

UNIT 2 WHAT'S YOUR SUPERPOWER?

LESSON 1 VOCABULARY

A Complete the conversation with words from the box.

invincible shapeshifter telepathic x-ray vision
invisible super hearing telekinesis teleport

A: When I was a kid, I wanted to have superpowers, like being able to move super-fast, or to

have _____ and know what people were saying from far away.
1.

B: Me, too! But I wanted _____ so that I could look at my bones.
2.

A: That's all? You didn't want to be _____ so you could hear people's
3. thoughts?

B: That would be fun! What about being _____ so you wouldn't get hurt?
4.

A: What about being able to become _____? I would love to be in a room
5. when no one else could see me.

B: I'd rather be a _____ and change into a bird, so I could fly.
6.

A: When I was little, I also wanted _____ so that I could lift things with my mind.
7.

B: What about being able to _____? I still wish that was possible—just think
8. about where you want to go and poof! There you are.

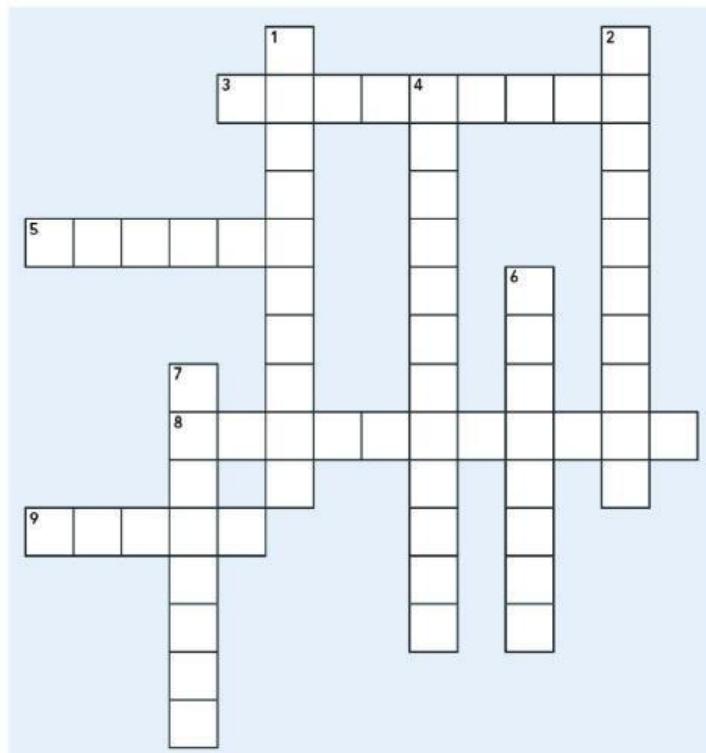
B Complete the crossword puzzle.

Across

3. when something can't be seen
5. X-ray ___ is the ability to see through objects.
8. to move things with your mind
9. Hearing things other people can't is called ___ hearing.

Down

1. too strong to be destroyed or hurt
2. somebody who knows what others are thinking
4. changing form to look like something else
6. to travel somewhere instantly
7. The ability to lift extremely heavy things is super ___.



LESSON 1 GRAMMAR

A Read the statement. Underline the sentence with the same meaning.

1. I'm not telepathic, so I can't read minds.
 - a. If I weren't telepathic, I couldn't read minds.
 - b. If I were telepathic, I could read minds.
2. I'm unhappy because I don't have a superpower.
 - a. I'd be happy if I had a superpower.
 - b. If I weren't unhappy, I would have a superpower.
3. The character is not invincible, so he can be beaten.
 - a. If the character is invincible, no one will be able to beat him.
 - b. If the character were invincible, he couldn't be beaten.
4. I can't choose a superpower, so I can't make myself invisible.
 - a. I would make myself invisible if I could choose a superpower.
 - b. I wouldn't make myself invisible if I could choose a superpower.
5. She doesn't have super hearing, so we can talk freely about her.
 - a. We can't talk freely about her if she doesn't have super hearing.
 - b. If she had super hearing, we couldn't talk freely about her.
6. We don't have the power of telekinesis, so we can't move objects with our minds.
 - a. If we had the power of telekinesis, we could move objects with our minds.
 - b. If we didn't have the power of telekinesis, we couldn't move objects with our minds.

B Complete the restatements, using the present and future unreal conditional.

1. We're talking about superpowers because it's fun.
We wouldn't talk about superpowers if it weren't fun.
2. I can't be there with you now because I can't teleport.
I could _____.
3. You can't save the planet because you aren't Superman.
You could _____.
4. We aren't superheroes. We cannot save the world from climate change.
If we _____.
5. People love superheroes because they use their superpowers for good.
People _____.
6. She can't solve all your problems. She's not Wonder Woman!
She _____.
7. We aren't telepathic, so we need to talk.
If we _____.
8. Batman is so interesting because he has such a complex character.
If Batman didn't _____.
9. I don't have super strength, so I'm not invincible.
I would _____.

LESSON 2 VOCABULARY

A Choose the correct answers to complete the sentences.

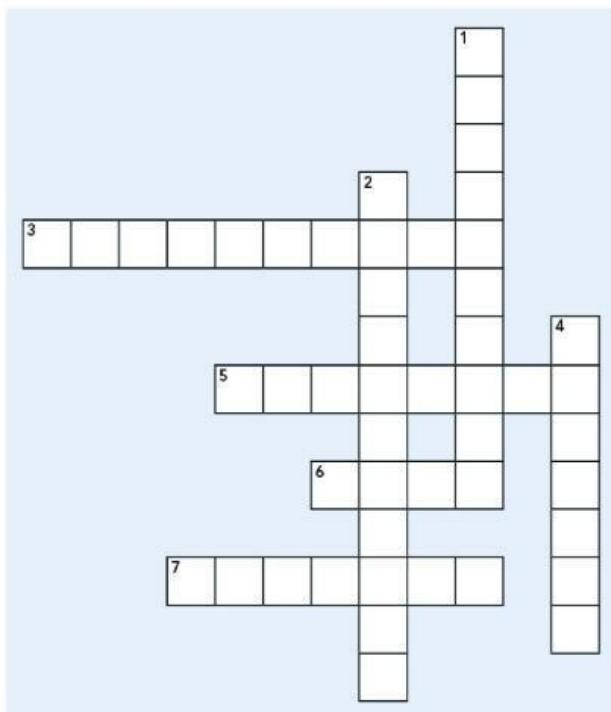
B Complete the crossword puzzle.

Across

3. excel (v), __ (n), excellent (adj)
5. __ (v), optimum/optimal (adj)
6. rage (v), __ (n)
7. __ (v), promise (n),
promising (adj)

Down

1. reflect (v), reflection (n), ___ (adj)
2. inspire (v), ___ (n),
inspirational (adj)
4. ___ (v), persistence (n),
persistent (adj)



LESSON 2 GRAMMAR

A Circle the correct answers.

1. If you **are** / **will be** willing to practice, you'll surely get better at this.
2. You **don't** / **won't** learn from this mistake if you can't admit it was a mistake.
3. **Unless** / **If** we persist, we won't reach our goals.
4. We'll figure it out if we **take** / **will take** some time to think it through.
5. If they offer you the job, you really **are taking** / **should take** it.
6. You can learn a lot from research on excellence **unless** / **if** you're willing to do some reading.
7. Recognizing optimal push is important if an athlete or a student **wants** / **wanted** good results.
8. **Unless** / **If** she finds something that inspires in her a rage to master, she may not achieve her true potential.

B Combine the sentences to make new sentences in the future real conditional. Use a comma when necessary.

1. It will get easier. But you have to be patient.
If you are patient, it will get easier.
2. Take my advice. You'll do better next time.
If you _____.
3. We should change our approach. We might get better results.
We _____.
4. Keep trying. You'll get it eventually.
If you _____.
5. You should work with a personal trainer. That should help you.
If _____.
6. I might not meet the deadline. The task might take more time.
If the task _____.
7. You might have more questions. So I'll be available.
I _____.
8. We must optimize our efforts. Then we'll succeed.
If _____.
9. We should reflect on these tips. They might help.
These tips _____.

LESSON 3 VOCABULARY

A Circle the correct words or phrases to complete the sentences.

1. If you had a superpower and saw a crime happening, would you **intervene / take part / leave** and stop things?
2. Even if I could work at super speed, I wouldn't want to **bring about / churn out / start up** products. I would still want to take my time to do high quality work.
3. People who experience major **events / weak points / trauma**, like the death of a parent, may need psychological therapy to help them recover.
4. Children often **respect / resemble / identify** their parents, not only in how they look, but also in how they act.
5. He excels in playing the piano, but he's never had any lessons. He really has an **acquired / ingrown / innate** musical talent!
6. I love superhero movies because superheroes **avenge / discover / forgive** others when bad things happen to them. It's satisfying to see the bad guys get punished.
7. Jane was an unknown scientist before her latest invention. But afterwards, she was **thrust into / bumped into / removed from** unexpected fame.
8. If you **inconsistently / consistently / willingly** eat right and exercise, you won't get superpowers, but you would be super healthy!
9. If someone had a superpower, it would become **self-evident / confusing / unclear** fairly quickly unless they worked hard to hide it.

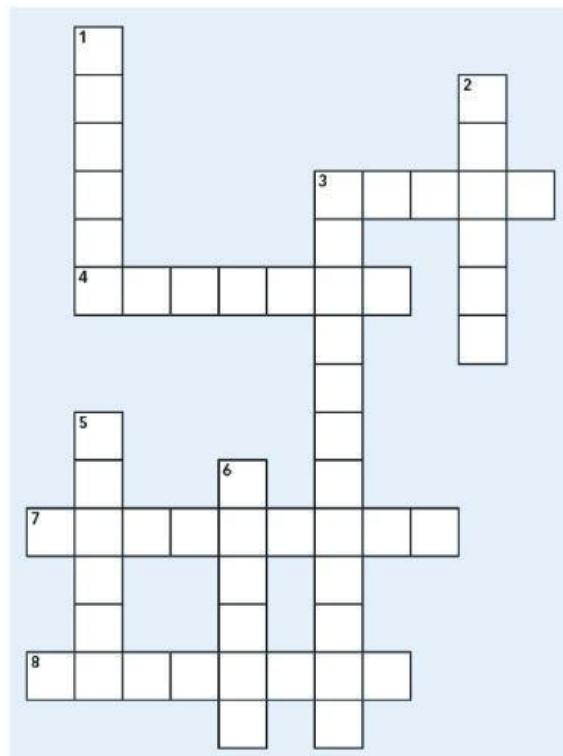
B Complete the crossword puzzle.

Across

3. When you __ out work as quickly as possible, it might not be your best.
4. Something that is self-__ is obvious.
7. to get involved in order to prevent something from happening
8. Dawn and Debbie __ each other and I can't tell them apart.

Down

1. to punish someone for harming you or someone else
2. Pete was __ into being the leader because others pushed him into it.
3. Jack's work is __ excellent. It's always high quality.
5. Laura is an amazing singer. She has an __ ability for it.
6. an upsetting experience



LESSON 3 GRAMMAR

A Circle the correct answers.

1. If the people of Gotham **need** / **will need** his help, Batman always responds.
2. Watching superhero movies, I always **get** / **will get** nervous when the hero is in trouble, even though I know he'll survive.
3. In Superman movies, Superman arrives to save the day **unless** / **when** someone is in danger.
4. If a friend **needs** / **might need** you, can he or she count on you?
5. My friends can depend on me **unless** / **if** they need a hand.
6. When a new superhero movie comes out, **will** / **do** you generally go see it right away?
7. When you go to a superhero movie, you **know** / **will know** that the good guys will win in the end.
8. If a superhero **will get** / **gets** hurt, the audience feels sympathy for him or her.

B Complete each restatement as a general statement of fact, using present real conditional. Use a comma when necessary.

1. The movie had superheroes, so there was a lot of action.
If a movie has superheroes, there's a lot of action.
2. The superheroes in the movie were relatable because they had engaging origin stories.
Superheroes in movies are relatable _____.
3. I loved that superhero film because it featured a classic villain.
I love superhero films _____.
4. They filmed a sequel because the first movie was a smash hit.
If the first _____.
5. That movie had more diverse characters, so I liked it better.
I like movies better _____.
6. The writer was truly talented. Readers believed in the fictional world she created.
When writers _____.
7. We admired that character because she overcame big obstacles.
If characters _____.
8. In many stories, the strong protected the weak, so they became heroes.
In many stories, if the _____.
9. The movie audience cheered because the hero stopped the villain.
Movie audiences cheer _____.

LESSON 4 READING

A Read the article.

Real Genetic Superpowers

Superheroes such as Magneto, Storm, or the Wolverine of the X-Men owe their superpowers to genetic mutations. These characters and their extraordinary abilities are fictional, but some people alive today actually have special powers thanks to such mutations. Their abilities may be even more fascinating than the imaginary powers of the X-Men—because they are real.

Super Endurance

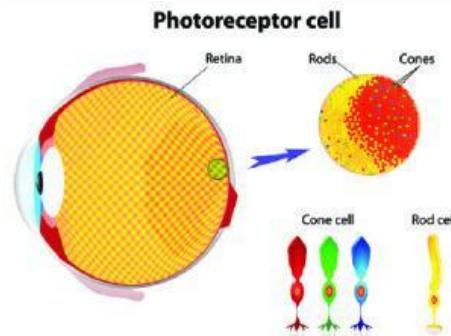
Eero Mäntyranta of Finland won his first cross-country skiing race at the age of seven. As a teenager, he dominated his fellow student competitors effortlessly in this endurance sport. At the 1960 Winter Olympics, he was awarded a gold medal in cross-country skiing—the first of seven Olympic medals he would go on to win throughout his career. When other top athletes seemed to tire or struggle, Mäntyranta continued with ease. Mäntyranta owed his exceptional stamina to an unusually large amount of red blood cells and hemoglobin, a substance in these cells that carries oxygen throughout the body. These high levels were due to an extremely rare genetic trait shared by Mäntyranta and members of his family.

Super Color Vision

The retina is the part of the eye that detects light and converts it into signals that are then sent to the brain. On the retina are millions of cones, structures that detect colored light. A normal eye has three types of cones and can detect about one million colors. However, due to a genetic mutation, some people—nearly all of them women—have four types of cones and can detect approximately 100 million colors. Several women with this condition, known as *tetrachromacy*, have described how different the world looks to them, one of whom is the artist Concetta Antico. She tries to capture what she sees, “a mosaic of vibrant colors,” in her paintings.

Super Poison Resistance

High in the Andes Mountains in Argentina, a river flows through the town of San Antonio de los Cobres. Its water contains extremely high levels of arsenic, a poison that is



deadly to humans. However, for thousands of years, this poisonous river was the main source of drinking water for the people there. Despite drinking deadly poison every day, the residents of this town seemed to be quite healthy. Scientists discovered that they had developed a genetic mutation that helps their bodies process arsenic. This mutation is the first known example of a poison playing a role in human evolution.

Super Bone Density

In 1994, a man was involved in a severe car accident. The crash would have seriously injured or possibly killed a typical person; however, he walked away without any significant injuries. Doctors discovered that his bone density was eight times greater than an average man his age. Years later, when a member of the man's family needed a hip replacement, the operation failed because doctors were unable to screw the metal hip replacement into his extremely hard bones. When scientists studied the man's family, they learned that none of them had ever broken a bone. The reason for their dense bones was a mutation of the same gene that causes osteoporosis, a condition that weakens bones. Based on these studies, medical researchers hope to develop a treatment for osteoporosis soon.

B Read the Reading Skill. Then read the article again. Match the descriptions to the correct categories from the box. Write the letter.

- A: unusually large amount of red blood cells and hemoglobin
- B: tetrachromacy
- C: resistance to arsenic
- D: unusually high bone density

- ___ 1. provides a competitive advantage
- ___ 2. a reaction to a substance in the environment
- ___ 3. increases athletic staying power
- ___ 4. linked to a gene that can also mutate to produce the opposite effect
- ___ 5. necessary for survival
- ___ 6. research into this mutation may provide a cure for a disease
- ___ 7. provides increased sensory input

READING SKILL Use a KWL chart

A KWL chart is a graphic organizer with three columns labeled *K* (what I know), *W* (what I want to know), and *L* (what I learned). It can help you prepare to read a text, engage with it, and organize what you learn.

LESSON 5 WRITING

A Read the essay. Then use the words and sentences in the box to complete the chart.

A true hero must have compassion.	J.K. Rowling
Persistence is the ability to stick to a task.	Jon Pedley
persistence, sacrifice, and compassion	José Andrés
Sacrifice is giving up something important.	

If someone asked you what qualities make a hero, what would you say? Bravery? Loyalty? There are many heroic characteristics, but if someone asked me this question, I would say persistence, sacrifice, and compassion.

Persistence is the ability to stick to a task no matter what. True heroes never give up, no matter what obstacles are in their paths. Would a true hero give up if a first try was a failure? Never. One of my favorite authors, J.K. Rowling, has embodied this characteristic. Rowling was a poor, single mother when she started writing the first Harry Potter book. Despite her challenges, Rowling worked hard. When she finished her first manuscript, an agent sent it to 12 publishers. All of them rejected it. But Rowling didn't give up. She kept trying, and a year later, a company finally agreed to publish the manuscript.

Sacrifice, which is giving up something important, is another heroic quality. There are heroes who have given their lives for the good of other people, but even small sacrifices can make a person a hero. Would you ever give away all your money? Would you do something like this to help make life better for other people? British businessman Jon Pedley did just that. A life-threatening car crash inspired Pedley to sell his businesses and his property. He used the money to found an organization that helps Ugandan orphans. Pedley also moved to Uganda to live a simple life among the people he helps.

Finally, a true hero must have compassion—the ability to feel what other people feel. José Andrés is an example of a compassionate hero. A highly successful celebrity chef, Andrés was concerned about Puerto Ricans in the aftermath of Hurricane Maria. They weren't getting enough food, so Andrés set up kitchens around the island at his own expense. Eventually, he was serving over 150,000 meals a day. Andrés continues to care about people suffering from food shortages and has established aid programs around the world.

Persistence, sacrifice, and compassion define a true hero. But can anyone be a hero? Of course. If you have these traits, you can be a hero, too.

Main Idea: _____ 1.

Paragraph 1

- Explanation: _____ 2.
- Example: _____ 3.

Paragraph 2

- Explanation: _____ 4.
- Example: _____ 5.

Paragraph 3

- Explanation: _____ 6.
- Example: _____ 7.

UNIT 2 SELF-QUIZ

1 VOCABULARY

A Complete the sentences. Circle the correct answer.

1. Love is _____ yet powerful. You can't see it, but you can feel it.
a. invisible b. invincible c. telekinesis d. super hearing
2. She used her ability to _____ from country to country in a second.
a. teleport b. x-ray vision c. shapeshifter d. super strength

B Complete the paragraph with the correct form of the words in parentheses.

My mother sends _____ sayings about life every morning. I tell her to stop, but she is _____.

1. (inspire)
2. (persist)

C Complete the sentences. Circle the correct answer.

1. If you see a kid dealing with a problem, sometimes it's better not to _____. This can teach them how to solve problems on their own.
a. avenge b. resemble c. churn out d. intervene
2. The little girl plays many different instruments even without learning them. I think she has a/an _____ talent for music.
a. thrust b. innate c. trauma d. avenge

2 GRAMMAR

A Rewrite the sentences using the present / future second conditional.

1. I'm not you, so I won't send an email to the professor.
→ If I _____.
2. I can't fly, so I won't go to the top of the building.
→ If I _____.

B Combine the two sentences to form future real conditionals.

1. You should prepare well for your next exam. Your grades will be better.
→ If you _____.
2. You need to put on a raincoat. You'll get soaked without it.
→ Unless you _____.

C Rewrite the sentence as a general statement of fact using present real conditionals and words in parentheses.

1. We cooked dinner instead of eating out because it wasn't a special occasion.
→ (always / unless) _____.
2. Newcomers asked me for directions, so I helped them.
→ (if / usually) _____.

[>> GO TO PAGE 92 TO CHECK YOUR ANSWERS.](#)

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UNIT 2, LESSON 1

VOCABULARY PRACTICE

►02-02 Listen. Write the superpowers they are talking about.

super strength	telekinesis	teleport	telepathic
X-ray vision	a shape-shifter	invisible	invincible

1. The man is _____ and the woman has _____.
2. He is _____.
3. Minerva is _____.
4. The woman can _____.
5. The man has _____.
6. The woman is _____.
7. He has the power of _____.

PRESENT AND FUTURE UNREAL CONDITIONAL

A ►02-03 Listen. Check (✓) the correct answer.

		True	False	No information
1.	The speaker doesn't have time to talk.	✓	<input type="checkbox"/>	<input type="checkbox"/>
2.	The speaker is in a position of power.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	James works somewhere else now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The speaker is going to listen to the managers' conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	They cannot move the desk by themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The speaker wants to do the project again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Rewrite the sentences using the present and future unreal conditional.

Part 1

1. I'm not a superhuman, so I can't do everything.

If I were a superhuman, I could do everything.

2. I'd like to read minds in order to know what you're thinking.

3. We can't teleport, so we won't be on time.

4. Superman is not here, so he won't help us.

5. Mark can't finish that project in a week because he doesn't have superpowers.

UNIT 2, LESSON 2

VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

inspire	optimize	a reflection	persistent
rage	excel	promising	

1. When you finish a task, take some time for _____. Consider what went well and what didn't.
2. The speaker's words _____ me to start my search for a new job.
3. Even if something is difficult at first, you should _____. It might pay off in the end!
4. The factory is installing robots to _____ production.
5. With enough practice and determination, I'm sure you will _____.
6. When the child spilled wine on the bride's gown, she shook with _____.
7. The new team looks very _____. I think they'll have a good season.

FUTURE REAL CONDITIONAL

A  02-08 Listen. Circle the correct word.

1. The man **is** / **isn't** ready for his interview.
2. The woman **is** / **isn't** willing to help him practice.
3. The man **will** / **won't** get more nervous if he thinks about the interview questions.
4. The woman thinks practice **will** / **won't** help him.
5. The man **is** / **isn't** sure that he's qualified for the job.
6. The woman thinks he **is** / **isn't** qualified.

B Combine the two sentences to form future real conditionals. Do not change the order of the clauses. Use commas when necessary.

1. He should be more persistent. He might succeed.
If he is more persistent, he might succeed.
2. We should try this new program. We might achieve optimal results.
3. Let's use a trial and error approach. We will learn from our mistakes.
4. You'll excel in the new environment. You should accept the job offer.
5. I can figure out the problem. I need to reflect on it more.
6. You need to work on your programming skills. You'll master it soon.

UNIT 2, LESSON 3

VOCABULARY PRACTICE Complete the sentences with the correct form of the words in the box.

churn out innate self-evident resemble intervene
consistently trauma avenge thrust

1. Don't you know the answer? It seems completely _____ to me!
2. He has psychological problems because he suffered _____ at an early age.
3. You should attend class _____ if you want to improve.
4. The child star was _____ into the spotlight by her parents.
5. She wrote so many books. She _____ about three a year.
6. Humans have a(n) _____ desire to live in communities.
7. We told him not to _____ in the fight.
8. The speaker's ideas _____ something I read in an article recently.
9. It's the same old story about a man who wants to _____ the death of the woman he loved.

PRESENT REAL CONDITIONAL

A  02-14 Listen to the beginning of the sentences. Check (✓) the correct ending.

1. <input type="checkbox"/> if you want to choose your seats.	4. <input type="checkbox"/> if the hero wins.
<input checked="" type="checkbox"/> you can choose your seats.	<input type="checkbox"/> the hero usually wins.
2. <input type="checkbox"/> if we aren't busy.	5. <input type="checkbox"/> if someone is hurt?
<input type="checkbox"/> if we weren't busy.	<input type="checkbox"/> is someone hurt?
3. <input type="checkbox"/> it often has a sequel.	6. <input type="checkbox"/> how can the person recover quickly?
<input type="checkbox"/> when it has a sequel.	<input type="checkbox"/> if they recover.

B Rewrite the sentences as a general statement of fact using present real conditionals.
(Hint: Change the definite article *the* to the indefinite article *a* / *an*.)

1. I didn't like the movie because the ending was obvious.
I don't like a movie if the ending is obvious.
2. There was a new superhero movie, so Jackson went to see it.

3. The audience liked the movie because the character had a great origin story.

4. Anna cried because the movie was sad.

5. The book was boring, so I fell asleep.

6. The story was inspirational because the character overcame a traumatic event.
