is (9. absolutely / totally) delicious. So, invite your friends. It's (10. absolutely / very) fantastic!

B. Rewrite the sentences with different intensifiers and adjectives.

- The exhibit was very good. We had a really good time.
The exhibit was extremely interesting. We had a totally awesome time.
- The exhibit was very bad. We had a very bad time.
The exhibit was quite boring. We had a completely terrible time.
- The food was very bad, and the service was very bad.
The food was absolutely awful, and the service was quite slow
- The pizza was very good, and the service was very good.
The pizza was really delicious, and the service was extremely friendly.
- That's a very good idea. It's very clever.
That's a really great idea. It's absolutely brilliant.

7 What Happened?

1 Listen and Discuss

1. Look at the photos. What do you think happened?
2. What causes traffic accidents in your country?

The Scene of the Accident

The accident happened 10 minutes ago.



Witness 1 ▶

I'm relieved that no one was hurt.



▲ Witness 2

The car driver was on his cell phone. He didn't see the stop sign.

▲ Car driver

I saw nothing. I'm really worried because I don't have any car insurance.

SUV driver ▶

I was sleepy, and I didn't see the car coming.



Passenger ▶

I'm always nervous when I ride with him.



◀ Police officer

I'm not surprised. This is the third accident here this week. Someone needs to put a traffic light at this intersection.



Case Number: ACC 05/04/12/3462
Incident: Motor Vehicle Accident
Reporting Officer: Officer Arjan Nahal



Police Report

There was another accident at the corner of Lake and Willow. The accident happened around 3:15 P.M. An SUV crashed into a car. Fortunately, there were no injuries. It was the car driver's fault because he didn't stop at the stop sign. He was talking on his cell phone.

Feelings

Why are you so happy?

Because I just got my driver's license.



happy



sad



tired



sleepy



angry



worried



nervous



scared

Quick Check

A. Vocabulary. Match the words with the meaning.

- | | |
|--------------------------|-------------------------------------|
| 1. <u>d</u> witness | a. hurt from an accident |
| 2. <u>c</u> insurance | b. where two roads cross |
| 3. <u>b</u> intersection | c. payment for costs of an accident |
| 4. <u>a</u> injury | d. someone who saw an event |





B. Comprehension. Answer the questions. Use the information from the police officer and in the police report.

1. When did the accident happen?
2. Did the car stop at the stop sign?
3. Were there any injuries?
4. Was it the SUV driver's fault?
5. How many accidents happened at this corner this week?



1. It happened at around 3:15 in the afternoon.
2. No, it didn't.
3. No, there weren't.
4. No, it wasn't.
5. Three accidents happened this week.

2 Pair Work

A. Ask and **answer** about the accident.

-  Why was the witness relieved?
-  Because no one was hurt.
-  What happened?
-  An SUV hit a car.

B. Ask and **answer** about yourself.

-  When were you last worried?
-  About a month ago. I lost my cell phone.

7 What Happened?

3 Grammar



There Was / There Were

Singular

There was an accident. (+)

There wasn't a traffic light. (-)

Plural

There were three accidents this week. (+)

There weren't many cars in the street. (-)

Why / Because

Q: Why are you worried?

A: Because I have a test tomorrow.

Q: Why did the driver start to shout?

A: Because he was angry.

Adverb: Ago

They saw Ahmed in his office 10 minutes **ago**.

Pronouns: Someone, No One, Nothing, Anything

Someone helped the driver get out of the car.

Fortunately, **no one** was hurt in the accident.

And **nothing** was wrong with the car.

Did you hear **anything**?

I didn't hear **anything**. I was asleep.

A. Work with a partner. Ask and answer.

A: Why are the fans happy?

B: Because their team won the game.



fans / happy



1. boys / worried

1. **A:** Why are the boys worried?

B: Because they broke the window.



2. Nawal / angry



3. parents / sad

2. **A:** Why is Nawal angry?

B: Because her sister ate her sandwich.



4. officer / surprised

4. **A:** Why is the officer surprised?

B: Because the boy isn't hurt.



B. Complete the report. Use the past tense of the verbs in parentheses.

PD Witness Report

I was (1. be) across the road, and I saw (2. see) what happened. The young man in the car didn't see (3. not see) that there was (4. there be) a stop sign on the corner because he was on his cell phone. He was surprised when the truck hit (5. hit) him. His car crashed (6. crash) into a newsstand. Fortunately, there weren't (7. there not be) many people in the street at the time. Mr. Raffi, the owner of the newsstand, was nervous and upset, but he wasn't (8. not be) hurt. Two weeks ago, there was (9. there be) another accident in the same place between a motorcycle and a taxi.

Signature: *Ryan McNeal*

C. Write your answers. Use **ago**. Then share answers with a partner. **Student's answer**

- 🔦 When did you last read a good book? I last read a good book two weeks ago on vacation.
- 1. When did you last see a good exhibit? _____
- 2. When did you first use a computer? _____
- 3. When did you last eat a delicious meal? _____
- 4. When did you last go shopping? _____

D. Complete the sentences. Use **someone, no one, nothing,** or **anything**.

- 1. I was there, but I didn't see anything.
- 2. No one can say that I didn't try. I worked hard.
- 3. Can someone please help me?!
- 4. Why are you angry? I did nothing wrong.
- 5. I'm surprised no one heard the loud crash.
- 6. The children are bored because there's nothing to do here.

4 Listening

Answer **yes** or **no** about the accident.

Harry Skinner

- 1. no The light was green for the truck.
- 2. yes The truck hit the bus.
- 3. yes No one was injured.
- 4. yes In the end, everyone was OK.

Jill Black

- 1. yes The light was green for the truck.
- 2. yes The truck hit the bus.
- 3. yes No one was injured.
- 4. yes In the end, Jill is worried.

5 Pronunciation

Listen to the **h** sound. Then practice.

- I'm **h**appy for you.
- Are you **h**urt?
- Is **h**e hungry?

7 What Happened?

6 Conversation

Daughter: Mom, can I talk to you?

Mother: I'm busy right now.

Daughter: *It'll only take a minute.*

Mother: OK. *What's up?*

Daughter: Well, I have some good news and some bad news. Which one do you want to hear first?

Mother: Give me the good news.

Daughter: I got an A on my history report.

Mother: That's great. And what's the bad news?

Daughter: Now don't be angry, Mom. *Don't lose your cool*, please. *The thing is*, I broke the washing machine. There's soap and water everywhere!

Mother: You did what?



Your Ending

What is the daughter's reply?

- ① Don't worry. I'll clean up the mess.
- ② It wasn't my fault.
- ③ You need a new one, don't you?
- ④ Your idea: _____

Real Talk

It'll only take a minute. = It's going to be very quick.

What's up? = What's happening?

Don't lose your cool = Don't get angry

The thing is = The problem is

About the Conversation

1. What does the daughter want?
2. Why can't her mom talk to her?
3. What is the good news?
4. What is the bad news?

Your Turn

Role-play with a partner. Give bad news to a friend. You borrowed his/her bike, camera, video game, etc., and something happened to it. Then change roles.

1. She wants to talk to her mother.
2. She's busy.
3. The daughter got an A on her history report.
4. The daughter broke the washing machine.

7 About You

1. Were you ever in an accident? Or do you know anyone who was in an accident?
2. How long ago was it?
3. What happened? Was anyone hurt?
4. How did you or the person you know feel after?

8 Reading

Before Reading

What does it mean to be “cool”? Discuss with a partner what things you can do to be cool.

So You Want to Be **COOL**

Are you worried about your clothes?

Are you nervous because you have to speak in front of the class?

Are you sad because someone said something bad about you?

Are you unhappy because you don't have many friends?

Teenage Express magazine offers some ideas on how to be cool.

- Think of your good qualities. List them. You're going to find that you have a lot of them!
- Take care of your appearance and your clothes. Keep your hair clean and well-groomed. Your clothes don't have to be expensive. They just have to look nice. Sometimes a comfortable, classic look is better than the latest extreme style.
- Compliment people and smile a lot. Meet new people and be friendly to them. Don't be shy. If you want to meet someone, go ahead and introduce yourself. People usually like an outgoing person.
- Be very nice to everyone. But if someone bothers you, defend yourself and say what you think. Never let anyone bring you down. Stand up for yourself.
- Ignore negative things people say about you. Be confident in who you are.
- Be yourself at all times, because trying to be someone else is not good. Being cool doesn't mean being someone you are not.
- Being cool does not mean being silly or stupid. So study hard and be smart. Learn useful information about a lot of topics. Your friends are going to respect and admire you for that.
- Be proud of your qualities and who you are. Remember, being cool is mostly a matter of attitude.



After Reading

Answer **yes** or **no**. Being cool means:

1. yes not worrying about what others think of you.
2. no wearing the latest fashion in clothes.
3. yes being friendly and sociable.
4. no not saying what you think.
5. no not studying and not doing well in school.

Discussion

Which of the above things did you do in the past to be cool? What happened?

7 What Happened?

9 Writing

A. Think about an accident that you saw or heard about. Draw a diagram like the one below on a piece of paper. Use your diagram to write notes about the accident.



Writing Corner

1. A witness report describes the events of an incident in the order they happened. It answers the five W's (who, what, where, when, why) and explains how the incident happened.
2. Use connecting words such as: *and, but, because, so, and when*.
I was in the park **when** the accident happened. There was ice on the road, **so** the driver lost control **and** hit a tree.

B. Read the witness report. Does it answer who, what, where, when, why, and how?

I was in my living room when I saw smoke outside. I was worried, so I went out onto the balcony to have a look. I saw my neighbor, Mr. Dooley, in his yard. The smoke was from his barbecue. He waved to me, and I went back into the house to watch the six o'clock news. A few minutes later, I heard a loud explosion. This time I ran outside because I was really scared. There was a lot of smoke, and I couldn't see anything. Then I heard a cry for help. "Over here! I'm stuck in the fence. The gas tank caught fire, and the explosion threw me across the yard." Mr. Dooley was quite upset, but fortunately he wasn't badly hurt.



Student's answer C. Write your own witness report about an accident you saw or heard about. Use your notes from the diagram and ideas from this unit.

Answer B

Who = Mr. Dooley; What = an explosion; Where = in Mr. Dooley's yard, When = around 6 o'clock; Why = the gas tank caught fire; How = the explosion threw him across the yard

10 Project

Take a survey. Ask your classmates or friends what things make them happy, sad, scared, nervous, etc. Which things come at the top of the list?

11 Form, Meaning and Function



Because versus So

The subordinate conjunction *because* introduces a reason—it tells why. The conjunction *so* introduces a consequence or a result.

Most accidents happen **because** people don't pay attention. He didn't see the stop sign, **so** he caused an accident.

So and Neither

So... and *Neither* both show agreement with the speaker. *So...* shows agreement with an affirmative statement. *Neither...* shows agreement with a negative statement.

A: I'm a careful driver.
B: **So** am I.

A: I'm not tired right now.
B: **Neither** am I.

A: I have some good news.
B: **So** do I.

A: I never lose my cool.
B: **Neither** do I.

A: I just heard a crash.
B: **So** did I.

A: I didn't watch the news last night.
B: **Neither** did I.

A. Complete the sentences with *so* or *because*.

1. The driver was sleepy, so he didn't see the stop sign.
2. Sam called the emergency services because there was an accident.
3. "I was scared because he was driving too fast," said the witness.
4. He doesn't have car insurance, so he is extremely worried.
5. She wasn't injured in the crash because she was wearing a seat belt.
6. There were many accidents, so they put traffic lights at the intersection.

B. Show agreement with the statements. Use *so* or *neither*.

1. I don't have a driver's license. Neither do I.
2. There's nothing to do. I'm bored. So am I.
3. I always wear a seat belt in the car. So do I.
4. I got injured in an accident. So did I.
5. I'm not nervous about the test. Neither am I.
6. I didn't see anything. Neither did I.

C. Join the sentences with *so* and *because*.

1. He was injured in the crash. He was taken to hospital.
2. The passenger wasn't wearing a seat belt. She hit her head.
3. No one was hurt. I'm extremely relieved.
4. Ahmed fell off his bike. He was riding too fast.
5. The driver didn't stop at the traffic light. The accident was his fault.

1. He was injured in the crash, so he was taken to hospital.
2. The passenger wasn't wearing a seat belt, so she hit her head.
3. No one was hurt, so I'm extremely relieved.
4. Ahmed fell off his bike because he was riding too fast.
5. The driver didn't stop at the traffic light, so the accident was his fault.



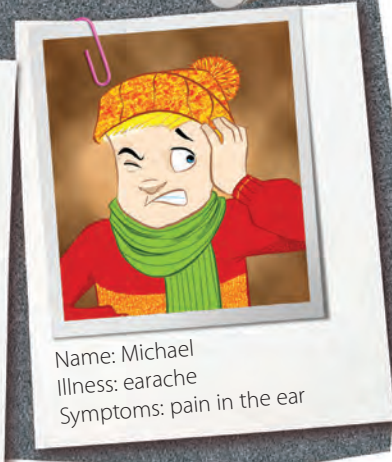
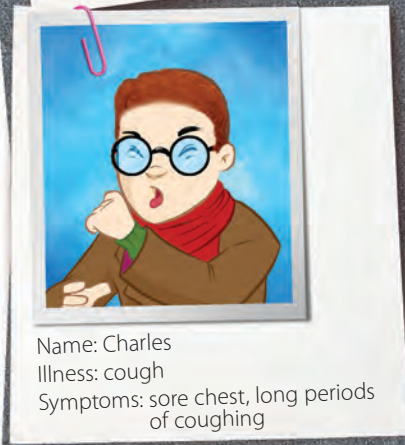
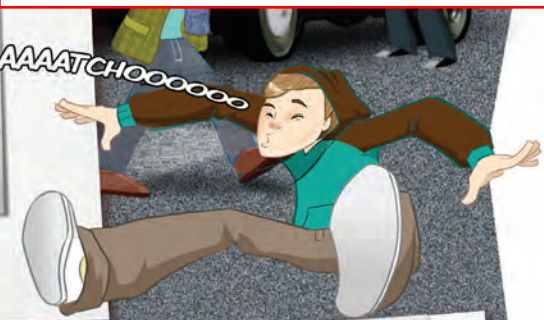
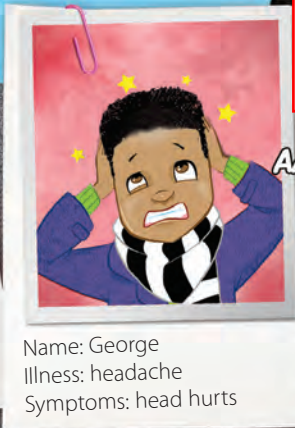
8 What's Wrong?

1 Listen and Discuss

1. What are the most common illnesses you know about?
2. What do you think happened to the boys on their school trip to the zoo? What happened to the girls on their school trip to the museum?

Bad THE SCHOOL TRIP

- 1. head — headache, fever
- eyes — watery eyes, cold
- mouth — toothache
- throat — sore throat
- ear — earache
- stomach — stomachache, diarrhea, vomiting
- chest — cough



The Human Body



Doctor, I feel sick. I have an awful headache, and I have a high temperature. What's wrong with me?

I think you have the flu. You should drink a lot of liquids. And you shouldn't go out. You should stay in bed and rest.

FYI

A normal body temperature is 98.6°F (37.0°C).

Quick Check ✓

A. Vocabulary. Relate body parts to illnesses.






💡 **nose**—runny nose, cold, sneezing

B. Comprehension. Answer **yes** or **no**.

1. yes Sarah has a high temperature.
2. yes Maria's throat is sore.
3. yes Peter's stomach hurts.
4. no The patient at the doctor's office doesn't have a fever.
5. yes The doctor says the patient should stay at home.

2 Pair Work

Ask and answer.

-  What's the matter? / What's wrong?
-  I have a stomachache.
-  You should take some medicine.
-  What do you do when you have a cold?
-  I usually take some aspirin.

8 What's Wrong?

3 Grammar

Should/Shouldn't

Use *should/shouldn't* to give and ask for advice.

Q: What **should** I do about my bad grades?

A: You **should** study more.

Q: What **should** I do when I have a stomachache?

A: You **shouldn't** eat so much.

Clauses with *When*

Q: What do you do **when** you have a cold?

A: I usually take some aspirin.

Q: What did you do **when** you had the flu?

A: I stayed in bed.

A. Work with a partner. Ask and answer the questions with *How do you feel when...?*
Use the words in the box.

A: How do you feel when you lose something?

B: I feel angry and nervous.

1. A: How do you feel when you exercise?

B: I feel great.

2. A: How do you feel when you eat a lot?

B: I feel sleepy.

3. A: How do you feel when you see or hear bad news on TV?

B: I feel afraid and worried.

| | | | | | |
|--------|---------|--------|---------|----------|-----------|
| afraid | excited | happy | nervous | sleepy | tired |
| angry | fine/OK | hot | relaxed | strong | weak |
| bad | glad | hungry | sad | terrible | wonderful |
| bored | great | ill | sick | thirsty | worried |

How do you feel when...?

1. you exercise?

2. you eat a lot?

3. you see or hear bad news on TV?

4. you are not prepared for a test?

5. you have nothing to do?

6. you need to go to the dentist?

7. you see a sad film on TV?

8. you don't sleep well?

9. you do well on a test?

10. you need to make an excuse?

11. you travel by plane?

12. you need to say goodbye to a friend?

B. Now tell your partner what you do in the situations in exercise **A.** [Student's answer](#)

When I lose something, I look and look for it.

When I exercise, I usually drink a lot of water.

C. Work with a partner. Ask and answer questions. Use the adjectives in the box in exercise **A.** [Student's answer](#)

A: I'm really angry.

B: Why?

A: Because I lost my keys.

D. Match the problem with the advice. Then practice with a partner.

A: I have a temperature.

B: You should take some medicine.

Problem

1. d I have a headache.
2. a We're very tired.
3. e Mariam has a stomachache.
4. b Ahmed has a toothache.
5. f The children have a sore throat.
6. c Faisal is afraid of shots.

Advice

- a. You should take a rest.
- b. He should go to the dentist.
- c. He should take some pills instead.
- d. You should take some aspirin.
- e. She shouldn't eat anything right now.
- f. They should drink warm liquids.

4 Listening

Listen to what is wrong with the person. Write the number next to the correct photo. Write the name of the illness next to the number.



a. 5 / cold



b. 2 / stomachache



c. 4 / toothache



 d. 1 - backache



e. 3 / sore throat

5 Pronunciation

Listen to the initial consonant blends with **s**. Then practice.

sneeze

stomach

swallow

sleepy

6 Conversation



Omar: Hi, Bud. What's the matter? You don't look well.

Bud: Man, I feel terrible. I have a stomachache, and I feel like vomiting.

Omar: You should see a doctor.

Bud: **I just did.** He gave me a prescription for some medicine and said I should have only tea, toast, rice, **and things like that** for a while. It's probably something I ate.

Omar: What did you eat?

Bud: **Nothing much.** I ate dinner at an all-you-can-eat buffet. I had seafood, then I had steak, and for dessert, I had pudding followed by ice cream and chocolate fudge cake, and... Oh, the thought of food makes me sick!

Omar: That's a shame! I wanted to invite you to go out for dinner.

Real Talk

I just did. = I did that a short time ago.

and things like that = and similar things (a way to give examples without naming lots of things)

Nothing much. = Not a great amount.

About the Conversation

1. How does Bud feel?
2. What's wrong with him?
3. What advice did the doctor give him?
4. What did Omar want to do?

Your Turn

Your partner is sick. Ask what is wrong. Give some advice on what to do.

1. He feels terrible.
2. He has a stomachache, and he feels like vomiting.
3. He should take some medicine and have only tea, toast, rice, and things like that for a while.
4. He wanted to invite Bud to go out for dinner.
4. What did you do for the problem?
5. What do you do to keep healthy?

7 About You

Student's answer

1. Are you usually a healthy person?
2. When were you last ill?
3. What was the matter with you?

8 Reading

Before Reading

What do you know about the common cold and the flu?

Atchoo! Is It a Cold or the Flu?

When your nose is blocked, your eyes are watery, your throat is sore, you are coughing and sneezing constantly, and you are shivering, then you have influenza, or the flu. Or is it just a common cold? The symptoms of both a cold and the flu are very similar, and very often the two illnesses are confused.

People get both illnesses in more or less the same way. A person sneezing or coughing transmits the infection through the air. Sometimes people with the virus wipe their noses or eyes with their fingers, and then touch objects around them, such as a doorknob, a telephone, a keyboard, or any other everyday object. Other people come into contact with these items with viruses on them, and pick up the viruses that way.

Colds usually last for five to seven days and are caused by viruses.

The body's own defense mechanisms need to fight the viruses.

Unfortunately, there are more than 80 different constantly mutating rhinoviruses. So vaccination against colds is impossible. Medicines provide temporary relief from symptoms, but they cannot cure the cold.

The flu has the same symptoms as the traditional cold.

Additional symptoms are a high fever and severe muscle aches and pains. The effects of the flu can also be far more serious. It can cause pneumonia and kill its victims. In the past, the flu killed more people than any other viral disease. For example, 20 million people of all ages died in the 1919 flu epidemic. It actually affected younger people more than old because their bodies didn't have defenses against the virus. Nowadays, there are vaccines for the flu that protect from some viruses.

Unfortunately, new viruses appear all the time.



After Reading

1. Write three things that are the same about colds and the flu.
2. How is the flu different from colds?

1- your nose is blocked; your eyes are watery; your throat is sore; you are coughing and sneezing constantly; you are shivering.

2- When people have the flu, they can have a high fever and severe muscle aches and pains. The flu can cause pneumonia and kill its victims. There are vaccines for the flu but not for colds.



8 What's Wrong?

9 Writing

- A. Read about heat exhaustion. Have a class discussion. What are the symptoms? Are there any other symptoms? Do you agree with the advice? Do you have any other advice?

A
Symptoms: dizzy,
weak, sweating,
muscles ache,
vomiting

Do you feel dizzy and weak? Are you sweating a lot? Do your muscles ache? Do you feel like vomiting? When you spend too many hours in the hot sun, you can suffer from heat exhaustion. For relief, follow this advice.

- You should get out of the sun. Find a cool or air-conditioned place.
- Take a cool shower or bath. You can also spray cool water on your skin.
- You should drink plenty of water, but don't drink quickly. You should drink small amounts slowly.
- You should rest. Lie down and put your feet up. This prevents shock or fainting.
- If the symptoms continue, you should see a doctor.



Writing Corner

1. **Bullet points (•) help make a list clear and simple to read. For example, when there is list of ingredients in a recipe or a list of symptoms for an illness.**
2. **When there is a list of instructions or steps to follow in a certain order, it is better to use numbers, and not bullet points.**
3. **With short phrases or words, do not use punctuation after each bullet point. When there is a complete sentence or sentences, use the correct punctuation.**

- B. What are some common symptoms of the flu? Write them in the chart. How can you relieve the symptoms? Write notes in the advice column.

| Symptom | Advice |
|---------------------------------|--------|
| • blocked nose | |
| • watery eyes | |
| • sore throat | |
| • coughing, sneezing, shivering | |

- C. What should you do when you have the flu? Write about it. Use your notes from the chart and other ideas from this unit. Use bullet points for the symptoms or the advice.

10 Project

Research home remedies for common illnesses. Present your remedies to the class and discuss them.

11 Form, Meaning and Function



| Subject Pronouns | Object Pronouns | Possessive Adjectives | Possessive Pronouns |
|------------------|-----------------|-----------------------|---------------------|
| I | me | my | mine |
| you | you | your | yours |
| he | him | his | his |
| she | her | her | hers |
| it | it | its | its |
| they | them | their | theirs |
| you | you | your | yours |
| we | us | our | ours |



Subject + Verb + Object

Subject Pronouns take the place of the subject in a sentence. They come before the verb.

Tom likes football. **He** likes football.

Object Pronouns take the place of the object in a sentence. They come after the verb.

Tom likes *football*. He likes **it**.

Possessive Adjectives show who owns something. They go before a noun.

Tom's favorite sport is football. **His** favorite sport is football.

Possessive Pronouns show ownership. They take the place of a noun.

It's not *Tom's football*. It's *my football*. It's not **his**. It's **mine**.

A. Replace the underlined words in the conversation with the correct pronouns or possessive adjectives.

Sam: AAA... Atchoo!

Dan: Sam, what's wrong with (1) Sam?

Sam: I think I caught a virus on the school trip. Everyone in my class caught (2) the virus. Charles had a cough. (3) Charles sat next to (4) Sam on the bus, so perhaps I caught (5) the virus from (6) Charles. It was cold at the zoo, and Mr. Parker told (7) my classmates and I to put on (8) my classmates' and my jackets. (9) Mr. Parker said that (10) my classmates and I should stay warm. Well, I didn't listen to (11) Mr. Parker. I didn't wear (12) my jacket and some of my friends didn't wear (13) my friends' jackets. Maybe that made (14) the virus worse.

Dan: (15) Sam should see a doctor.

Sam: I did. (16) The doctor gave (17) Sam a prescription for some medicine. (18) The doctor said I should take (19) the medicine three times a day. (20) The medicine tastes terrible!



1 Language Review

A. How good is your memory? Answer the following questions about your past.

Write complete sentences. **Student's answer**

1. Who was your first-grade teacher? _____
2. Who were your best friends in primary school? _____
3. What was the first book you read? _____
4. When was the last time you ate in a restaurant? What did you eat? _____
5. How long ago did you have a haircut? _____
6. What did you have for breakfast yesterday? _____

B. Complete the conversations.

1. **A:** Why don't you have some chicken?
B: No, thank you. I don't eat meat. I'm a vegetarian.
2. **A:** How about some seafood? The shrimp here are very nice.
B: I can't eat any seafood. I get red spots on my body when I eat shrimp.
3. **A:** Would you like some dessert?
B: Yes, good idea. Do you have any fruit?
A: No, we don't have any. How about a piece of chocolate cake?
B: I'm on a diet. I'm trying to lose weight.

C. Write answers. Use your own ideas. **Student's answer**

1. Why are you so angry?

2. Why are you surprised?

3. Why are you relieved?

4. Why are you sad?

5. Why are you worried?

6. Why do you feel bored?



D. Write what is wrong with the people in the pictures. Then write what they should or shouldn't do. Follow the example.



Yahya / dentist



1. Mona / rest



2. the children / junk food



3. Farah / hot tea



4. Ali and Imad / medicine



5. Ahmed / go swimming

Yahya has a toothache. He should go to the dentist.

1. Mona has a headache. She should rest.
2. The children have a stomachache. They shouldn't eat any junk food.
3. Farah has a cold. She should drink some hot tea.
4. Ali and Imad have a cough. They should take some medicine.
5. Ahmed has an earache. He shouldn't go swimming.

E. Complete the field trip report. Use the past tense of the verbs in parentheses.



FIELD TRIP REPORT

Timothy Brown, PE Teacher, Lakeside School

The junior class went (1. go) on a field trip to Camp Sunshine during the spring vacation. Unfortunately, we had (2. have) lots of problems on the trip. First, the bus broke (3. break) down. When we finally arrived (4. arrive) at the camp late at night, we found (5. find) that the cabins didn't have (6. not have) any heating. We were (7. be) cold all night, and Steve woke up (8. wake up) with a cold. That morning on our hike, Chuck ate (9. eat) some wild berries in the forest and got (10. get) a stomachache. He took (11. take) some medicine, but he didn't feel (12. not feel) well after that. On the second day, Dan hurt (13. hurt) his knee playing football, and Mitch and Peter caught (14. catch) Steve's cold. On the third day, Hussain felt (15. feel) bad because of a terrible toothache. I gave (16. give) aspirin to all of them. I'm a PE teacher, not a doctor. What do you do when everyone is sick on a trip? We packed (17. pack) our bags and came (18. come) back home.

2 Reading

Before Reading

Look at the name of the food in the title of each section. What do you know about each food? Is it healthful or not?

Foods: TRUTHS AND LIES

Every day, new discoveries about food help change ideas that people had about certain items. Some food villains of the past are perfectly acceptable in today's diets.



Margarine

Margarine was introduced officially in the United States in 1950 as a substitute for butter. However, margarine contained trans fats,* which were worse than the saturated fat in butter. Nowadays, makers of margarine take out trans fats, and some brands include ingredients that help to protect the heart.



Eggs

Eggs can be a problem for people with high cholesterol, especially if the eggs are fried. For healthy people, eggs are a good source of protein and are good for the heart and brain. However, you shouldn't eat a lot of eggs.



Chocolate

People long associated chocolate with obesity, high cholesterol, and acne, because it contains sugar and saturated fats. Recent studies show that dark chocolate protects the heart, because it reduces the bad cholesterol and helps to lower blood pressure. Some nutritionists recommend one square from a bar a day.



Sandwiches

People said: "A sandwich isn't a substitute for a good meal." But some sandwiches can be a good healthy choice. One example is turkey or smoked salmon, with cheese, tomato, avocado, and lettuce on whole wheat bread, especially if you have the sandwich together with a glass of fresh orange juice.



Oils

Oils often have saturated fat, and generally they aren't good for you. However, olive oil is an exception. Olive oil increases the "good" cholesterol and helps to eliminate the "bad" cholesterol. In ancient times, people used olive oil as medicine.



Milk

Milk and other dairy products such as cheese and yogurt are considered the perfect foods for young and old. They provide the body with necessary calcium. Unfortunately, a large portion of the world's population cannot drink milk because they cannot tolerate the lactose in cow's milk. They need to find calcium in other sources.

*Trans fats result when liquid oils are made into solid fats. They are like saturated fat and raise the "bad" cholesterol level. Trans fats can be found in cookies, snacks, margarines, and other processed foods.

After Reading

1. What was the problem with eating margarine?
2. Why are eggs good for you?
3. How does chocolate help protect the heart?
4. How much chocolate should you eat a day?
5. Why is olive oil good for you?
6. Why can't many people drink milk?

Discussion Student's answer

1. What is your opinion about the foods mentioned in the text?
2. What is your favorite food or drink?
3. Are young people in your country worried about eating healthy?
4. What do young people usually eat?
5. Is fast food popular in your country?
6. What do you think are the good and bad things about fast food?

1. It contained trans fats, which were worse than the saturated fat in butter.
2. They are a good source of protein.
3. It reduces the bad cholesterol and helps to lower blood pressure.
4. You should eat one square from a bar a day.
5. Olive oil increases the good cholesterol and helps to eliminate the bad cholesterol.
6. They cannot tolerate the lactose in cow's milk.

3 Writing

Write about a food that you think is good or bad for your health. Defend your point of view.

4 Project

Research healthful diets. Which foods are considered healthful and unhealthful for young people?



5 Chant Along 

The (Right) Answer



What do you do when you feel lonely?
What do you do when you feel blue?
Just come around and listen to me.
I've got the right answers for you.

Chorus
A little bit of hope is what you need—
A little bit of fun and lots of care,
A friendly person you can talk to,
A helping hand when no one's there.

What should you do in times of trouble?
What should you do when you are sad?
Why don't you bring me all your worries?
I'm sure that things can't be so bad.

Chorus

What can I do to make you happy?
What can I do to ease your pain?
What can I do to cheer you up,
And see you smiling once again?

Chorus



Vocabulary

A. Put the following words into one of the two categories.

lonely, blue, fun, hope, care, friendly, trouble, sad, worries, bad, happy, pain, smiling

| Positive (+) | Negative (-) |
|---|--|
| fun, hope, care, friendly, happy, smiling | lonely, blue, trouble, sad, worries, bad, pain |

B. Find two positive expressions and two negative expressions in the chant. Write them in the blanks.

💡 (+) *to ease your pain* (-) *to feel blue*

- (+) a little bit of fun
- (+) a little bit of hope
- (-) feel lonely
- (-) in times of trouble

Comprehension

A. Answer the questions.

- How is the boy feeling?
- What can his friend do to help him?
- Do you think the friend has the right answers?

1. He's feeling lonely and blue.

2. The friend has the right answers. He can give him a little bit of fun, a little bit of hope, lots of care, a friendly person to talk to, and a helping hand.

3. Yes, he does.

B. Write two sentences that show that the friend is trying to help.

💡 I've got the right answers for you.

What can I do to make you happy?

What can I do to ease your pain?

What can I do to cheer you up and see you smiling once again?

Discussion

- What do you do when you feel sad?
- Who do you normally discuss your problems with?
- Who can you ask for advice?
- What kind of advice do you give your friends?
- Think of another title for the chant.

