MEGA

GOAL 1

TEACHER'S GUIDE

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McGraw Hill Education

MegaGoal 1 Teacher's Guide

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Scope and Sequence

	Unit Title	Functions	Grammar
	Intro **Pages 2–5**	Express opinion and preference Agree and disagree Greetings, introductions and farewells Make an appointment	Recycle/use familiar verb forms, prepositions, modifiers.
1	Big Changes **Pages 6–19**	Discuss past world events and present effects Talk about global issues	Simple present Simple present versus present progressive Simple past versus present perfect Simple past and past progressive Past progressive + when + simple past
2	Careers **Pages 20–33**	Talk about careers Talk about personal qualities and personality characteristics Talk about how long you've been doing something	Present perfect progressive versus present perfect simple Adjective + preposition + gerund Simple present and *Wh-* questions Relative pronouns
3	What Will Be, Will Be **Pages 34–47**	Make predictions about the future Express opinions Make and respond to suggestions	Future with *will* or *be going to*—affirmative, negative, questions, answers *Will* versus *be going to* Future progressive—affirmative, questions, short answers Present progressive for the future *Wh-* questions and tag questions
	EXPANSION Units 1–3 **Pages 48–53**	**Language Review** **Reading:** The Computer and the Internet. Good or Bad? **Project:** Research protective and medicinal purposes of make-up	
4	The Art of Advertising **Pages 54–67**	Talk about commercials, ads, and product history Describe products Make comparisons	The passive Comparatives and superlatives *As…as* Verbs *look*, *smell*, *sound*, *taste* with *like* + noun Imperatives Possessive adjectives and pronouns
5	Did You Hurt Yourself? **Pages 68–81**	Talk about accidents and accident prevention Talk about cause and effect Asking for and giving directions	Reflexive pronouns *Because* versus *so* *So* and *neither* Prepositions of place Imperatives for directions
6	Take My Advice **Pages 82–95**	Discuss common problems Ask for and give advice Words connected with medicine	Modal auxiliaries: *should, ought to, might, could*—questions, affirmative, negative *Had better*—questions, affirmative, negative Two- and three-word verbs Quantity expressions: *much, many, a lot of, lots of, a few, a little* Clauses with *when*
	EXPANSION Units 4–6 **Pages 96–101**	**Language Review** **Reading:** Teenage Stress **Writing:** Write about stress and give advice	

Listening	Pronunciation	Reading	Writing
Listen for fact, opinion and attitude	Rising and falling intonation		
Listen for general understanding about historical events	Stress for important words in sentences	The Polish Rip Van Winkle	Write an essay about an important change in your country Interview and write about people who have moved from one country to another (Project)
Listen for specific information from a job interview	/m/, /n/, and /ŋ/	JobPool Résumé	Write a cover letter for a job application Write a résumé (Project)
Listen for specific information from a speech	Words that are not stressed	The Tulsa Time Capsule	Tell a story about hidden treasure Write about what to include in a time capsule about your country (Project)
	Chant Along: I Wonder What They'll Be **Writing:** Write about your dreams for the future		
Listen for specific information from an ad	Linking adjacent sounds	The World of Plastic	Write an essay about the history of a product Write an ad for a product (Project)
Listen for specific information from an informational talk	Consonant clusters /lf/, /lt/, /nt/, /st/, /nd/	Unusual Accidents and Deaths	Write a descriptive account of an accident Write an accident prevention campaign for your country (Project)
Listen for specific information to complete a chart about problems	Stress in two- and three-word verbs	Breaking the Habit — Getting Healthy	Write a letter of advice Write about community resources in your country (Project)
	Chant Along: Flip-Flops **Project:** Prepare a chant/slogan for a product		

Philosophy of the Program

MegaGoal is a dynamic American English series for international communication that takes students from absolute beginning to high-intermediate level. It is specifically designed for teenagers and young adults. With eye-catching art and high-interest topics, ***MegaGoal*** is easy and enjoyable to teach and to learn from.

The goal of ***MegaGoal*** is to make the learning of English fun, motivating, and success-oriented by way of a carefully graded progression that builds students confidence, and helps them reach the point at which they can use English to express themselves meaningfully about things that matter to them.

The methodology of ***MegaGoal*** integrates the four skills of speaking, listening, reading, and writing. The earlier levels focus on speaking and listening, but reading and writing are increasingly prioritized as students progress through the series. ***MegaGoal*** also puts an emphasis on grammar, particularly using grammar in communicative activities.

MegaGoal is designed to appeal to a visually-oriented generation. The visuals aid in presenting and reinforcing language at the same time that they engage student attention. The vocabulary and structures are introduced gradually and recycled systematically. And the tone of the book is humorous—to make the learning process more enjoyable.

Organization of Materials

Each level in ***MegaGoal*** has the following components:

- Student Book
- Audio Program
- Workbook
- Teacher's Guide (interleaved)
- Test Bank
- Online Learning Center
- IWB Software & Student e-book

MegaGoal has enough material of classroom instruction for a whole semester. The program is flexible, and it can be used with groups that have one, two, or three hours of instruction a day. It can also be used with groups that have only two or three hours a week.

The Components

Student Book

The overall organization of the Student Books in the series is:

	Number of Units	Pages per Unit
Books 1-6	6 Units 2 Expansions	14 pages each 6 pages each

- Units have a consistent lesson format.
- The Expansion units review and expand on language points with high-interest content in activities, readings, and chants..
- A unit-by-unit vocabulary list is included at the back of each Student Book.

Teacher's Guide

This interleaved user-friendly Teacher's Guide is available for each level. The Teacher's Guide offers an overview of the course, some general teaching guidelines, and detailed unit-by-unit teaching notes.

These unit-by-unit teaching notes include:

- Unit Goals
- Unit Warm Up activity
- Instructions for presenting each Student Book activity
- Answers to all the Student Book activities
- Audioscript for the Student Book listening activities
- Language Builder notes
- Teaching Tips
- Additional Activities
- Additional Projects
- Fun Facts

The Teacher's Guide for each book also contains the following:

- Scope and Sequence chart
- Vocabulary lists per unit
- Photocopiable Activities
- Answers to the Workbook activities
- Key to Phonetic Symbols
- Audio Program Track List

Workbook

The Workbook provides exercises that reinforce the material presented in the Student Book.

	Number of Units	Pages per Unit
Books 1-6	6 Units 2 Expansions	10 pages each 6 pages each

Activities in the Workbook focus on reinforcement of vocabulary and grammar. Some units also include a reading. In every unit there is a free writing activity based around a photograph. Students should be encouraged to brainstorm as many words and phrases as they can in connection with the photograph. Encourage students to write full sentences when appropriate. Answers will vary according to the students own ideas, opinions and experiences. Each unit ends with a writing activity, often in the form of personal writing. The Expansion units cover vocabulary, grammar, and writing.

The Workbook Answer Key is found at the back of this Teacher's Guide.

Audio Program

The audio program for each level includes the following material:

- Listen and Discuss (Listen and Repeat in the Intro level) (opening presentation)
- Pair Work model conversations
- Listening
- Pronunciation
- Conversation
- Reading
- Writing
- Chant-Along

The audioscript for the Listening activities appear at point-of-use in the Teacher's Guide.

Testing Program

The Test Bank provides a databank of testing items from which teachers can create customized tests within minutes. Test items reinforce vocabulary, grammar, listening, conversation, reading, writing, and speaking. Teachers can choose to use the items as they are, or teachers can edit, add, delete, and rearrange items.

IWB Software & Student e-book

MegaGoal has two brand new and innovative digital components: the Interactive Whiteboard Software for classroom use and the Online e-books for self-study. Through a variety of interactive applications the content of the books comes to life on the board in class or on the computer screen at home in a way that enhances the learning and teaching process.

Online Learning Center

The Online Learning Center incorporates and extends the learning goals of the Student Book with interactive practice on the computer. A flexible set of activities correlated to each unit builds students' skills.

Student Book Units

Each unit follows a regular pattern:

- **Language**—vocabulary, structures, and functions—are presented and used in context.
- **Grammar** points are presented in chart form and practiced.
- Additional functional language is presented in the context of **Conversations** and role plays.
- A **Reading** expands the unit theme.
- A **Writing** activity calls on students to use the language they've learned.
- **Form, Meaning and Function** activities expand students' knowledge of structures and functional language.
- A **Project** allows students to perform a task and produce a product that calls on them to apply the language and vocabulary they've learned.

Here is a detailed list of the sections in the Student Book. In some units, the order of some elements may vary. In the Intro level, some sections vary as appropriate to students' language abilities.

Presentation

The opening two pages of every unit contain the presentation called Listen and Discuss. This section introduces the unit theme, the communicative context, the grammar points, and the key vocabulary. Students discover meaning from context—by the use of visuals and with help from the teacher.

Quick Check

This section, which appears on the opening two pages, includes a Vocabulary and a Comprehension activity that check how well students understood the content of the presentation. The questions are usually in simple formats: matching, *yes/no*, short answers. Students can do the activities independently, in pairs, or even in small groups. Answers can be checked as a class, in pairs, or in small groups.

Pair Work

This section, also on the opening two pages, gets students involved in personalized communication right away. It allows students to actively use the language and grammar from the presentation in speaking activities. Students typically ask and answer about the content of the presentation pages, or they give personal information relating to the content.

Grammar

The Grammar section consolidates the grammar points and the communicative functions they convey. Students receive explicit instruction on key grammar points in chart format and with example sentences. The charts are then followed by activities and exercises that reinforce the points presented. The Grammar charts can also serve as a convenient built-in reference section for students as they use English throughout the program.

Listening

In this section, students listen to perform tasks. The listening activity can take a variety of formats. The content of the listening often simulates an authentic context: radio ads and programs, messages on telephone answering machines, interviews, personal conversations, and so on.

Pronunciation

Students' attention is focused on specific sounds of English in the Pronunciation section. Typically students listen and repeat sounds, first in the context of words and then in sentences.

Conversation

The Conversation section contextualizes the language as it is used in everyday situations. It is accompanied by the Real Talk feature that develops vocabulary and everyday expressions. The Conversation also includes functional language; for example, the language for agreeing and disagreeing, changing topics, expressing thanks, expressing surprise, making suggestions, or complimenting. One of the unique features of ***MegaGoal*** is the multiple-ending Conversations, which appear regularly in the Student Book. Students choose the most appropriate ending for a Conversation or make up their own ending.

Your Turn

Your Turn is a role-play activity in which students are encouraged to act out dialogues related to the Conversation. They use personal information or take on made-up roles. Sometimes the Your Turn activity is in the format of a class survey. This activity allows students to use the language of the unit in simulated everyday conversations.

About You

The purpose of the questions in the About You section is to help students improve their oral fluency. Students talk about themselves, putting into practice what they have learned. Students' attention is engaged as they communicate basic personal information in English.

Reading

The Readings throughout the book expand on the unit topic, and relate to students' age and interests. They take a variety of formats: newspaper and magazine articles, puzzles, humorous stories, etc. Sometimes new vocabulary is introduced. The Teacher's Guide presents reading strategies and skills for students to apply to the reading; for example, using prior knowledge, discovering meaning from context, scanning, making inferences, and drawing conclusions.

Writing

The Writing sections in the series cover writing sentences, paragraphs, letters, and brief reports. Writing is also integrated into many of the Projects. The writing assignments in the Student Book sometimes use the readings as models, asking students to write about themselves or topics that relate to them personally. Writing is also developed through assignments in the Workbook.

Form, Meaning and Function

The Form, Meaning and Function section recalls and recycles students' knowledge of structure (form) and extends their ability to use their linguistic knowledge in a meaningful and communicative way (function). The Teacher's Guide presents concrete ideas and tips for the presentation of form and gives suggestions on approach; so students are confident they are getting the language right and they are able to see the communicative (functional) purpose behind activities.

Project

Each unit includes a task-based activity in which students typically cooperate to perform the task. They may make a tourist brochure, design their dream house, interview people and report back, and so on. The Project relates to the unit theme and requires students to use all the language they have acquired. In addition, the Project offers further writing practice.

Student Book Expansion Units

The Expansion units review and expand the material covered in the previous set of units. Each Expansion includes:

- **Language Review:** two pages of activities that recycle the vocabulary and grammar of the previous set of units
- **Reading:** a thematic reading that challenges students
- **Writing**
- **Project**
- **Chant-Along:** a chant that enables students to expand their language in a pleasant way *(In Levels 1–2 only.)* The chant expands on a theme or the language covered in the units before it. The chant, and its related activities, foster additional conversation and discussion as well as acquisition of new vocabulary and expressions.

Teacher's Guide Units

The Teacher's Guide is interleaved with the Student Book for ease of use. There is one Teacher's Guide page facing each Student Book page.

The following is an overview of the contents for a unit in the Teacher's Guide.

- **Unit Goals**
  The Unit Goals are clearly listed at the beginning of every unit in the Teacher's Guide. These include goals for Vocabulary, Functions, Grammar, Listening, Pronunciation, Reading, Writing, Form, Meaning and Function and Project.
- **Warm Up**
  Each unit begins with a Warm Up that introduces students to the topic and/or reviews language studied in previous units.
- **Teaching Notes**
  Step-by-step teaching notes are provided for all presentations and activities.
- **Language Builder**
  This feature consists of explanations of any potentially confusing aspects of grammar or vocabulary.
- **Teaching Tips**
  This feature offers practical tips, insights, and recommendations based on the observations of experienced teaching professionals.
- **Additional Activities**
  These optional activities may serve as a useful way to extend a topic that students have enjoyed. They may also be useful in mixed-ability classes as activities to give to students who finish a certain task early.
- **Project**
  An additional Project is included at the end of each unit.
- **Fun Facts**
  The Fun Facts offer interesting trivia or general knowledge information related to the unit content. Use these when appropriate. You may want to have students find out more about a given topic.
- **Answers**
  The answers to all Student Book activities are provided.
- **Workbook Reference**
  Cross references to Workbook activities help in lesson planning.
- **Audioscript**
  The Audioscript is provided for each unit's Listening activity. (The audio for all other sections is reproduced directly from the Student Book page and, therefore, not repeated in the Audioscript.)

Guidelines for Presenting Materials

Presentation

The first two pages of each unit contain the presentation called Listen and Discuss. In this presentation, students are introduced to new vocabulary, language, and structures in context. The Teacher's Guide contains explicit instructions for presenting each individual unit. In general, you may want to use the following technique.

Before students open their books, present the topic of the unit in a warm up, such as by bringing in pictures, using the classroom environment, or using your personal experiences. Then it is recommended that students look at the opening pages. Activate students' prior knowledge by discussing the opening question(s). Then talk about any vocabulary they know (provide support as needed), and have them guess what the unit is about. Then students are ready to listen to the audio. You can have them follow along with the text first as they listen. For any vocabulary word lists on presentation pages, they can listen and repeat. It is recommended that you play the audio several times. You might then read sentences, say vocabulary, or describe part of the picture, and have them point to the relevant part of the pictures or text. At this point, have students do the Quick Check section to practice vocabulary and to check that they have understood the presentation.

Vocabulary

New vocabulary is presented in the Listen and Discuss opening presentation and at key points throughout each unit. The words and expressions are then practiced and

recycled throughout the unit and subsequent units. Unit vocabulary lists are found at the back of the book and can be used for review.

Use the visuals in the Listen and Discuss presentation to explicitly teach the vocabulary.

- Pronounce each word and have students repeat it. Alternatively, play the audio for students to listen and repeat.
- Provide example sentences, descriptions, and explanations using the opener visual.
- Ask students to provide examples, descriptions, and explanations of their own to determine comprehension.
- Have students keep a vocabulary notebook. Suggest they use their own words to define the terms and incorporate visuals whenever possible.
- Use the photos and illustrations throughout the unit to practice the words. Have students describe the pictures as well as ask and answer questions about the pictures.
- Play games with the words.

Grammar

There are many methods and approaches to grammar teaching. Here are some suggestions that may be useful:

- Preteach the target structure by reviewing sentences from the Listen and Discuss and Pair Work sections that use the structure.
- Model the example sentences in the Grammar section.
- Make personalized statements or ask personalized questions that use the target structure.
- Ask students to provide personalized examples of sentences that use the structure.
- If appropriate, create visuals or graphics to illustrate the structure.
- If appropriate, use gestures or pantomimes to illustrate the structure.
- Have students write grammar exercise answers on the board, highlighting the target structure and explaining their answers.
- Have students work in pairs to complete and/or correct grammar exercises.
- Use sentences from the grammar exercises for dictations.

Listening

The ***MegaGoal*** series offers a wide variety of listening "texts," including conversations, announcements, advertisements, news reports, etc.

Before students listen to a recording, elicit predictions about what they are going to hear. Have them look at any related visual material or ask them to read the questions they have to answer. This way, students will have a clearer idea of what to listen for.

Listening can be a difficult skill for some students. These students worry that they will not understand anything. Let them know that it is not necessary to understand every single word, but to get the general idea. Play the recording as many times as necessary, without getting caught up in explanations of every word or phrase. Focus students' attention on the completion of the task. Letting students work in pairs may lessen anxiety.

Conversation

The following is a suggested technique for presenting the Conversation section in the Student Book:

- Use the picture(s) to introduce new vocabulary and expressions. Have students predict what the Conversation is about.
- Go over the questions in About the Conversation before students listen to the audio.
- Play the audio or read the Conversation. If appropriate, have students look at the picture(s), but keep the text covered. Tell students that they don't have to understand everything—but they should try to use what they know to figure out what they don't know. As an alternative, you may find it helpful to have students look at the text while listening to the audio, or you may prefer to have them read the Conversation silently before you play the audio or read the Conversation aloud.
- Play the audio or read the Conversation again while students look at the text.
- Ask students to read the Conversation silently. Ask them to figure out the meaning of unknown words from context.
- Have students answer the About the Conversation questions. They may do this individually, in pairs, in small groups, or as a class.
- Have students work in pairs or groups and read the Conversation using the "Read and Look Up" technique. In this technique, students look at a sentence, look up, and say what they have just read. This technique helps students develop confidence in saying words and sentences in English. It aids them in mastering the mechanics of the language, sounds, and vocabulary, and helps prepare them for freer use of English.
- Have students act out the Conversation.

Reading

The ***MegaGoal*** series offers a wide variety of reading text types (advertisements, magazine articles, encyclopedia entries, letters, emails, etc.).

For every Reading, have students try to predict and preview the content of the reading before they read. This includes (1) looking at the pictures, (2) talking about what they know about the topic, (3) looking for familiar words, and so on. Let students know that it is usually not necessary to understand every word.

In addition, you can set a purpose for reading. For example, you can ask students to look for the most important ideas or to look for the answers to one or more questions in the After Reading section.

You can present the Reading in a variety of ways. In fact, it is recommended that you take a variety of approaches: (1) students can first listen to the audio recording of the Reading with their books closed; (2) students can listen to the audio of the Reading and follow along in the text (this helps students to "chunk" the text—that is, to see which words go together as meaningful units in English); (3) students can read silently first; (4) pairs can read different sections or paragraphs and report to each other on what they read.

Encourage students to try to guess the meaning of unfamiliar words from context. Encourage them to ask you or look in dictionaries if they still have difficulty. Also encourage students to make lists of words that they want to learn.

Another effective way to review language and content in a Reading is to retell the story or article in one's own words—orally or in writing. Encourage students to work in pairs and tell what a Reading is about orally. They should tell the main idea first. One effective technique is to summarize each paragraph, or to try to answer the questions *Who, What, When, Where,* and *Why*.

Writing

The ***MegaGoal*** series offers students practice in writing a variety of text types. These often follow the model provided.

Explain to students that writing is a process that requires prewriting, drafting, revising, editing/proofreading, and publishing. Encourage students to brainstorm and take notes before drafting. After drafting, they should peer-edit each other's work. Finally, they should use these suggestions to create their final product. You may also want to provide students with a scoring rubric by which you will be evaluating their work. Criteria for scoring might include: ideas, organization, word choice, sentence fluency, grammar, punctuation.

Encourage students to keep a separate notebook for their writing. You and the students can use these notebooks to assess students' progress in English.

Form, Meaning and Function

The ***MegaGoal*** series offers plenty of opportunity to recall and recycle previously taught structures and functional language as well as introducing new linguistic and communicative knowledge along the way.

Encourage students to recall what they remember about the form if previously taught and give them plenty of examples which demonstrate alternative meanings and uses of that form.

Give students ample opportunity in the lesson to practice the new function of a familiar form in a meaningful context by encouraging them to fully participate in communicative tasks.

Projects

The following are some practical guidelines for the Projects.

- Try to have each group include students of different proficiency levels in English.
- Make sure that students have access to the materials to do a task, such as magazines, large pieces of paper or cardboard, paints or colored pencils, scissors, and so on.
- Help students break down the task into its basic components; for example, a list of questions to answer, a list of materials to get, a format for the final product, and so on.
- Encourage students to assign different roles to different group members.
- Provide students with guidelines for making oral presentations. These include writing down notes on the information they want to present, ideas for how to organize the presentation, ideas on how to divide the presentation among different students, and so on.
- Provide a forum for students to "publish" their work. This may be on displays in the classroom or in the school. Students might present the results to other classes, not just to their class.

Chants

Using chants in the classroom will enrich learning in an entertaining way, motivate students, and generate enthusiasm. The ***MegaGoal*** series includes two original chants in Books 1–2. Activities to learn vocabulary and practice the four skills are included with each chant. When presenting the chants, you can follow the same presentation steps as with the Reading sections,

whereby you activate students' prior knowledge about the chant or its theme, introduce the lyrics as you play the chant, use cloze activities to test listening skills, etc. Once students understand the meaning of the lyrics, you can work on pronunciation and rhythm. Additional games and the personalization of the chant lyrics, where students change the lyrics to reflect their own lives, will allow students to be more creative with English in a fun and memorable way.

General Teaching Suggestions

English in the Classroom

Ideally, teachers should use authentic English in the classroom as much as possible. They should also encourage students to speak English as much as possible. Apart from what are strictly teaching activities, English can be used for taking attendance, for school announcements, and for explaining activities and assigning homework. This way, students see English as a vehicle for communication and not just an academic subject to be studied. If students are expected to use English all the time in the classroom, they will be giving themselves the opportunity to practice much more of the language.

Differentiating and Individualizing

Classrooms comprise a wide spectrum of learners who vary in how they learn best. Some students are visual learners, while others are auditory learners. Still other students rely on the written word to succeed. To accommodate all students, teachers need to respond to each individual and offer appropriate experiences. The varied presentation formats in ***MegaGoal*** allow for this differentiation of learning styles. The abundance of visuals, the audio program, and the variety of activity formats can meet the needs of any learner. In addition, the Teacher's Guide notes within the units provide suggestions for alternative ways to present material.

MegaGoal also recognizes students' individuality and encourages them to express themselves. Give students plenty of opportunities to express their ideas, their preferences, and their opinions. This way, students will start to develop a sense of identifying with the language, of owning the language, and of being able to use it to express real ideas.

It is also important to make connections between the characters and situations in the textbook with students' own lives. Find ways to relate the information in the textbook to local and national figures, places, historical events, etc. Let students bring their own experiences, attitudes, and ideas into the learning process in order to make learning more relevant and memorable.

Pair Work

Pair Work offers teachers and students a number of benefits. Having students work in pairs is an ideal way to maximize opportunities for communication and practice. Many students feel a great sense of involvement when working with classmates. Another practical advantage is that while students are working in pairs, the teacher can spend time with individual students who need help.

For organizing students into pairs, the simplest method is to have students work with the person sitting next to them. Alternatively, the students in the first row can turn around to make pairs with the students in the second row, and so on. Be sure to mix up the pairs periodically to give students a chance to work with other classmates. Ask students to stand in line in order of birth date, height, alphabetical order, etc., and pair students standing next to each other.

Cooperative Learning

MegaGoal provides students with many opportunities to work together to complete a task. The Project section of most units is one such opportunity.

To help ensure the success of such activities, make sure that groups are balanced in terms of language ability and proficiency. Let students determine the different roles that they might play (recorder, artist, researcher, and so on). The teaching suggestions for the Project sections in this Teacher's Guide provide a lot of helpful information for you and students for organizing and managing projects. Most of the Projects in the Student Book are designed for groups of four to six students.

There are many techniques to encourage cooperative work, even in everyday classroom activities:

- **Numbered Heads Together.** Each student in a group takes a number (for example, 1, 2, 3, or 4). You present a question. Students in the group work together to get the answer and make sure that all the students in the group know the answer or can do the activity. To check for accountability, call on, for example, all the "number 1s" to give the answer.
- **Pairs Check.** Pairs take turns interviewing one another. Then two pairs join together. Each student tells what he/she learned about his/her partner.
- **Think–Pair–Share.** Students think about a topic or question posed. They pair up with another student to discuss it. They then share their thoughts with the class.

- **Jigsaw.** Each student becomes an expert on a topic (or on one part of a Reading). That student teaches what he/she knows to a small group. This is a way to present a Reading: each student reads a different paragraph and the groups work together to get the important information from the Reading.

Reading Strategies

Researchers are giving more and more attention to how language learners learn to read. The ***MegaGoal*** series contains explicit reading strategy tips for helping students to become better readers in the Teacher's Guide. These strategies relate specifically to the Reading, but can also be used for the presentation material, the Conversations, and activities that require reading. Periodically review the tips throughout the program to help students apply them automatically.

Grammar and Vocabulary Review

The Photocopiable Activities provide additional practice and consolidate the grammar and vocabulary of each unit. They can be used as homework after Self Reflection, if students require more work on those areas or as optional practice for early finishers in class.

- Tasks and activities vary in this section and include question types such as blank fills, matching, collocations, sentence formation, answering open or closed questions or responding to situations.
- The Photocopiable Activities can be combined with additional activities and used as self-assessment tasks in Self Reflection.

Monitoring Students and Correcting Errors

As students do pair and group activities, circulate around the room. Check that students are using English and are on task. This is an effective way to see how students are progressing.

In terms of error correction, it is recommended that you don't interrupt students to make corrections. Instead, make a list of major mistakes or misunderstandings, and reteach once the pair or group activity is completed. It is important to realize that errors are a natural part of the learning process and that students may recognize errors when doing grammar activities but produce them while speaking.

Give priority to errors that interfere with understanding. Less important errors can be ignored, at least while you are focusing on major errors. Another technique is to tell students that you will correct only errors of a specific type or a particular grammar point in a forthcoming activity.

Ongoing, Informal Assessment

There are many opportunities in ***MegaGoal*** for ongoing, informal assessment. Some examples are:

- Student work in the About You section can be monitored to see how fluently students express basic ideas in English.
- Student work on the Project provides an opportunity for you to assess students' use of English informally as students complete work on a topic.
- Short dictations can provide quick and easy mini-assessments. For example, to assess understanding of questions and answers, dictate three or four questions. Then have students answer each of the questions. Next, have students exchange and correct papers. This provides students with immediate feedback. Another way is to write scrambled words or sentences on the board for students to unscramble.
- Material in the Workbook can be used to measure individual students' mastery of the material.
- Students evaluate their own progress at the end of every unit by completing the Self Reflection charts.

Self Reflection

- The Self Reflection page of the course fully acknowledges and supports ongoing , informal assessment in a truly learner-centered way. It allows and trains learners to think back on the topics, tasks and language presented and practiced in the unit, step by step in a systematic and consistent manner, utilizing all available knowledge resources.
- Allotting time and space within the syllabus to this process takes the methodology of the course beyond minimal adherence to principles of reflective learning, common in most courses. Self reflection is rightfully recognized as an integral part of the learning process throughout.
- It is essential to treat this section, as a learning skills development component. This is the time for students to decide for themselves what they can or cannot do and to what extent; and to make a plan of action to remedy problems, clarify points, confirm and consolidate learning.
- The Self Reflection section is an invaluable tool for the teacher, as it provides evidence of learning and indicates areas for remedial work or expansion. Additional Activity ideas as well as the Photocopiable Activities that have not been used in the lessons, can be used as tasks for self reflection.

Intro

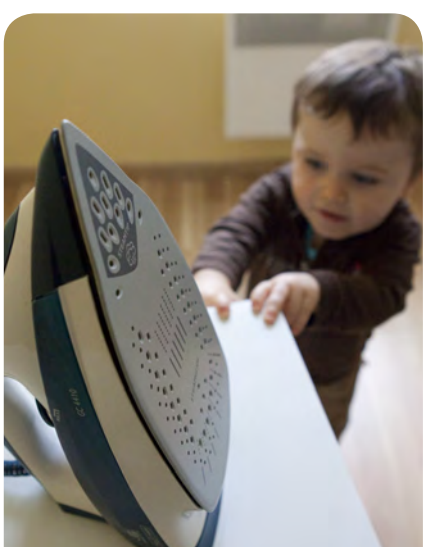
1 Listen and Discuss

Read the texts below and identify the sentence or words that express a fact or an opinion.

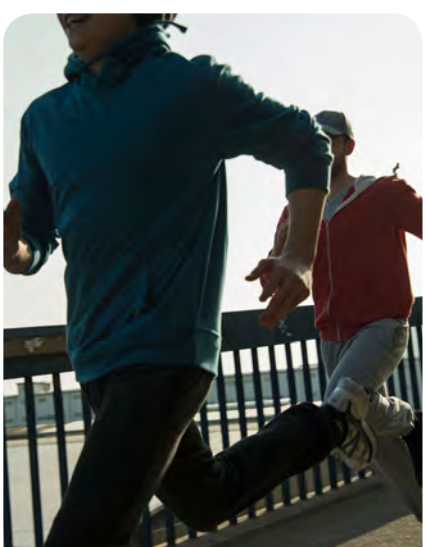
A space probe's lander, touched down on Comet 67P, 510 million km from Earth; an unprecedented achievement in space exploration!

Flying cars used to be a feature of science fiction and comic strips. But recent developments indicate that they are going to become a reality very soon. One of the most successful hybrid flying cars is due to go into production this year.

Lifelong learning is the self-motivated pursuit of knowledge, for personal or professional reasons, throughout life, in a range of situations. It is not confined to the classroom nor restricted by age. Open, online sources have made this type of learning accessible to a greater number of people.



Accidents at home are more common than anywhere else. Falling and tripping accidents cause injuries to thousands of people.



Teenagers who enjoy exercise and form healthy eating habits, stay fit throughout their lives.

Unit Goals

Vocabulary
space exploration
flying cars
lifelong learning
home accidents
health and fitness
radio advertising
career change

Functions
Express opinion and preference
Agree and disagree
Greetings, introductions and farewells
Make an appointment

Grammar
Recycle/use familiar verb forms, prepositions, modifiers

Listening
Listen for fact, opinion and attitude

Pronunciation
Rising and falling intonation

Warm Up

Use this unit to get to know your students and to evaluate how much they know. Greet your students and introduce yourself. Tell the class something about yourself. For example: ***I taught in Dubai before I came here.***

Ask your students to stand up and say something about themselves. For example: ***My name is Alex. I moved here three months ago from Canada.*** Or, ***My name is Hameed. I help my father at work after school.***

If possible, have students describe their experiences moving to a new place and/or going to a new school.. Ask: ***Who moved here recently? What was different for you? What do you miss? What do you like?*** Elicit ideas and list them on the board.

1 Listen and Discuss

- Have students look at the pictures on page 2 quickly and make guesses about the topics.
- Give students a few minutes to look at the pictures and scan the texts.

2 Pair Work

A

- Go over the directions.
- Have students work in pairs to complete the activity and write each topic as a heading above each text.
- Check answers in class.

Answers

- Space exploration
- The Future
- Learning
- Accidents
- Keeping fit
- Advertising
- Careers

Play the audio as students listen only.

Play the audio again as students listen and follow along in their books. Pause after each text to check comprehension and to allow students to comment and/or add more information on each subject.

- Ask questions such as the following:
  When did the lander touch down on Comet 67P? (November 2014)
  Why is this significant in space exploration? (It will provide data about space, the composition of comets or planets and contribute to space travel.)
  Do you know where flying cars are being developed? (By companies who invest in research and development in the US and some European countries)
  What are some of the differences between lifelong learning and conventional learning? (age limit, assessment of learning, individual strengths and needs, options in terms of face-to-face, e-learning or blended delivery, time restrictions, personal choices, geographical restrictions)
  Can you give some examples of home accidents? (falling off a ladder, slipping and falling, burns, injuries such as cutting oneself with a knife, etc.)
  Why is it important for teenagers to exercise? (It helps them stay fit and healthy, it provides physical activity that teenagers who live in an urban center need, etc.)
  Why is radio advertising popular? (It has a broader reach than other media, for example, television as it doesn't require sophisticated infrastructure, e.g. electricity – radios can function on batteries)
  Can you give some examples of people who changed careers later in life? (Students' own answers)

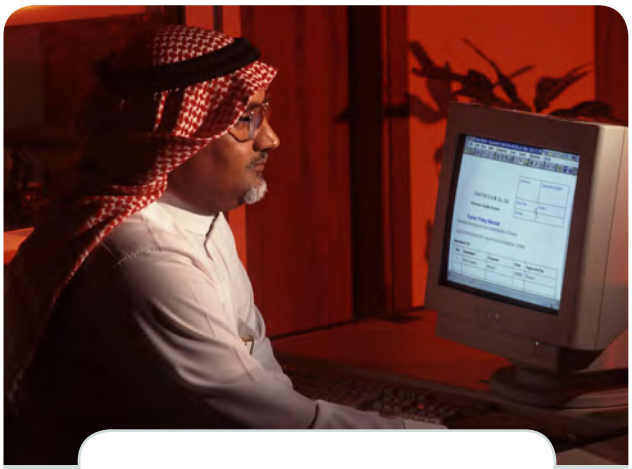
B

- Read the directions. Encourage students to express their real thoughts/ opinions and discuss them in class.
- Go through the phrases in *Expressing Opinion/ Preference/ Agreeing/ Disagreeing* and demonstrate with one or more students. For example:
  What do you think of flying cars? I'm not sure but I think (they're like small planes). Can they also drive along roads?
  What's your opinion about lifelong learning? I think it's really exciting.
  Don't you think it's important to form healthy eating habits, early in life?
  I totally agree with you. That's when one's system develops. / No, not really.

C

- Ask students to choose their favorite topic and talk about the reasons for their choice. Have them discuss in small groups or in class. Ask them to use phrases from their book.

Although restricted to sound, radio advertising is an expanding medium that is available on air and online. Radio broadcasts can reach a greater number of people in remote areas and do not require advanced technology.



Should people follow their passion and change careers later in life if they feel unhappy and burnt out? Success stories of entrepreneurs who changed careers over the age of 50 prove that it is never too late to follow a new path.

2 Pair Work

A. Match each text with a topic. Write the topic as a heading above each text.

Space exploration Careers The Future Advertising
Accidents Keeping fit Learning

B. Express your opinion on each topic. Use some of these phrases.

Expressing Opinion/ Preference/ Agreeing/ Disagreeing
What do you think of …? I think it's interesting / an amazing achievement. I'm not sure but I think … and … are more interesting.
What's your opinion about …? I think it's exciting. I'm not sure. I guess it's useful/ exciting…
Do you find …. interesting? / Don't you think it's …? No, not really. I think it's boring/ pointless/ unimportant. I'd rather go for Y or Z
I don't agree. Look at it this way. / I see your point but …
Yes, you're right. / I certainly agree on this one/ I totally agree with you …

C. Choose the topic you prefer. Give reasons for your choice.

3 Conversation

Listen and practice reading the conversation in pairs.

Ted is at the airport with his brother. He spots his friend Ashraf in the waiting lounge.

Ted: Good morning, Ashraf!
Ashraf: Oh, hello Ted. What a surprise! Are you flying with us to Dubai?
Ted: In fact, my brother and I are flying to Denver, to visit our uncle.
Ashraf: You're kidding! My father is attending a conference in Denver! What's it like in Denver?
Ted: It's beautiful if you don't mind cold winters! Anyway, how are you? How is your family?
Ashraf: Very well, thanks. How about you?
Ted: Great! Oh, sorry, you haven't met my brother Jack.
Ashraf: Hello, Jack! Pleased to meet you.
Jack: Hello, Ashraf. I'm really glad to meet you. Ted talks about you all the time.

(Loudspeaker flight call: Saudia flight 380 is now boarding at Gate 9.)

Ted: That's our flight! Come on Jack, we need to go. Bye Ashraf. Have a safe flight and a great time in Dubai.
Ashraf: Thanks Ted. Have a pleasant flight. Bye Jack, great to meet you. Please give my regards to your father.

Greetings / Introductions / Farewells
Good morning/ Good afternoon/ Good evening/ Hello/ Hi
How are you? Very well, thank you. - How about you? / How are you doing? Great!
This is …. / Let me introduce (name) - Pleased to meet you. / I'm really glad to meet you/ Glad to meet you/ Great to meet you
Have a good/ safe/ pleasant flight/ trip/ a great time / See you in …/ See you soon.
Give my regards to (your parents/ family). / Say 'hello' to … for me
What a surprise! I didn't expect to run into you here. / I don't believe it! /Is this for real?

Your Turn

Role-play a conversation like the one above with a partner.

Decide about the following first:

- where you are, e.g. airport, bus station, train station
- where you are going/ your destination
- who is going with you

4 Pronunciation

A. Listen. Note the rising ↗ or falling ↘ intonation.

Are you flying to Dubai? ↗
Ted talks about you all the time. ↘

B. Listen. Note the rising ↗ and falling ↘ intonation in expressions of surprise.

Good morning, ↗ Ashraf! ↘

3 Conversation

- Tell students to look at the photo. Ask: ***Where do you think this photo was taken? What do you think the conversation will be about?*** (Students' own answers)
- Ask: ***Where did the conversation take place?*** (at the airport/ in the waiting lounge) ***What's the relationship between the speakers?*** (friends/ maybe classmates) Play the audio as students listen. Discuss answers to the questions in class.
- Play the audio again; pausing from time to time and ask students to suggest what follows. Tell them that they don't have to remember exactly what was said in the original conversation, as long as they suggest an alternative that makes sense in the particular context.
- Play the audio again and tell students to follow in their books.
- Have students practice the conversation with a partner. Tell them to switch roles and practice again.
- Have students brainstorm and suggest expressions for greetings and farewells. Ask a student to write them on the board. Then ask them to get into groups and introduce each other.
- Ask students to read the conversation and highlight examples of greetings, introductions and farewells.
- Then have them go through the expressions in the *Greetings /Introductions / Farewells* box and compare them to the expressions they highlighted in the text. Call on students to read the additional expressions in the box.
- Ask students to find expressions that they would use with friends/ peers.
  (Hi / How are you doing? Great! / Great to meet you! / Is this for real?)

Your Turn

- Go through the directions with students.
- Divide your class into groups and make sure each groups spends time deciding on the points outlined in the directions.
- Encourage them to make notes. Tell them not to write the conversation as this is a speaking activity. Give them time to rehearse.
- Invite volunteers to stand up and act it out for the class.

4 Pronunciation

A

- Read the instructions with students and have them look at the examples.
- Play the audio and pause at the end of the question, and the statement and have students repeat.

B

- Read the instructions with students and have them look at the example.
- Play the audio and pause to allow students to repeat using the correct intonation pattern.
- Play the audio, pause for the following expressions:
  What a surprise! - You're kidding!
  Have students repeat.

5 Listening

- Direct students' attention to the photo of the dentist's office on page 5. Elicit ideas, feelings and information. For example ask:
  How do you feel about going to the dentist's? (fine, anxious, stressed/ I hate it/ I don't mind/ It's OK)
  What do you need to do to keep your teeth healthy? (Brush teeth regularly, avoid eating sweets etc.)
  Why do you think there's a number 2 next to the door? (Because there are more rooms and dentists in dental health clinics)
  Do people have to make an appointment to see a dentist? (Usually they do. / Students' own answers)
  How do most people make an appointment? (They call the surgery.)
  Who answers the phone? (A receptionist/ an assistant/ the dentist)
  Accept answers that are different if they represent what happens in the town/ country where students live.
- Tell students they are going to listen to a conversation between a patient and a receptionist. Read the directions with the students. Encourage them to listen to the way the people speak as well as what they say to each other.
- Play the audio and have students listen to the audio and answer the questions. Play the audio again if necessary.

Answers

- The receptionist sounds pleasant and professional.
- The caller sounds composed at the beginning of the call but starts sounding more anxious and stressed as the conversation goes on because she's in pain. She is also worried that the dentist might not be available soon enough.
- What she says, "Could I see her sooner? I'm in a lot of pain." as well as the way she speaks (tone of her voice) indicate that he is stressed and/or upset. Finally she sounds thankful/ grateful and relieved at the very end of the call when the receptionist tells her about the cancellation.

- Have students read the expressions in the *Making an appointment* box and say which expressions are likely to be used by a receptionist and which by a patient/ caller who wants to make an appointment. Tell them to use the conversation they listened to as a guide if they can't decide. Check answers in class.

Answers

caller - I'd like to make …
receptionist - The doctor (name) / is available …
receptionist - He/ she's booked up
caller - t's (rather) urgent, I'm afraid.
caller - Would it be possible …
receptionist - I'll see what ….
receptionist - Can you make it …
receptionist - We'll be expecting you …

6 About You

- Read the directions with the students.
- Have them decide on all the details about the appointment.
- Point out that both speakers have to decide on days/ times that they are available.
- Give students time to prepare.
- Tell them to make notes, not write the whole conversation.
- Remind them to use language from the box.
- Tell students to turn away/ sideways in order to avoid seeing each other as they speak. Remind them that this is supposed to be a telephone conversation.
- Have pairs role-play their conversation as you circulate and monitor. Then have them switch roles and role-play again.
- Ask volunteers to stand up and act out for the class.

7 Pronunciation

A. Read the directions with the students. Play the audio and have them listen to the examples. Pause and have them repeat the examples.

B. Tell students that they will listen to the audio again with pauses, so they can identify more examples of rising or falling intonation.

5 Listening

Listen to the conversation and identify the attitude / feeling of:
- the receptionist when she answers the phone
- the caller at the beginning and at the end of the call

How do you know?

Receptionist: Dental Health Center, good morning!
Mrs. Phillips: Good morning. This is Meg Philips. I'd like to make an appointment, please.
Receptionist: Of course Mrs. Phillips. Let me see. The doctor is available on Monday and Wednesday afternoon from 5.00 to 6.00, next week.
Mrs. Phillips: I see. It's rather urgent I'm afraid. Could I see her sooner? I'm in a lot of pain.
Receptionist: I'm sorry to hear that Mrs. Phillips; I'll see what I can do. I'm afraid she's booked up today and tomorrow. Let me have a word with her and I'll get back to you.
Mrs. Phillips: Thank you. I'll wait.
Receptionist: Hello, Mrs. Phillips... Can you make it this morning, in about an hour? There's been a cancellation.
Mrs. Phillips: Yes, of course. Thank you so much.
Receptionist: You're welcome. We'll be expecting you in an hour.

Making an appointment

I'd like to make an appointment. / Can I make an appointment …

The doctor/ (name)/ is available on (day/s) from – to/ (time), at (time).

He / She's booked up all week. / I'm afraid he / she is away / not available.

It's (rather) urgent, I'm afraid. / This is an emergency. Could I see him/her right away?

Would it be possible to see him/her sooner?

I'll see what I can do. / I'll check and get back to you.

Can you make it this morning/ on Thursday afternoon?

We'll be expecting you in an hour. / See you in an hour. / Thank you for calling.

6 About You

Role-play a conversation like the one above with a partner. Use phrases from the box. Then switch roles. Decide about the following first:
- who you want to make an appointment with, e.g. doctor, manager, supervisor
- times and days you are/ the person is available
- reason for the appointment

7 Pronunciation

A. Listen. Note the rising ↗ or ↘ falling intonation.

Could I see him sooner? ↗
I'll see what I can do. ↘

B. Listen again and find more examples for rising or falling intonation in the conversation.

1 Big Changes

1 Listen and Discuss

Read the texts below. Find the sentence that talks about the most important event in each. After you finish reading, write the effect that each important event had.

The world is constantly going through changes. Look at some important events that have changed the world and affected the lives of many people in modern times.

The Unification of the Kingdom of Saudi Arabia

King Abdul-Aziz, a gifted leader and dedicated warrior for the cause of Islam, was responsible for the legendary event that marked the beginning of modern Saudi Arabia. In 1902, he regained Riyadh, beat the city garrison, took the Masmak Fortress, and established his headquarters in the city. He expanded Saudi Arabia to include all of the Hijaz, Makkah and Madinah and united all the tribes into one nation. On September 23, 1932, the Kingdom of Saudi Arabia was officially established, as a unified Islamic state, with Arabic as the national language and the Holy Qur'an as its constitution. King Abdul-Aziz initiated the building of infrastructure and set Saudi Arabia on the road to modernization.

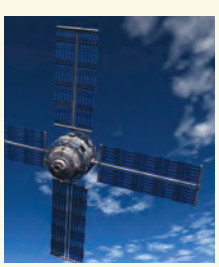
The United Arab Emirates - UAE

The federation of the United Arab Emirates, known as UAE, consists of seven sheikhdoms; Abu Dhabi, Ajman, Dubai, Fujairah, Ras Al-Khaimah, Sharjah and Umm Al Quwain. The city of Abu Dhabi in Abu Dhabi is the capital. The UAE was officially established in 1971. It came after the discovery of enormous oil reserves in Abu Dhabi in 1958. The UAE dirham, a single national currency, was launched in 1973. The oil revenues as well as income from other commercial activities have been used to develop a thriving economy and social infrastructure. Abu Dhabi now hosts its own grand prix at Yas Marina Circuit and Dubai is home to the tallest building in the world, the Burj Khalifa.

The Space Race

The Russians launched the world's first artificial satellite, *Sputnik 1*, on October 4, 1957. Next, *Sputnik 2* went up into space on November 3. The Americans won the race to land on the moon more than ten years later—with *Apollo 11* on July 20, 1969. "This is one small step for a man, one giant leap for mankind," said astronaut Neil Armstrong, the first person to walk on the moon. Sultan Salman Abdul-Aziz Al-Saud flew on *STS-51G Discovery* in June 1985 as the representative of the Arab Satellite Communications Organization (ARABSAT). He was the youngest person to fly on the Space Shuttle at the age of 28.

The Communications Revolution



The first communications satellite, called *Telstar*, was launched from Cape Canaveral on July 10, 1962. This marked the start of rapid transmission of TV signals over wide areas. What we take for granted today—satellite television, cellular telephones, wireless and high-speed Internet connections, and so forth—were part of science fiction only 40 years ago. Teenagers today are the first real citizens of the digital world. Unlike their parents, they have grown up in a world in which electronic delivery of information and entertainment is natural and more accepted than conventional forms like the newspaper, tape, or film.

Unit Goals

Vocabulary
Past world events
Current global problems
Immigration and emigration

Functions
Discuss past world events and present effects
Talk about global problems

Grammar
Simple Present
Simple Present versus Present Progressive
Simple Past versus Present Perfect

Listening
Listen for general understanding

Pronunciation
Stress for important words in sentences

Reading
The Polish Rip Van Winkle

Writing
Write an essay about an important change in your country

Form, Meaning and Function
Simple Past and Past Progressive

Project
Moving from one country to another

Warm Up

With books closed, write the following words/ phrases on the board and ask students what they know about them. Tell them to help each other in pairs.

overpopulation
endangered species
space exploration

Ask: ***What have you read or seen on TV about these issues? Which issues are positive and which are negative in your opinion? Are there any other changes that have impacted our world significantly?***

Encourage students to discuss the questions in small groups and report back on their group discussion. Discuss as a class the global changes they feel are the most significant..

1 Listen and Discuss

- Have students look at the pictures on page 6. Read the title aloud: ***Big Changes***. Tell them that by looking at the pictures and the captions quickly they can make guesses about what "big changes" means here. Give students a few minutes to look at the pictures and scan the article.
- To activate prior knowledge and vocabulary, ask students to discuss what they see. For example, ask: ***What is each photo of?*** (The Saudi flag; the UAE flag, a spacecraft; a communication satellite)

  Where is the Masmak Fortress ? (in the center of Riyadh)

  Why was it important for King Abdul-Aziz to conquer it? (because it allowed him to establish his headquarters in Riyadh and take more areas)

  What does UAE stand for? (United Arab Emirates)

  What was the Space Race? (a race to see who could land on the moon first)

  What countries were involved? (the United States and the Soviet Union)

  How do you think satellites created a communications revolution? (Signals could be transmitted very quickly.)

- Play the audio as students listen only.
- Play the audio again as students follow along in their books. Pause after each segment to check comprehension.
- Ask questions, such as the following:

  Why was Apollo 11 important? (U.S. won the race)

  What happened in 1902? (King Abdul-Aziz marched into Riyadh and took the Masmak Fortress)

  When was the UAE established? (in 1971)

  What happened in the UAE in 1973? (The UAE dirham was launched as a national currency)

  When was Sputnik I launched? (October 4, 1957)

  What was significant about Sultan Salman Abdul-Aziz Al-Saud? (He was the youngest person to fly on the space shuttle at the age of 28)

  What was Telstar? (the first communications satellite)
- Ask students to work in pairs to check the most important event in each text, and write the effect that each important event had. Check answers as a class by calling on students.
- Allow a few minutes for students to ask about any words or phrases that are unfamiliar to them.

Language Builder

Write on the board the famous quote by Neil Armstrong when he took his first step on the moon: ***"This is one small step for a man, one giant leap for mankind."*** Explain that a leap is a big jump or a big advancement.

Global Issues

- Direct students' attention to page 7. Read the title aloud: ***Global Issues***. Ask students to look at the pictures and describe what they see, either in pairs or as a class.
- Play the audio for the list of global issues. Have students listen and follow along.
- Tell students to scan the list of global issues, and to ask about any unfamiliar words.
- Have students work alone to mark the global issues they think affect us the most.
- Tell students to write a fact for each issue they chose and an effect for that fact..
- On the board, draw 3 columns with the headings, Issue, Fact, Effect. After several minutes, call on one student from each group to report to the class and write their choices on the board.

Quick Check

A

- Read the directions. Suggest to students that if they are unsure of the correct answer, they should use the context on page 6 to help them.
- Have students work individually to complete the activity.
- Have students check answers in pairs. Then, check answers as a class.

Answers

1. c
2. b
3. d
4. a
5. e

B

- Read the directions. Tell students to mark their answers, and then to change the false statements to make them true.
- Have students work individually to complete the activity.
- Check answers as a class by calling on students. For the false statements, ask for corrections.

Answers

1. true
2. true
3. false (It has 7 sheikhdoms.)
4. false (It came into use in 1973.)
5. false (They are something of the present.)

2 Pair Work

- Go over the directions together.
- Play the audio of the conversations. Students listen and follow along in their books.
- Play the audio again. Students listen and repeat.
- Organize students into pairs. Tell them to take turns asking and answering the questions. Allow a set time for the activity (about eight minutes) or tell students to ask a specific number of questions (maybe five). For some students, having parameters makes it easier for them to engage in and finish the activity.

Workbook

Assign page 1 for practice with the vocabulary of the unit.

Teaching Tip

When one student is reporting to the class, students sometimes see this as a time to relax. By giving the whole class a task to do that involves listening to the student who is reporting, everyone stays involved in active learning. They are encouraged to focus if they know they must use what they hear. This also helps them develop the skill of listening for a purpose.

Additional Activity

Divide students into groups. Have each group choose one of the global issues from page 7 and come up with a list of ideas of how to address it. Have groups share their ideas with the class.

fun facts

The Space Race. The first person in space was Yuri Gagarin of the Soviet Union. He went into space aboard the *Vostok* on April 12, 1961 and orbited Earth for 108 minutes. On February 20, 1962, John Glenn became the first American to successfully orbit Earth. Who won the space race? The Russians said they did because they launched the first man into space, whereas the United States claimed they did because they put the first man on the moon.

Global Issues

Mark the global issues that you think affect us the most. Write a fact for each issue you chose and an effect for that fact.

____ global warming	____ pollution
____ poverty	____ diseases
____ security	____ unemployment
____ fresh water	____ traffic
____ economy	____ globalization
____ endangered species	____ natural disasters
____ terrorism	____ overpopulation

Quick Check ☑

A. Vocabulary. Find each vocabulary word in the texts on page 6. Read the words that come before and after that vocabulary word and then decide which meaning is best for it.

1. ___ to affect	**a.** to set up, start
2. ___ to launch	**b.** to send into space
3. ___ to take for granted	**c.** to produce a change
4. ___ to establish	**d.** to accept as part of life
5. ___ to host	**e.** to provide a place for

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

1. ___ Sputnik was the name of a Russian space ship.
2. ___ King Abdul-Aziz set Saudi Arabia on the road to modernization.
3. ___ At present the UAE has 10 member states.
4. ___ The UAE dirham came into use in 1963.
5. ___ Digital forms of information are something of the past.

2 Pair Work

Find sentences that are facts in the texts you read on page 6. Make questions for those facts. In pairs, ask and answer the questions. See the examples below.

- When was the Kingdom of Saudi Arabia established?
- It was officially established on September 23, 1932

- What has changed as a result of the discovery of oil reserves in the Emirates?
- Revenue from the oil reserves has been used to develop a very successful economy and infrastructure.

3 Grammar

Simple Present Tense

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

The Saudi Riyal (RS) **is** the official currency of the Kingdom of Saudi Arabia.
The digital generation **includes** today's teenagers.
My parents **don't read** newspapers online.
Does Qatar **belong** to the United Arab Emirates?

Simple Present versus Present Progressive

Use the simple present to talk about habits or routines.

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

The temperatures **change** with the seasons of the year. *(habit or routine)*
The temperatures in the poles **are changing** drastically. *(happening now)*

PERMANENT TEMPORARY

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

Note: Some verbs are not often used in the progressive form:
believe, forget, hear, know, like, love, need, prefer, remember, see, understand, want

Simple Past versus Present Perfect

Use the simple past to talk about events that began and ended in the past.

The Russians **launched** the first artificial satellite in 1957.

Use the present perfect to talk about an indefinite time in the past.

Many countries **have launched** satellites into space.

Also use the present perfect to talk about events that began in the past and continue into the present

The United States **has launched** many astronauts into space since 1969.

A. Complete the sentences with the words in parentheses. Use the simple present or the present progressive of the verbs.

1. He _____ with his uncle until he can find his own place. (live)
2. The water _____. Please turn it off. (boil).
3. The scientists _____ the cause of the problem. (not/understand)
4. _____ in your country in winter? (it/snow)
5. The moon _____ around Earth. (go)
6. What _____ of my idea? (you/think)
7. Currently, the number of immigrants in our country _____. (increase)
8. _____ the year the first Grand Prix took place in Dubai. (not/remember)
9. Dubai is part of the UAE, but it _____ as many oil reserves as Abu Dhabi. (not/have)
10. Ahmed has a part-time job on Saturdays, but he _____ today. (not/work)

3 Grammar

Simple Present Tense

- Present to the class when the simple present tense is used.
- Have volunteers read the four examples.
- Write the following sentences on the board and underline the simple present verbs. Call on students to complete the sentences with real information.

  ***School* starts *at* _____.**

  ***Our English class* is *on* _____.**

  ***We* don't have *school on Friday or* _____.**

  ***School* gets out *at* _____.**
- Call on volunteers to make other true statements about school or your class. For example: ***We have homework every day. We have a quiz on Tuesdays.***

Simple Present versus Present Progressive

- Present to the class when the simple present and the present progressive are used. Point out that the progressive is used mainly for two reasons—to express that something is happening right now, or that something happening now is temporary.
- Have volunteers read the examples aloud.
- Provide more examples. Write these sentences on the board:

  The sun* shines *most days. Today it* isn't shining. *It's cloudy.

  He* talks *quietly. He* is talking *to his friend now.

  His family* lives *in Colombia. His brother* is living *in New York now for college.
- Walk to the door of the classroom. Say: ***I* close *the door every day when I leave***. Then, demonstrate closing the door as you say: ***I* am closing *the door now.***
- Present the verbs that aren't often used in the progressive form. Explain that these verbs are all nonaction verbs and so we don't need to use the progressive.
- Since the progressive is sometimes used with nonaction verbs in slang or in advertising (*I'm loving it*), students may ask about this. Point out that this is an exception, and that, in general, the progressive is used to talk about actions.
- Give students two minutes to write sentences about themselves or other people, using the simple present or present progressive. Have students read their sentences to the class.

Simple Past versus Present Perfect

- Explain when the simple past and the present perfect are used, emphasizing the differences.
- Write these sentences on the board:

  They lived in L.A. for three years. (They don't live there now.)

  They have lived in L.A. for three years. (They still live there.)

  They read two books about the Space Race. (They're finished.)

  They have read two books about the Space Race. (As of now they have read two books, but they may read more.)
- Elicit examples from students. For example:

  We studied* _____ *last week.

  We have studied* _____ *so far this week.

A

- Have students work alone to complete the sentences.
- Have them check their answers with a partner by taking turns reading the sentences aloud. Then call on volunteers to read for the class.

Answers

1. is living / 's living
2. is boiling
3. do not understand / don't understand
4. Does it snow
5. goes
6. do you think
7. is increasing
8. do not remember / don't remember
9. does not use / doesn't use
10. is not working / 's not working / isn't working

Language Builder

Write on the board: ***They launched the satellite. The satellite took off up into space.*** Explain that *launch* is also used to mean to start something new. Write on the board: ***His first novel launched his career. His career took off and he became a huge success.***

B

- Read the directions with the class. Remind students to pay attention to the appropriate tense.
- Have students work alone to complete the email.
- Have them check their answers in pairs by taking turns reading aloud sections of the email.
- Then call on volunteers to read for the class.
- Check understanding of the following vocabulary:

  dorm = a large building where students live

  settle into (life) = get used to

  off-campus accommodations = places to live not on campus

Answers

1. are not working / aren't working
2. is
3. live
4. help
5. meet
6. was
7. arrived
8. got
9. have
10. is
11. have not seen / haven't seen
12. are swimming / 're swimming
13. am wearing / 'm wearing
14. applied
15. knew
16. was
17. wanted
18. like
19. miss
20. feel

C

- Go over the directions and then direct students' attention to the photo for the example conversation. Briefly discuss the photo. Ask students if any of them have visited the Roman baths in Bath.
- Call on two students to model the example conversation. Point out that the directions say to make up questions and answers. Encourage student A to ask at least one more follow-up question. For example: ***Did you like it there?***
- Organize students into pairs. Tell them to take turns being A and B.
- Circulate as students practice. Note any problems students are having. Based on your observations, review the grammar points as needed with the whole class.
- Then call on a few pairs to present for the class.

Answers

Answers will vary. A sample answer:

A: Have you ever eaten fish and chips?
B: Yes, I have.
A: Do you like it?
B: Yes, I do.
A: Do you eat it often?
B: Yes, I do. It's cheap.

Workbook

Assign pages 2–4 for more practice with the grammar of the unit.

Teaching Tip

Try to adapt material to make it relevant to students. For example, because this is the first unit, it is important for students to get to know each other and feel comfortable in the class. Have students spend a few minutes sharing a little about themselves, using the grammar points. For example: ***I am from Abha. I go to a private school in Abha. I have two brothers. They are working in New York.***

Additional Activity

Activity 1: In pairs, have students take turns making statements about your school or your class. If the statement is true, the partner responds ***True***. If the statement is false, the partner responds ***False*** and then corrects the statement to make it true.

Activity 2: Have students work in small groups to play a guessing game. Students take turns making a statement about a classmate. The rest of the group tries to guess who it is. Since this is the first unit, students may not be familiar enough with each other to talk about daily habits, but can focus on physical attributes, or what classmates are wearing. For example:

A: He is wearing a T-shirt that says . . .
B: Is it (name)?
A: Yes, it's (name).

B. Complete the email with the correct forms of the verbs. Use the appropriate tense.

http://Mail.grammar.com

GRMAIL

Compose Mail
Inbox
Starred
Chats
Sent Mail
Drafts
All Mail
Spam (1)
Trash
Contacts

Archive | Report spam | Delete | Move to | Labels

Hi Martin,

How's it going? I hope you are well and that you _____ (1. not work) too hard.

University life in Britain _____ (2. be) very different from the way it is in Santo Domingo. Most international students _____ (3. live) in dorms for the first year of study. The dorms are places that _____ (4. help) new students gradually settle into life in the UK and _____ (5. meet) other students like them!

In the second or third year, the university encourages students to find off-campus accommodation. I _____ (6. be) lucky when I first _____ (7. arrive) at the university. I _____ (8. get) a nice, comfortable room. I _____ (9. have) a neighbor from Ghana who is also my friend.

It _____ (10. be) winter here now, and I _____ (11. not see) the sun since I arrived. While you _____ (12. swim) in the warm ocean, I _____ (13. wear) a raincoat. When I _____ (14. apply) for this scholarship, I _____ (15. know) it _____ (16. be) a great opportunity, and I _____ (17. want) the experience of living abroad. I really _____ (18. like) this country, but I _____ (19. miss) you, and sometimes I _____ (20. feel) really homesick.

Write back soon.

Best regards,
Fernando

▲ A traditional British restaurant

▲ Roman baths – Bath

C. Ask Fernando, from exercise **B**, about his life in Britain. Work with a partner. Make up questions and answers.

A: Have you been to Bath?
B: Yes, I have.
A: When were you there?
B: I was there a month ago.
A: Did you see the Roman baths?
B: Yes, I did.

▲ Fish and chips

▲ A game of cricket

▲ Shakespeare's house – Stratford-upon-Avon

4 Language in Context

Find out the following information about your partner. Then introduce him/her to the class.

1. Full name
2. Where he/she lives
3. Where he/she was born
4. Where he/she grew up
5. About his/her family background
6. About his/her relatives
7. About his/her interests
8. How long he/she has been interested in them

Your idea: _____
_____

5 Listening

Listen to the information about immigrants in the past. Answer ***true*** or ***false***.

1. _____ Many immigrants came to the United States in the late 1800s and early 1900s.
2. _____ The voyage across the ocean was hard, but most immigrants had comfortable compartments on ships for sleeping and eating.
3. _____ Many of the immigrants were poor.
4. _____ At Ellis Island, the role of officials was to give immigrants information about the United States.
5. _____ People who were sick had to go back to their native countries.
6. _____ Ellis Island became known as "Heartbreak Island" among immigrants.

6 Pronunciation

A. In English, speakers stress, or emphasize, words that they think are important. These are usually content words like nouns, verbs, and adjectives. Listen and note the stress. Then practice.

My **mother** was **born** in **Riyadh**.
Where did you grow **up**?

Mona is **going** to **college** in **Qassim**
Have you ever **visited Europe**?

B. Choose some sentences from the texts you read on page 6. Underline the words that you think are important in each sentence. Practice reading the sentences aloud stressing the words you underlined.

7 About You

In pairs, ask the questions and have your friend answer. You can ask questions about each other or people you know. Then switch roles.

1. Where is your family from?
2. Have members of your family ever emigrated? Where did they immigrate to?
3. What problems do immigrants to new countries face?
4. Do you have relatives in other cities/countries? Have you ever visited them?
5. Are there many immigrants where you live? Where do they come from?

4 Language in Context

- Go over the directions and organize students into pairs. Remind them to take notes as they listen to their partners' answers. They will need the notes later when they introduce their partner to the class.
- Before students begin, check understanding of the terms *grew up* and *family background*. Quickly review terms for relatives, such as *aunt*, *uncle*, *cousins*, and *grandparents*.
- Brainstorm together some questions they might use for *Your idea*. Write their ideas on the board.
- Circulate and monitor students.
- Have pairs form small groups and introduce their partners. Presenting in groups first provides additional speaking practice. Then call on students to introduce their partners to the class.

5 Listening

- Direct students' attention to the photo. Ask them to describe what they see. To activate prior knowledge and help students predict what they will hear, ask questions. For example:

  Where did people emigrate from?
  Why did they immigrate?
  What was at Ellis Island?
  How do you think people felt when they saw the Statue of Liberty?
  Not everyone was allowed to enter the U.S. Why do you think they wouldn't let some people enter?

- Play the audio as students listen. Check general understanding by repeating the first three questions above. Have students read the questions.
- Play the audio again. Have students mark their answers. Play the audio a third time for students to check their answers.
- Call on students for the answers. Ask them to correct the false statements to make them true.

Audioscript

For centuries, people have made major changes in their lives. Many have moved to other countries in search of new lives. One of the great periods of immigration was between 1880 and 1920. At that time, 23 million immigrants arrived in the United States. Most of them came from poor towns and villages in Southern and Eastern Europe. They had one thing in common: They believed that in the United States, life was going to be better for them. It was the land of freedom and prosperity.

Most of these immigrants were able to get just enough money to pay for the trip across the ocean by boat. Many arrived without any money to their names. Often the father of a family came first and found work. Then he sent for his wife and children.

The trip across the ocean for poor immigrants was terrible. Men, women, and children stayed in crowded and smelly compartments, deep down in the hold of the ship. They had no showers, and there were no dining rooms for them. They went up on deck to get food from huge pots. This was the price they had to pay to get to the "New World."

On their arrival in the United States, they saw the Statue of Liberty in New York Harbor. But they weren't free to enter America right away. When immigrants landed in New York, ferryboats took them to Ellis Island, where immigration officers questioned the new arrivals, and doctors examined them. Those who failed the medical exam had to go back to their native countries. Sometimes if a child was ill, the entire family had to return. Ellis Island became known as "Heartbreak Island" among immigrants.

Answers

1. true	**3.** true	**5.** true
2. false	**4.** false	**6.** true

6 Pronunciation

A. Explain that in English, we stress important words in a sentence.

Play the audio for students to just listen. Play it again for students to repeat the sentences with proper stress.

B. Have students work in pairs. As students discuss the question, circulate, monitor, and give assistance where needed.

7 About You

- Have students work in small groups. Tell them to choose one person in their group to take notes, and another student to report their findings to the class.
- Before students begin, write on the board:

  emigrate + from
  He was born in Brazil. He* emigrated *from Brazil.

  immigrate + to
  He* immigrated *to Canada. He lives there now.

- Allow time for discussion, and then call on groups to report to the class.

8 Conversation

- Tell students to look at the photos. Ask: ***What do you think this conversation will be about?***
- Play the audio. Have students listen and follow along in their books.
- Have students practice the conversation with a partner. Then they switch roles and practice again.

Real Talk

- Model the phrases for students to repeat.
- Ask: ***Who says* in fact *and* You see *in the conversation?*** (Samir) ***Why does he add these?*** (Because it's surprising that he's from Dubai, but his grandparents are also from Berlin; so he has a German passport)
- ***Who says* by the way?** (Hans) ***Why does he say this?*** (He's changing the topic to talk about jobs.) ***Who says* fit in?** (Samir)
- Have students work with their partner to practice these phrases. Tell them to talk about a topic from the unit, and have the partner interrupt and change the topic using *by the way*.
- Have students discuss what it takes to *fit in* in various situations; for example, at school, at work, in sports, or at a party. Call on volunteers to share their ideas.

About the Conversation

- Have students work with a partner to ask and answer the questions.
- Call on one student to ask a question of another student. The student who answers then asks the next question of a different student.

Answers

Answers will vary. Sample answers:

1. They are from Leipzig, Germany.
2. His family has been in the western part of Germany since soon after the reunification.
3. No, he hasn't.
4. He's allowed to work legally in Germany because his grandparents were from Germany.
5. No, he isn't. He is happy in Germany.

Your Turn

- Go over the directions and the information to include in their role play. Review the phrases used to start the conversation (*Tell me about yourself*) and to keep it going (*How about you? What do you do? Do you miss…?*).
- Evaluate the general proficiency level of your class. If you decide they need support forming questions using what's in the book, write examples on the board. For example: ***Where were you born? Where were your grandparents from? Do you still have relatives in those places? What languages do your parents/grandparents speak? What do your parents do? What did your grandparents do?***
- Have students practice the role play. Encourage them not to look at the conversation as they practice.
- Have pairs present their role play for the class.

Workbook

Assign page 5 for additional reading practice.

Teaching Tip

Although it is easy to have students form pairs with classmates sitting near them, students benefit from working with various partners. Students can be paired in a variety of ways. For example, ask them to work with the person on their left, their right, in front of them, behind them, or someone they've never worked with before.

Additional Activity

Have students work in pairs. They choose a country to be from and make up information about themselves and their family using the list in Your Turn. Encourage them to create any details they want to make it an interesting family. Then have them form new pairs, and take turns talking about their make-believe selves and families.

fun facts

About 12 million immigrants passed through Ellis Island in New York between 1892 and 1954. Immigration officials were strict about who they let in. Questions, such as *Do you have more than $30 with you? Are you able to read and write? Are you going to join a relative?* were asked on the ship on the way over. These same questions were asked again once they arrived. Officials compared the answers to make sure that the passengers were telling the truth.

8 Conversation

Underline the important words in the conversation. In pairs, read the conversation aloud. Stress the important words including ***in fact***, ***you see***, ***by the way*** and ***fit in***.

Samir: Tell me about yourself.
Hans: I was born here in Berlin, but my family is from Leipzig, in what was East Germany. They moved over to the West soon after the German reunification. How about you?
Samir: I'm from Dubai, but my grandparents were from Germany. In fact, they were from Berlin.
Hans: So I guess you still have family here.
Samir: I'm afraid we lost touch with our relatives.
Hans: And how long have you been here?
Samir: I've been here for almost three years. You see, I have a German passport because of my grandparents. So I can work legally in this country.
Hans: By the way, what do you do?
Samir: I'm a biologist. I do research in a lab for a pharmaceutical company.
Hans: Do you miss Dubai?
Samir: Quite a bit. But I've got a good job. I've made lots of friends. I fit in OK… I'm happy here.

▲ **Humboldt University in Berlin**

Real Talk

In fact, You see = expressions used to add information, often surprising information
By the way = expression used to introduce a new topic
fit in = be part of

About the Conversation

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

1. Where is Hans' family from?
2. How long has his family been in the western part of Germany?
3. Has Samir kept in touch with his relatives in Berlin?
4. Why is he allowed to work legally in Germany?
5. Is he thinking of going back to his native country in the future?

Your Turn

Role-play a conversation like the one above with a partner. Give information about your family. Include the following:

- place of birth
- where your parents and grandparents are/were from
- if you still have relatives in those places
- what other languages your parents and grandparents speak/spoke
- what your parents/grandparents do/did

9 Reading

Before Reading

Read the stories and find two important facts about Rip Van Winkle, Eid Al-Blewi, and Jan Grzebski.

THE POLISH RIP VAN WINKLE

1 Rip Van Winkle was a character in a short story by the American writer Washington Irving. In the story, Rip lived in a little town in the Hudson Valley, in New York, in the 1770s, around the time of the American Revolution. Rip went out hunting one day, took a nap under a tree, and fell asleep. He woke up 20 years later to find himself a citizen of a brand-new country—the United States of America.

2 Eid Al-Blewi, 80, who had been in a coma for five years, woke up and was able to identify members of his family. The 80-year old had not regained consciousness after surgery to remove a tumor in his head. While still in a coma, he had undergone treatment for one and a half years at the Tabuk Armed Forces Hospital. His family did not expect him to wake up when he did. Doctors believe that the treatment had a positive effect on his condition and helped him wake up.

3 An Egyptian man, who had been in a coma for almost seven months, woke up and named the person who had shot him in the head. The man had been taken to the hospital seven months before with a serious head injury and had slipped into a coma almost immediately. When he woke up he lived long enough to tell the police that a barber, named Mohammed, had shot him. The barber was arrested and charged with murder.

4 Polish railway worker Jan Grzebski, 65, went into a coma after he was hit by a train in 1988. He woke up 19 years later in April 2007, into a world that had transformed itself from a Communist regime where food lines were common to a world of Big Macs and cell phones.

5 "When I went into a coma, there was only tea and vinegar in the shops, meat was rationed, and there were long lines of cars at gas stations. Now there are so many goods in the shops it makes my head spin. What amazes me today is that all these people walk around with their cell phones and never stop complaining. I have nothing to complain about," said Grzebski.

6 At the time of the accident, Grzebski's doctors didn't give him long to live, but they were wrong. He survived thanks to the devoted care of his wife, Gertruda. She refused to believe the doctors and moved her husband's body every hour to prevent bed sores. "It was Gertruda that saved me, and I'll never forget it," said Grzebski.

7 Now he's getting to know his family, which has grown considerably since his accident. His four children are all married and have provided him with 11 grandchildren.

9 Reading

READING STRATEGY Predicting

Take a few minutes to have students consider what they usually do when they're about to read something unfamiliar. Ask: ***When you open a new book or magazine, what do you do first? Do you just start reading, or do you like to look at the pictures, the title, or maybe a few sentences first?*** Elicit responses and then say: ***These all give some clues to what the reading is about. It's always good preparation to look over these obvious clues before we begin to read.***

Before Reading

All four stories are about people who return to society after being asleep or unconscious for a long time. The story of Rip Van Winkle is made up, but the rest of the stories are true.

- Have students look at the title and the pictures. Ask the **Before Reading** question. Then ask: ***Who has heard of Rip Van Winkle?*** Encourage students to share anything they know. If no one has heard of him, ask students to read the first sentence of the story and then tell you in their own words who Rip Van Winkle was.
- Next, ask students to guess why the title might be *The Polish Rip Van Winkle*. Elicit ideas and write them on the board.
- Now ask students to read the first sentence of the fourth paragraph (*Polish railway worker…*). Ask them to predict who the Polish Rip Van Winkle was, and why he was called that. At this point students only have enough information to make a logical guess based on what they can conclude.
- Have students read the passage on their own.

Play the audio. Ask students to read along as they listen.

- Have students reread the passage, one paragraph at a time. Pause after each paragraph, and ask questions to check understanding of the main ideas of the paragraph. For example:

Paragraph 1

Who was Washington Irving? (an American writer)

Where did Rip Van Winkle live? (New York)

What happened to him? (He slept for 20 years.)

How had his country changed in 20 years? (It had become the United States).

Paragraph 2

Who was Eid Al-Blewi? (an 80-year old man who had been in a coma for five years)

What happened to him? (He did not wake up/regain consciousness after surgery)

What do doctors believe? (that the treatment he had had while in a coma had helped him/had had a positive effect)

Is his story true? (yes)

How do you know? (the first line of the paragraph summarizes facts the way short articles do/ there is no mention of a fictional story, a book or a film)

Paragraph 3

How long had the Egyptian man been in a coma? (seven months)

What did he do when he woke up? (he named the person who had shot him)

What happened to the barber who had shot him? (He was arrested and charged with murder)

Paragraph 4

What happened to Jan Grzebski? (He was hit by a train and went into a coma.)

How long was he in a coma? (19 years)

Paragraph 5

How was Poland different? (There were many more goods.)

Why does he think it's strange that people are complaining? (They have so much more than before.)

Paragraph 6

Who helped him survive? (Jan's wife)

Paragraph 7

How many children and grandchildren does he have? (4 children and 11 grandchildren)

Language Builder

Write on the board: ***brand-new country / The country was brand new***. Point out that when the words modifying the noun (*country*) come first, they are hyphenated.

After Reading

A

- Have students complete the task individually. Remind them to use context to figure out the meaning of unfamiliar words.
- Go over the answers as a class. Ask students for the context clues they used to decide the answers.

Answers

1. a **2.** c **3.** c **4.** b **5.** c **6.** b

B

- Have students complete the task individually and then check their answers with a partner.
- Go over the answers with the class.

Answers

Answers will vary. Sample answers:

1. wake up/become conscious again
2. lose consciousness
3. makes someone feel dizzy

Discussion

- Read the directions. Give the students a few minutes to look at the chart and the examples. Have them read the example in the chart and find the section in the text.
- Explain that all they need to do when making notes is write content words, i.e. words that carry information, usually nouns, verbs and adjectives.
- Ask students to open their books on page 12, read the stories and make notes. Have them work individually. Then divide them into pairs or groups and ask them to compare/combine notes. Circulate and monitor that everyone is participating and that they are note-taking not copying sentences.
- Have groups exchange and compare notes. After a few minutes, call on one student from each group to summarize their conclusions/ information. Tell the rest of the groups to listen and check their notes in order to add or modify if necessary.
- Have students write about the similarities and differences in a few sentences. Encourage them to help each other.
- Ask them to read what they have written for the class and compare.

Answers *(possible)*:

Story	Facts that are the same	Facts that are different
Rip Van Winkle	slept/many years (a long time)	woke up in/ brandnew country/ USA fell asleep under a tree
Eid Al-Blewi	slept/5 years (longer than Rip Van Winkle and the Egyptian man)	woke up in hospital (in the same place) had had surgery to remove a brain tumor
Egyptian man	slept/seven months (a long time but not as long as the rest)	woke up in hospital (in the same city) had been shot and injured
Jan Grzebski	slept/19 years (the longest time)	woke up in a changed country/Poland was hit by a train

Workbook

Assign pages 6-7 for additional writing practice at word and sentence level.

Teaching Tip

When students encounter unfamiliar vocabulary, encourage them to use what they *do* understand to make guesses about what they *don't* understand.

Additional Activity

For vocabulary development, have students use a dictionary to look up other parts of speech for the words in After Reading, exercise **A**. Ask them to write sentences using the words.

Project: Cultural Events

Have students find out about activities in your area that celebrate the cultural backgrounds of those who live there. Share with the class any upcoming events.

fun facts

The story of Rip Van Winkle is so well-known that the character's name has become a phrase in the English language. Someone who is oblivious to their surroundings can be called a Rip Van Winkle.

After Reading

A. Choose the meaning of each word as it is used in the reading.

1. regain (paragraph 2)
   a. to remember **b.** to lose **c.** to get something back
2. treatment (paragraph 2)
   a. operation **b.** bad behavior **c.** medical procedure to cure illness
3. effect (paragraph 2)
   a. fact **b.** result **c.** answer
4. transformed (paragraph 4)
   a. charged by electricity **b.** moved quickly **c.** changed completely
5. rationed (paragraph 5)
   a. what animals eat **b.** given in limited amounts **c.** amount given to soldiers

B. Explain the following expressions in your own words.

1. regain consciousness (paragraph 2) _____
2. slip into a coma (paragraph 3) _____
3. makes my head spin (paragraph 5) _____

Discussion

Read the stories on page 12 again and find similarities and differences. Make notes in the chart below. Compare in pairs. Then use your notes to report in class. Remember to write key words only when you make notes.

Story	Facts that are the same	Facts that are different
Rip Van Winkle	slept/many years	woke up in/brand-new country
Eid Al-Blewi		
Jan Grzebski		
Egyptian man		

10 Writing

A. Read the guidelines and rewrite the sentences using capitals.

Writing Corner

Use capital letters:

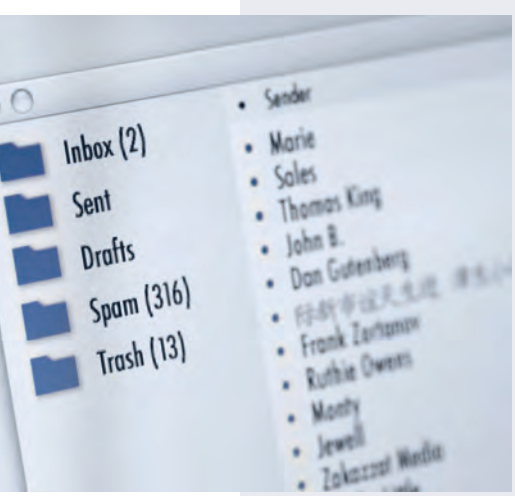
1. **when you begin a sentence**
   Many people were shopping at the mall.
2. **for the names of people and places, e.g. cities, countries, rivers, lakes, universities, etc.**
   Jeddah, Oman, the Nile, Como, London University
3. **for the days of the week and months of the year**
   Tuesday, January

1. jack decided to fly to new york next monday.
2. my brother has never been to dubai.
3. riyadh is the capital of saudi arabia.
4. the telephone was invented by graham bell.
5. africa is an amazing continent.
6. we usually go shopping on thursday evening.
7. a lot of people go away in august.
8. lake van, in central turkey, is one of the largest lakes I have ever seen.

B. 1. How do most people communicate nowadays? How do you communicate with your friends and relatives? Discuss and make notes.

2. Read the text and compare with your ideas. Underline new information.

How the Internet has changed the world



It all started in 1969 when Kline, one of Professor Kleinrock's students in LA, tried to log in remotely to a machine in Stanford.

In 1990, Tim Berners-Lee and Robert Dailliau introduced the "Worldwide Web". About 26 years later, 16 million people were online, and email was taking over. Today there are almost two billion users.

E-mail, instant messaging, and video calls connect people across the globe. Social networks allow people to communicate with a large number of friends and information is accessible to everyone online. All you need to do is 'Google' a few key words and you get numerous sites and documents.

E-learning has made it possible for people to attend courses online and obtain academic and professional qualifications

10 Writing

A

Writing Corner

- Have students scan the texts and find words that begin with a capital letter. Divide them into groups and ask them to compare/combine what they found. Tell the groups to try and identify the reason why each word is capitalized. Call on one or two students to provide an example and explain why they think it begins with a capital letter.
- After a few minutes call on students to present their group examples and comments.
- Direct them to read 1, 2 and 3 in the box and match with some of their examples. Have them compare the guidelines in the box with their findings.
- Call on students to tell the class.

Rewrite using capitals:

- Read the directions. Suggest to students that they use the guidelines in the Writing Corner if they are not sure. Have students work individually to rewrite the sentences.
- Have students check answers in pairs. Then, check answers as a class. Ask them to say why they capitalized.

Rewrite using capitals.

1. 1. Jack decided to fly to New York next Monday.
2. My brother has never been to Dubai.
3. Riyadh is the capital of Saudi Arabia.
4. The telephone was invented by Graham Bell.
5. Africa is an amazing continent.
6. We usually go shopping on Thursday evening.
7. A lot of people go away in August.
8. Lake Van, in central Turkey, is one of the largest lakes I have ever seen.

B

- Read the directions for 1. Divide the students into groups and have them brainstorm ways of communication nowadays. Explain the meaning of nowadays as in our time, in modern times.
- After a few minutes call on students to say what their groups discussed for the rest of the class.
- Encourage them to talk about their favorite and least favorite way of communication and give reasons.
- Direct them to the title "How the Internet has changed the world" and have students brainstorm. Call on students to tell the class.
- Read the directions for 2 and have students read and underline new information individually. Ask them to compare with a partner.

C

- Have them read individually and make notes. Have students check answers in pairs. Remind them to include their own views/ideas.
- Play the audio for students to listen and check their notes.
- Ask students to compare their notes in pairs or groups. Call on students to tell the class.
- Accept answers that are formulated differently, as well as different answers on advantages and disadvantages.

Answers

	Major Change in Communication	Major Change in Education	Major Change in Information
Fact that caused or initiated change	1969/Kline/log in remotely to machine/Stanford 1990 Worldwide Web	E-learning	accessible to all
Advantages	connect people/across globe communication with friends	attend courses online	'google' key words/ numerous sites and documents/ saves time
Disadvantages (your view)	(students' own ideas) e.g. restricts face-to-face communication	(students' own ideas) e.g. no chance to meet people face-to-face	(students' own ideas) e.g. quality of information/uncertain
Situation in the past (the way things were)	(students' own ideas) e.g. too long to contact someone	(students' own ideas) e.g. physical presence was necessary	(students' own ideas) e.g. obtaining information was time-consuming and costly

D

- Read the directions and divide students into groups. Tell them to look at the photos and brainstorm Major Changes in Saudi Arabia in their groups.
- Write areas of changes in boxes or circles on the board as students make suggestions. For example, business, education, technology, cities, construction, science etc. Encourage students to use what they know from history, what they have heard from different people at home or at school or what they have read.
- Tell them to work together and make notes in the chart. They should use the questions in the chart to help them. Elicit the kind of language that students will need to write about the changes. For example: ***There were smaller buildings. There were no buildings in some areas. Now there are tall office buildings. Neighborhoods have changed.***
- Circulate and monitor participation. After a few minutes call on one student from each group to present their ideas to the class. Tell students to listen carefully as each group presents and then ask questions or comment.
- Students should write their short essays individually. Encourage them to circulate their essays in their group and have their group members comment on and correct their work.

Teaching Tip

When one student is reporting in class ask the rest of the groups/class to listen carefully and avoid repeating the same things when their turn comes. If you think most groups will overlap on the points raised, limit the number of points that they can present. For example, ask each group to choose 3 main points that they would like to present..

Additional Activity

Divide the class into two groups. Each group represents a different viewpoint. E.g. Group A is in favor of social networking and Group B is against it. Give them some time to prepare their arguments and organize a debate or discussion.

Workbook Assign page 8 for additional writing practice above word and sentence level.

C. Read the text and make notes in the chart about the important facts and the changes the Internet has brought about.

	Major Change in Communication	Major Change in Education	Major Change in Information
Fact that caused or initiated change			
Advantages			
Disadvantages (your view)			
Situation in the past (the way things were)			

D. Think about an event that has brought about major changes. Make notes in the chart about the event and the impact it has had on your country.

	Impact 1	Impact 2	Impact 3
What was the event?			
When and/or where did it happen?			
Did the event have a positive or negative impact on your country?			

2. Use the information you put in the chart to write a short discursive essay about the event and the impact on your country.
3. Exchange and comment on each other's work. Correct and re-write.

11 Form, Meaning and Function

Simple Past Tense

FYI didn't = did not

Affirmative (+)

I		
You		
He/She	**worked**	yesterday.
We		
They		

Negative (–)

I		
You		
He/She	**didn't work**	yesterday.
We		
They		

Questions (?)

Did	I/you/he/she we/they	**work**	yesterday?

Short Answers (+)

Yes,	I/you/he/she we/they	**did**.

Short Answers (–)

No,	I/you/he/she we/they	**didn't**.

Time Expressions for the Past

Q: What did you do **last night**?
A: I watched a TV documentary about global warming.

Q: Where did you go **yesterday**?
A: We visited the Roman baths.

Q: When did you visit Qatar?
A: I went to Qatar **last month**.

A. What can you remember about Hans and Samir on page 11? Use the list below to make true sentences. Use the simple past, present perfect simple, and simple present tense.

Hans wasn't born in Leizpig. He was born in Berlin.

1. be from Leipzig
2. be from Dubai
3. move to West Germany
4. be in Berlin
5. be born in Berlin
6. be from Germany
7. be a biologist
8. have a good job
9. have lots of friends
10. be happy

B. Compare your answers in exercise **A** with your partner. Ask and answer questions. Use the past simple tense.

Did Hans' grandparents stay in Leizpig?

No, they didn't. They moved to West Germany.

Did Samir grow up in Germany?

No, he didn't. He grew up in Dubai.

11 Form, Meaning and Function

Simple Past Tense

- Present to the class when the simple past tense is used.
- Have volunteers read the examples.
- Write the following sentences on the board and underline the simple past verbs. Call on students to complete the sentences with true information.
  Last week our class studied . . .
  The last school trip our class went on was. . .
  An important event in our town was . . . .
- Call on volunteers to make other true statements about your class, school, town, city or country. Tell students to use the past simple tense. For example, *Our class **had** an English test last week and everyone **passed**!*

A

- Have students work alone to complete the sentences.
- Have students check their answers with the conversation on page 11 in the Student Book.

Answers

Answers may vary. Possible answers.

1. Hans isn't from Leipzig. His family is from Leipzig.
2. Hans isn't from Dubai. Samir is from Dubai.
3. Hans didn't move to West Germany. His grandparents moved to West Germany.
4. Samir has been in Berlin for almost 3 years.
5. Samir wasn't born in Berlin. Hans was born in Berlin.
6. Samir isn't from Germany. Hans is from Germany.
7. Samir is a biologist.
8. Samir has a good job.
9. Samir has lots of friends.
10. Samir is happy.

B

- Have students check their answers in A by taking it in turns to read the sentences aloud.
- Have students work in different pairs. Students should take it in turns to ask and answer questions about the information in exercise A.
- Call on volunteers to demonstrate their short conversations for the class.

Answers

Answers may vary. Possible answers.

A Did Hans' grandparents grow up in Berlin?
B No, they didn't. They were born in Leizpig.

B Did Han's grandparents stay in Leizpig?
A No, they didn't. They moved to West Germany.

A Did Samir's grandparents grow up in Berlin?
B Yes, they did. They were born in Berlin.

B Did Samir stay in contact with his relatives in Germany?
A No, he didn't.

Language Builder

Write on the board: *King Abdul-Aziz initiated the building of infrastructure and **set** Saudi Arabia **on the road to** modernization.*

Explain that ***set on the road to*** is an idiomatic expression which means to allow for a positive outcome. It is commonly used with the following nouns: **success, fame, happiness, progress, prosperity, triumph** and **victory**.

Write on the board: *Ahmed's excellent exam results set him on the road to success and prosperity.*

Ask students to write true sentences about themselves using the idiom *set on the road to*.

Past Progressive Tense

- Present to the class the form of the past progressive tense by writing on the board:
  I was sleeping…
  You were sleeping…
- Highlight the form by underlining *was/were* and *–ing*.
- Demonstrate the function of the past progressive tense by asking students to complete the two statements on the board with ideas of their own.
- Check students' ideas and if necessary explain the meaning of the use by giving the following example:
  I was sleeping when the news broke on TV.= I was in the middle of sleeping when something happened that may or may not have woken me up.

Past Progressive + *When* + Simple Past Tense

- Using the example(s) written on the board, circle the word *when* and underline the past simple. For example,
  I was sleeping when the news broke on TV.
- Explain that we use *when* + simple past tense after the past progressive when we want to show that a short action happens in the middle of a longer action and may or may not interrupt it. For example,
  I was sleeping when the news broke on TV. (I did not wake up to hear the news story.)
  I was sleeping when the news broke on TV. (I woke up to watch the news story.)
- Explain that the clause with *when* can come first or last in the sentence. For example, both of the following sentences are correct:
  I was getting off the bus ***when*** *the accident happened.*
  When *the accident happened, I was getting off the bus.*
- Point out that verbs to do with thinking and feeling are not normally used in the progressive form. For example: *like, agree, know, want, believe, and understand.*

C

- Read the directions with the class. Remind students to pay attention to the appropriate tense.
- Have students work alone to make the sentences. Have them check their answers in pairs by taking turns to read aloud their sentences.
- Then call on volunteers to read for the class.
- Ask students if they believe the longer action was interrupted by the shorter action in each sentence and to give reasons for their answers.

Answers

1. Grzebski was working on the railway line when the train hit him.
2. Fatima was going home when she saw her friend, Nawal.
3. Majid was looking at the trees when he saw a parrot.
4. The students were waiting for a bus when it started to rain.

D

- Ask students to first read the paragraph and get the general idea (the gist) by ignoring the gaps. Ask: *What is the paragraph about?*
- Students should work alone to complete the gaps and then compare their answer with a partner.
- Ask for a volunteer to read the completed paragraph aloud for the class.
- Ask students if they know of any stories of immigration in their own families. Tell them to share their stories with a partner.
- Ask for volunteers to share their stories with the class. Ask students to listen to the stories and write down one question they would like to ask to learn more information.
- Write any errors with the form of the past progressive and past simple tenses on the board. Correct the errors as a class.

Answers

1. left
2. traveled
3. boarded
4. was setting off
5. cried
6. were standing
7. made
8. arrived
9. stepped
10. were

Workbook

Assign pages 9-10 for more practice with the form, function and meaning of the structures in the unit.

Teaching Tip

Activity D allows for students to identify with the language presented in this part of the unit. By relating the language to personal narratives and experiences, students are more likely to retain the new structures and understand the use and meaning more deeply. Sharing a little personal information also allows the class to build trust and encourages students to contribute to class discussion and facilitate learning.

Telling students every now and then something personal about you can make the class atmosphere more relaxed. Students will think of you not only as their teacher but someone who, like them, has a life outside of class!

Past Progressive Tense

Affirmative (+)

I He She It	**was**	sleep**ing.**
We You They	**were**	

Negative (–)

I He She It	**wasn't**	sleep**ing.**
We You They	**weren't**	

***Yes-No* Questions (?)**

Was	I he she it	sleep**ing**?
Were	we you they	

Short Answers (+)

Yes,	I he she it	**was.**
	we you they	**were.**

Short Answers (–)

No,	I he she it	**wasn't.**
	we you they	**weren't.**

Past Progressive + *When* + Simple Past Tense

Use *when* to indicate that a longer, continuous action is interrupted by a shorter one.

Hans **was walking** to college **when** he **saw** Samir.

Note: We do not usually use the progressive with verbs like the following: *like, love, want, see, smell, taste, hear*.

C. Make sentences using *when*. Follow the example.

Rip Van Winkle / sleep // the United States of America / was formed
Rip Van Winkle was sleeping when the United States of America was formed.

1. Grzebski / work railway line // train / hit him
2. Fatima / going home // see / her friend, Nawal.
3. Majid / look at / trees // he / see / parrot
4. The students / wait for / bus // rain / start

D. Complete the text with the past simple tense or the past progressive tense of the verb in parentheses. Add your own ideas.

When they were young, my grandparents were very poor. There was no work in their country, so they decided to leave. In September 1971, my grandparents (1) left their hometown in South Turkey and (2) _____ (travel) to Istanbul. There they (3) _____ (board) a train for Germany with 1,500 other passengers. As the long steam train (4) _____ (set off), all the people on the train (5) _____ (cry) a final goodbye to their friends and family, who (6) _____ (stand) on the platform and watching the train depart. They (7) _____ (make) their long journey to Germany and (8) _____ (arrive) in Munich in the early morning hours two days later. When my grandparents (9) _____ (step) off the train, their hopes and expectations (10) _____ (be) bigger than their suitcases…

12 Project

1. Find a person – a relative or a friend who has lived or lives in another country in the Gulf, the Arab world, Europe, or another part of the world.
2. Prepare questions that you would like to ask them in an interview. You can use some of the questions from the conversation on page 11 as examples.
3. Interview the person and write the answers in the chart in note-form. You might have to interview your friend or relative over the phone.

Name of the person you are interviewing	
Your questions	**The person's answers**

12 Project

- Ask the students if they know people, friends or relatives who live in other countries.
- Have them interview each other in small groups to find out. Encourage them to find out as much as they can about the person, where he/she lives, what he/she does, if he/she has a family, how many children and so on. Tell them to make notes as they interview each other. Circulate and monitor participation.
- Have students change groups in order to interview as many people as possible.
- Have students reflect on the type of questions they asked. Call on a student from each group to tell the class
- Read the directions with the class. Encourage students to use questions from the conversation on page 11 as well as questions they used with their classmates. Have them work in small groups.
- After several minutes call on a student from each group to read out some of their questions in class. Encourage students to say if each question is appropriate to use with a younger relative, older relative or friend.
- Read the directions for 3. Have students copy the chart and write their questions in the right column. Explain that this will help them make notes as they interview the person. Encourage them to repeat, rephrase questions if necessary and/or ask additional questions to clarify or get more information.
  For example: Where to do you work? At a large pharmaceutical company. I see, and what exactly do you do there? I'm a laboratory technician. Really? What does a laboratory technician do? …etc.
- Set a deadline and tell the class when they will have to present the information they obtained from the interview.

Additional Activity

Have each student use his/her completed chart to rehearse the interview with a partner.

Encourage students to be as natural as possible and tell them not to worry about repeating the exact words that the real interviewee had used.

Have the class evaluate and identify the strong points of each interview. Use criteria such as these: vocabulary, pronunciation, acting out, realism, grammar, fluency

13 Self Reflection

- Brainstorm on the meaning of Self Reflection with the class. Have students work in pairs to describe what is involved in self reflection. Encourage them to think of optional phrases or words to refer to it, for example, thinking back on something.
- Divide students into groups and have them brainstorm on Unit 1. Tell them not to open their books. Explain that this is not a test and they should not feel that they have to remember everything. Write some questions on the board to help them, for example:
- **What was the unit about? Which stories/ information do you remember best?**
- **Which words and phrases do you remember? Which part of the unit did you dislike? Why? Did you like any part of the unit? Which?**
- Call upon a student from each group and have them tell the class what the group decisions were. Ask students if they found the activity helpful; if it helped them remember things.
- Explain to students the importance of thinking back on what they have done and evaluating their progress themselves. Tell them that this is not a test but an opportunity for them to go through the whole unit, think about what they have done and decide what they have learnt, what they remember, what they have found more or less difficult.
- Read the self reflection table with the class and have volunteers suggest answers as examples.
- Have students open their books and check through the unit as they complete the table. Circulate and monitor; help when necessary.
- Have students compare their answers with their partner. Encourage them to give reasons for their answers.
- Divide the class into small groups and have students compare areas in each category to find out if some things were class favorites or non-favorites. Have students who did not experience difficulty with things that others found difficult to form smaller groups and help their classmates.

Additional Activity

Collect data from the last part of each unit, i.e. Self Reflection to identify favorite things. Tell students to collect pictures and other material on favorite things to add to a poster at the end of the semester.

Teaching Tip

When you complete lessons in each unit, ask students to reflect on the lesson and identify things they liked or didn't like as well as things they found easy or difficult. This way the final Self Reflection is going to be more realistic and more effective.

Additional Activity

Read part of the Reading passage or another passage to the class, making sure you stress the appropriate items.

Have students write the stressed words only and compare with their partners

Call on students to use their notes in order to report the whole piece of information for the class. Tell them that they don't have to repeat the exact words but try to convey the information as accurately as they can.

Have students work in groups choosing excerpts from texts in their book or writing their own sentences and reading them to each other to note-take. Then recreate the sentences as best they can.

Teaching Tip

We usually write the words that are stressed when someone reads aloud or speaks. The reason for that is that stressed words carry the main information. It helps to train students to "hear" the stressed words in listening and identify them in reading texts through audio recordings.

13 Self Reflection

Things that I liked about Unit 1:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 1:	Things that I found difficult in Unit 1:
_____	_____
_____	_____

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss past world events and present effects			
talk about global issues			
use the simple present			
use the simple present versus the present progressive			
use the simple past versus the present perfect			
use the simple past tense			
ask questions and give short answers with '*did*'			
use time expressions for the past			
use the past progressive tense			
Past progressive + *when* + simple past tense			

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

1 Listen and Discuss

Read the three texts below. Find the sentences that say exactly what each person does in his job.

Dream JOBS

Have you ever wondered how people get really cool jobs? Imagine you've been working at the same job for a long time, and you're getting tired of the daily grind. Maybe you can get inspiration from these lucky people and do something creative and interesting.

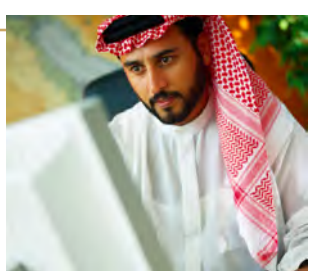
CAR SCULPTOR

Working with clay is normally associated with artists, not with the automotive industry. However, some of the world's largest automobile companies have a permanent staff of sculptors to help them make designs for cars and visualize ideas for future products. Salim Saif went to art school and was going to be an artist, but he ended up as a sculptor for General Motors. Salim spends his days using his hands to craft anything from miniature clay models to actual-size car sculptures. He's been working for the company since he left college, and he and his team have helped design the latest models to come off the showroom floor.

FOOD SCIENTIST

When someone says that he is a laboratory scientist, what immediately comes to your mind? You probably think of a white lab coat, sterile surroundings, a microscope, and test tubes. But that is not the case of Matthew Duval. For the last three years, he's been working as a food scientist for the makers of Tasty's ice cream, and he has created several new flavors. He's constantly searching for new combinations of flavors to keep the products fresh and interesting for the company's customers. In his lab, he experiments with different products and flavors until he gets them just right. And, of course, he always gets to taste the results. One part of Matthew's job involves market research. He's good at presenting his new products to customers and getting their input.

ANIMATION DESIGNER



Animation has been in high demand in advertising, special effects, video games, and films. Animators need to have artistic ability, creativity, storytelling ability, technical skills, scientific and technical knowledge, and the ability to work with others.

Animators need to understand character development and be able to portray character emotions in a convincing way. As computer generated imagery (CGI) technology is used in both live action films and animated movies and interactive games, it has become necessary for designers to have scientific and technical knowledge. Animation projects involve many people who work as a team. Clear and effective communication with team members and clients is crucial.

Unit Goals

Vocabulary
Types of jobs and careers
Personal qualities
Abilities and experiences
Job applications, résumés, and cover letters

Functions
Talk about careers
Talk about personal qualities and personality characteristics
Talk about how long you've been doing something

Grammar
Present Perfect Progressive versus Present Perfect Simple
Adjective + Preposition + Gerund

Listening
Listen for specific information from a job interview

Pronunciation
/m/, /n/, and /ŋ/

Reading
JobPool

Writing
Write a cover letter for a job application

Form, Meaning and Function
Simple Present and *Wh*-questions
Relative Pronouns

Project
Write a résumé

Warm Up

Mention a few unusual jobs; for example, a ***hospital clown***. Ask students about interesting and unusual jobs they know. Write them on the board. Then ask what the person in each job does and write it on the board. For example: ***A hospital clown visits sick children in the hospital and makes them laugh.***

Ask students which of the jobs on the board they would want to have, and why.

Choose a job on the board. Ask students what skills are needed for that job, and what type of person would be suitable for it. List their ideas on the board.

Ask students to consider what they are good at and what skills they have that might help them get an interesting job. Give an example: ***My friend loves to cook. He's also a great photographer. He's a food photographer for cookbooks.*** Call on several students to share their ideas.

1 Listen and Discuss

- Have students open their books to page 20. Read the title aloud: ***Careers***. Ask students to look at the pictures and guess what the people do for jobs. Tell them to focus on the photos only. Elicit their ideas.
- Tell students they are going to read about three people with unusual jobs. Tell them that before they read the whole passage you want them to scan for facts about each person. Explain that knowing these facts will help them understand the whole passage better. Remind them that *to scan* means to read quickly to find specific information.
- Direct their attention to one job description at a time. Ask the following questions, pausing briefly for students to answer. Maintain a rapid pace so that students can only scan quickly for the answer.

Car Sculptor

What is the person's name? (Salim Saif)

Where does he work? (General Motors)

What does he do? (He makes clay models of cars.)

Food Scientist

What is the person's name? (Matthew Duval)

Where does he work? (Tasty's ice cream)

What does he do? (He creates new ice-cream flavors.)

Animation Designer

What skills do animators need to have? (artistic and storytelling ability,creativity etc.)

What projects require an animator? (live action films, animated movies, and interactive games)

What is necessary to do their work? (computers)

- With books closed, have students summarize what they found out about each person.

Play the audio as students listen with books closed.

Play the audio again as students listen and follow along in their books.

- Ask questions that call students' attention to the present perfect progressive forms. For example, ask: ***How long has Matthew Duval worked as a food scientist?*** (He's been working as a food scientist for the past 3 years.)
- Allow a few minutes for students to ask about any words or phrases that are unfamiliar to them.

Qualities Employers Look for When Hiring for Jobs

- Read the title aloud. Ask students to look at the picture. Ask about the situation: ***Where are they? What are they doing? How do you think each person feels right now?***

Play the audio for the list of Top Ten Qualities. Have students listen and follow along.

- Call on one student from each group to present to the class their definition of one quality, and their example of an action that demonstrates it. Tell students to listen carefully as each group presents, so that each group presents a different quality.

Quick Check

A

- Have students work alone to answer the questions. Make sure they know that they are to answer about the car sculptor, food scientist, and Animation Designer for question 1. For question 2, ask students to think of examples of things they've done that demonstrate their strongest and weakest qualities.
- Have students form pairs and discuss their answers.
- Call on students for their answers to question 1. Discuss as a class the qualities needed for each job. Encourage students to give reasons for their choices, using information in the paragraphs.

Answers

Answers will vary.

B

- Have students work alone to answer *true* or *false*. Tell them to change the false statements to make them true.
- Check answers as a class by calling on individual students. For the false statements, ask for corrections. Some corrections may vary.

Answers

1. false (He makes clay models of cars)
2. true
3. false (He creates ice-cream flavors.)
4. true
5. false (They work with others)

2 Pair Work

Play the audio. Ask students to listen and repeat.

- Model other examples with volunteers, changing roles.
- Organize students into pairs. Tell them to take turns asking and answering about the jobs in the reading as well as jobs they are interested in.
- Monitor students as they practice. As a wrap-up, call on several pairs to present for the class.

Language Builder

Write on the board: ***interpersonal skills***. Explain that *inter-* means *between*. *Interpersonal* skills are skills that involve relationships between people. Write on the board: ***international, interstate, interschool***. Have students guess the meanings of these words.

Workbook

Assign page 11 for practice with the vocabulary of the unit.

Teaching Tip

During group work, some students may participate less than others. One way to encourage student participation is for students to have assigned roles; for example, facilitator, secretary, and reporter. Check that they rotate positions.

Additional Activity

Have students talk about the jobs of famous people, such as politicians, sports figures, actors, or other celebrities, modeling their conversations after the ones in Pair Work.

As an alternative activity, you might have students search for information about unusual and interesting jobs, and report their findings to the class.

fun facts

Companies spend millions of dollars researching what people want to eat and drink. Companies want to know what flavors will bring in the most sales. Professional tasters try samples of many things, like coffee, ice cream, potato chips, and new soft drink flavors. They report back to the companies which flavors they like best. A professional eater is a real job!

Qualities Employers Look for When Hiring for Jobs

In groups, discuss the meaning of the qualities. Give examples of actions that demonstrate the qualities. What other qualities would you add?

Top Ten Qualities

1. Communication skills (Verbal and Written)
2. Honesty/Integrity
3. Teamwork skills
4. Interpersonal skills
5. Strong work ethic
6. Motivation/Initiative
7. Flexibility/Adaptability
8. Analytical skills
9. Computer skills
10. Organizational skills

Quick Check ☑

A. Vocabulary.

1. Which of the qualities do you think the three people you read about need in their jobs?
2. Which of the above do you think are your strongest and your weakest qualities?

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

1. ___ Salim works as a car driver.
2. ___ He's been working for an auto company since he left school.
3. ___ Matthew has created several new flavors of yogurt.
4. ___ Matthew enjoys presenting his new products to customers.
5. ___ Animators usually work alone on their creative projects.

2 Pair Work

Find sentences that are facts about the three jobs you read on page 20. Make questions for those facts. In pairs, ask and answer the questions. See the examples below.

- How long has Matthew been working as a food scientist?
- He's been working as a food scientist for three years.

- What skills do you need to be a car sculptor?
- You must be creative.

- What job are you interested in?
- I'm interested in becoming a child psychologist. I'm good at working with children.

3 Grammar

Present Perfect Progressive versus Present Perfect Simple

Use the present perfect progressive to say how long something has been happening.

Use the present perfect simple to say how many things have been done or how many times something has been done.

Present Perfect Progressive	Present Perfect Simple
Hanan **has been reading** a book for two hours.	She **has read** 30 pages.
How long **have you been reading** that book?	How many pages **have you read**?
Saeed **has been playing** football since he was ten.	He **has played** for three different teams.
How long **have you been playing** football?	How many teams **have you played** for?

Adjective + Preposition + Gerund

I'm **good at using** computers.

I'm **interested in working** outdoors.

I'm not very **good at speaking** in public.

I'm not **interested in working** in the computer industry.

A. Read the three texts about jobs on page 20 and find sentences that are present perfect progressive and present perfect simple. Say which ones happened all the time and which ones happened or changed from time to time.

B. Choose the correct verb form.

1. I ('ve been looking for / 've looked for) a job for three months, and I still (haven't found / haven't been finding) one.
2. My father (has worked / has been working) at many different jobs during his career.
3. Adnan (has made / has been writing) books for years, but he (hasn't received / hasn't been receiving) an award yet.
4. How many pages of that book (have you read / have you been reading)?

C. Write answers to the following questions about your study of English.

1. How long have you been studying English?
2. How many English teachers have you had?
3. How many books have you used?
4. How long have you been using this book?

D. Work with a partner. Make sentences. Follow the example.

Hakim / photography studio / one year—taking pictures—photographer
Hakim's been working at a photography studio for a year.
He's good at taking pictures, and he's interested in becoming a photographer.

1. Faiz / restaurant / six months—bake things—chef
2. Refah / nursing home / two years—help old ladies—nurse
3. Yahya / newspaper / a while—interview people—reporter

3 Grammar

Present Perfect Progressive versus Present Perfect Simple

- Point out that the form for the present perfect progressive is *have/has* + *been* + verb + *-ing*.
- Have volunteers read aloud the examples in the chart. Ask students to identify the phrase in each statement that tells them how long the action has been happening. (for two hours; since he was ten) Point out that *for* is followed by a length of time. *Since* is followed by a specific time or date.
- Write sentences on the board. Call on students to make present perfect statements based on them. For example:

  Paul started reading at 9:00. It's 10:00 now. (Paul has been reading for one hour / since 9:00.)

  Tina turned on the TV at 7:00. It's 10:00 now. (She has been watching TV for three hours / since 7:00.)
- Ask students about their own hobbies and interests. For example, ask: ***Do you play a sport? How long have you played it?*** Call on volunteers to make true statements about themselves.
- Present when the present perfect simple is used. Explain that the present perfect progressive is used to talk about the length of the action in relationship to the present. The present perfect simple is used to talk about the completion of an action.
- Have volunteers read aloud the examples in the chart. Write on the board: ***He has played for three football teams. He has been playing for three football teams.*** Explain that the first sentence tells us what he has done so far. The second sentence tells us he is still in the process of playing for three football teams.

Adjective + Preposition + Gerund

- Ask volunteers to read the examples in the chart.
- Write on the board: ***gerund = a verb ending in* -ing *that's used as a noun***
- For each example in the chart, ask students to identify the adjective, the preposition, and the gerund.
- Explain that the phrases ***to be good at*** and ***to be interested in*** are often followed by a gerund. Write on the board: ***He's good at swimming. She's interested in surfing.*** Call on volunteers to make statements about what they are good at or interested in, using gerunds.

A

- Have students work alone to find sentences. Go over the answers as a class. Ask students for the clues they used to decide the answers.

B

- Explain that in conversation we often make a contraction with the subject pronoun + *have /has: I've, you've, he's ,she's, it's, we've , they've.*
- Have students work individually to complete the sentences with the correct verb forms. Have them check their answers with a partner by reading the sentences aloud.

Answers

1. I've been looking for, haven't found
2. has worked
3. has been writing, hasn't received
4. have you read

C

- Have students work alone to answer the questions about themselves.
- Then they can take turns asking and answering the questions with a partner. Finally, call on a few pairs to present for the class.

Answers

Answers will vary. Sample answers:

1. I've been studying English for six years.
2. I've had three teachers.
3. I've used six books.
4. I've been using this book for three weeks.

D

- Call on a student to read the example sentences for the class. Ask students to work in pairs to complete the sentences. Then have volunteers read their sentences for the class.

Answers

1. Faiz has been working in a restaurant for six months. He's good at baking things, and he's interested in becoming a chef.
2. Refah's been working in a nursing home for two years. She's good at helping old ladies, and she's interested in becoming a nurse.
3. Yahya's been working for a newspaper for a while. He's good at interviewing people, and he's interested in becoming a reporter.

E

- This can be done in large groups or as a whole class activity. Tell students to walk around the room and interview one another about their abilities and experiences. Set a time limit for this activity.
- Before students begin, call on pairs to model the conversations. Remind students that if a person says *I've been playing (football) since (2002)*, you need to calculate the length of time; for example, *for thirteen years*.
- Monitor students as they work, checking that they are filling in their charts and talking to different classmates.
- Call on students to report to the class what they learned about their classmates. Tell students to listen carefully so that they don't repeat what another student has said.

F

- Organize students into pairs. Direct their attention to the picture. Give them a few minutes to discuss what they see. Model an example. For example, say: ***There is a man holding an umbrella.***
- Call on a pair to present the example conversation. Point out the contraction *He's* in the responses.
- Tell them to take turns being A and B as they ask and answer questions about the picture.
- Circulate as students practice. Review the grammar points as needed.
- As a wrap-up, engage students in a chain question-answer response. Start by asking a student about one of the people in the picture. That student answers and then chooses another student to ask a question of. Ask the question first, and then say a student's name. This will keep everyone in the class actively listening. For example: ***What has the child been doing, (Ali)?***

Answers

Answers will vary. Sample answers:

A: What has the utility worker been doing during the rain?
B: He's been trying to repair the stoplight.

A: What has the man at the newsstand been doing?
B: He's been reading a magazine.

A: What has the traffic cop been doing?
B: He's been directing traffic.

A: What has the driver in traffic been doing?
B: He's been listening to the news on the radio.

A: What has the taxi driver been doing?
B: He's been looking at the limousine..

A: What have the people in the café been doing?
B: They've been drinking coffee.

A: What has the man under the umbrella been doing?
B: He's been waiting for the rain to stop.

A: What has the child been doing?
B: He's been playing in the rain.

Language Builder

Explain that English speakers often don't answer in complete sentences when the context is clear. For example:

A: How long have you been ice skating?

B: Since I was five.

Workbook

Assign pages 12-14 for more practice with the grammar of the unit.

Teaching Tip

Some students at this level may feel less motivated when practicing grammar points they have already studied. Explain that it's important to review so that their skill in using the point increases and their fluency develops.

Additional Activity

Activity 1: Students work in pairs. One student makes a statement about him or herself. The partner restates it, using *for* or *since*. Students take turns. For example:

A: I started studying English three years ago.

B: You've been studying English since (year).

Activity 2: Working in groups, have students take turns saying what they are good at and interested in. They can also say what they are not good at and not interested in. Remind them to use gerunds. For example: ***I'm interested in drawing, but I'm not very good at it.*** Encourage students to ask each other questions. For example: ***Are you good at taking pictures?***

E. Find out about your classmates' abilities and experiences, and ask how long they've been doing them. Complete the chart.

A: Can you ice-skate?
B: Yes, I can.
A: How long have you been skating?
B: I've been ice-skating since I was five.

A: Do you have a job now?
B: Yes, I do.
A: How long have you been working at it?
B: For about six months.

Activity	Name	Length of Time
Play a sport		
Study languages		
Live in the same house		
Drive a car/Ride a bike		
Work part-time		
Swim		
Your idea: _____		

F. Ask and answer questions about the picture. It's been raining for ten minutes. What have the people been doing during this time?

A: What has the man at the magazine stand been doing during the rain?
B: He's been reading.
A: How many magazines has he read?
B: He's read several magazines.

4 Language in Context

Prepare a job profile. Write down your qualifications, skills, and personality characteristics. You can use the examples in the chart below or your own ideas. In a group, discuss possible jobs for each student.

Personality Characteristics
creative, efficient, friendly, hardworking, intelligent, organized, reliable, sociable

Good At or Interested In

helping people	creating things	working outdoors
working alone	making a lot of money	working with people

Qualifications	Special Skills	Personality	Possible Job
degree in journalism	*good at speaking in public*	*confident*	*TV reporter*

A TV reporter needs to be confident and has to be comfortable in front of the cameras, and should be interested in following news events.

5 Listening

Listen to the job interview, and complete the chart.

Candidate	Job Applied For
Name:	Working hours:
Education:	Salary:
Skills:	Job description:
Experience:	

6 Pronunciation

A. Listen. Note the differences in sounds. Then practice.

/m/	/n/	/ŋ/
motivation	i**n**spiratio**n**	read**ing**
model	pla**n**	work**ing**

He's bee**n** working on **m**aking **m**odels.
He's bee**n** an i**n**spiratio**n** to **m**e.

B. Choose some sentences from the texts you read on page 20. Underline the words that have ***m***, ***n*** and ***ing*** in each sentence. Practice reading the sentences aloud making the three different sounds.

7 About You

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

1. What do you plan to do when you finish school?
2. Do you have a job? How long have you been working at your present job?
3. What career interests you? Why?
4. Have you ever had a job interview? Talk about it.
5. Have you ever had an internship? Talk about it.
6. Tell your partner about the jobs you've had and the courses you've taken. Say how long you've been doing the jobs or taking the courses.

4 Language in Context

- Direct students' attention to the chart. Ask for an example for each personality characteristic. For example, ask: ***Who do you know that's efficient? Why do you think so?*** Encourage students to use gerund phrases. For example: ***An efficient person is good at using her time well.***
- Go over the job profile for the TV reporter. Elicit students' ideas on personality characteristics and skills that would be good for a TV reporter to have.
- Give students five minutes to prepare their own job profiles. Have students exchange job profiles with a partner and discuss them.
- Call on students to report to the class about his or her partner's job profile.

5 Listening

- Tell students they are going to listen to a job interview. To help them predict what they'll hear, ask questions the interviewer might ask. For example: ***What are your qualifications for this job? What are you good at? What are you interested in? How would you describe yourself?***
- Explain that they will hear the interview several times. Tell them to just listen the first time to get a general understanding of the interview.

Play the audio as students listen.

- To check general understanding, ask: ***Who is the interviewer? Who is being interviewed? What is the job he's applying for? Does he feel qualified for the job?***
- Have students read the chart. Now tell them to listen for the specific information they need to complete the chart.

Play the audio again as students fill in the chart. Play the audio a final time for students to check their answers.

- Draw the chart on the board. Call on students to fill in the information.

Audioscript

Interviewer: As you know, Michael, this job calls for someone with an architectural degree and some experience in marketing.

Michael: I think my résumé shows that I have the right qualifications for the job. I majored in architecture, and then I took some courses in marketing. I had a part-time job as a salesperson while I was at college, and I found out I was good at communicating with people.

Interviewer: OK. And can you tell me what experience you have actually had in architecture?

Michael: I've been working as an architect for three years. The company I work for builds apartment buildings. I have been involved in drafting designs.

Interviewer: So, why do you want to change jobs?

Michael: I'd like to do something more exciting and that involves more contact with customers. Could you give me a job description of the position you are looking to fill?

Interviewer: Our company puts up exhibit stands at fairs and expositions. First, we have to find out from our clients exactly what they want. After that, we design the exhibit according to their specifications. We get to travel a lot and go to fairs all over the world. We're looking for someone who can be involved in all stages of our work, from selling to a client, to designing and putting up exhibit stands for the client.

Michael: That sounds fascinating to me. It sounds as if there is the opportunity to do a wide range of tasks and work closely with a lot of different people.

Interviewer: The salary is high, but sometimes you might have to work 50 to 60 hours a week.

Michael: That's OK. I'm prepared to work hard, and I would welcome an opportunity to work in this field.

Answers

Answers will vary. Sample answers:

Candidate = **Name:** Michael; **Education:** majored in architecture, courses in marketing; **Skills:** good at communicating with people, architectural skills; **Experience:** 3 years as architect in apartment-building company, part-time sales job in college

Job Applied For = **Working hours:** 50–60 hours a week; **Salary:** high-paying; **Job description:** be involved in work through all stages, from selling to clients, to designing and putting up exhibit stands

6 Pronunciation

A. Play the audio once for students to just listen. Play it again for them to repeat the sentences.

B. Have students work alone to find sentences. Go over the task as a class.

7 About You

- Have students work in pairs or small groups to discuss the questions.
- Monitor as students talk, but do not make corrections as the focus here is on fluency practice.

8 Conversation

- Have students cover the conversation and look at the two photos. Ask: **What is each person's job? Do you think they like their jobs?**

Play the audio. Have students listen with the conversation covered.

- To check general understanding, ask: ***Do they like their jobs?*** (Khalid does, Yousef doesn't)
- Have students read the conversation silently. Remind them to use context to understand unfamiliar words and phrases.
- Give students a few minutes to work in pairs to help each other understand new words and phrases.

Play the audio again as students follow along in their books.

- Ask comprehension questions. For example: ***What is Khalid's job?*** (He's a TV reporter.)

  Why does Khalid like his job? (He enjoys being out talking to people.)

  Why doesn't Yousef like his job? (It's boring.)

  What skills does he say he has? (He is good at solving problems, organized, reliable, and hardworking.)

Real Talk

- Ask: ***Who says* day after day, day in and day out?** (Yousef) ***What does he mean?*** (It's the same thing all the time.) ***Who says* bored to death?** (Yousef) ***Why does he say this?*** (to show he's extremely bored) ***Who says* luckily?** (Yousef) ***What does he mean?*** (He's happy he changed his mind.)
- Write on the board: ***My parents talked me out of it.*** Call on volunteers to share with the class an experience they had of a parent, a friend, or someone else talking them out of something. Give an example: ***I wanted to learn how to sky dive. My friend talked me out of it. He said it was too dangerous.*** Students may also want to share experiences in which someone tried to talk them out of something, but they did it anyway.

Your Ending

- Have students work alone to choose an ending, and then form groups to compare their choices.
- Call on students to report to the class. Ask them to give reasons for their answers.

About the Conversation

- Have students work individually to complete the exercise. Tell them to underline the sentences or phrases in the conversation that they used to answer the questions.
- Call on students for the answers. Have them point out the information they used to decide their answers.

Answers

1. true
2. false
3. false
4. true
5. true

Your Turn

- Have students work in pairs. Each pair can decide on their own new job for Yousef, or you can first brainstorm a list as a class and write it on the board for students to use. Remind students to include all the details asked for in the directions.
- Call on pairs to present their interviews for the class.

Language Builder

Remind students that phrasal verbs, such as *move* on and *talk out of*, look like verb + preposition, but together they form a new meaning. For example, *move on* means *to start on something new. Talk out of* means *to persuade.*

Workbook

Assign page 15 for additional reading practice.

Teaching Tip

Find ways to personalize the tasks for students. Communicating about their own lives in English helps students connect English with their world outside of the classroom.

Additional Activity

Have pairs prepare another role play in which Yousef talks about whether he made the right choice in his career move, or a terrible mistake. Tell students to include details like the specific skills he is able to use (or not use), the working conditions, and how his personality characteristics match (or don't match) those of his coworkers. Encourage students to draw on their own life experiences in any jobs they've had.

8 Conversation

Underline the words that have ***m***, ***n*** and ***ing*** in the conversation and the expressions ***day after day***, ***day in day out***, ***bored to death***, ***talked someone out of it*** and ***luckily***. In pairs, read the conversation aloud. Make sure to produce the three different sounds and the expressions correctly.

Yousef: So, Khaled, are you happy with your job at the TV station?
Khaled: Yes, very happy. I enjoy being out there and talking to people. I get a lot of satisfaction out of my job.
Yousef: How long have you been working on TV?
Khaled: I've been a reporter at this station for five years—since my internship. What about you?
Yousef: I've been working at the bank since I left high school. It's the same thing day after day, day in and day out. I'm bored to death. I was hoping to be a watch repairer, you know, but my parents talked me out of it. They said it wasn't a serious profession.
Khaled: Well, I was going to be a dentist, but luckily I changed my mind. Can you imagine me in a small room, stuck between four walls?
Yousef: That's where I am right now. It's time to move on and find something more challenging. I have a lot of different skills. I'm good at solving problems. I'm organized, reliable, hardworking...What do you think I should do?

Your Ending

What advice do you think Khaled gives Yousef?

1. I'm looking for an assistant. Are you interested?
2. Why don't you network with friends and find out about available jobs?
3. You should look at job sites on the Web.
4. Your idea: _____

Real Talk

day after day, day in and day out = following the same pattern
bored to death = very bored
talk someone out of it = to convince to do something different
luckily = used to give an opinion that an event was positive

About the Conversation

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

1. _____ Khaled has been working on TV for five years.
2. _____ He wanted to be an engineer.
3. _____ Yousef has had several jobs since he left high school.
4. _____ He wanted to be a watch repairer.
5. _____ He's been thinking of getting another job.

Your Turn

Role-play with a partner. Imagine Yousef found another job and has been working there for a year now. Ask what he's been doing and what changes have occurred in his career. Present your interview to the class.

9 Reading

Before Reading

Read the three job opportunities and find the sentences that say what a person should be able to do in each job.

JobPool

Search Jobs media positions Search

Home | Profile & Resume | Jobs | Career Tools | Advice

JobPool Has the Job for You

About Us:

JobPool is a privately-owned career network with branches all over the world. Since its foundation in 2000, the company has constantly improved its users' experience with new features and services. JobPool has been growing globally through strategic international expansion. We have helped professionals and companies all over the world to meet each other.

OPENINGS [Internships]

Media Intern: TV and Radio Media International

Do you want to be part of the fast-paced world of television and meet famous people at the same time? Here's your chance. Our interns research information about hot topics. They need to find information quickly and be able to summarize it in clear language. Our hosts use the information on their programs. Our interns also greet our guests when they arrive in our studios. You need to be fluent in English and be good at using computers. And you must be friendly and outgoing. This is a paid internship for the summer.

Archaeological Interns: Students Learning Overseas

Here's an opportunity to study history firsthand and to work with noted archaeologists on an exciting dig. We've been uncovering ruins at the famous ancient city of Pompeii for several years. Interns' job is to dig slowly and carefully. They also work to uncover buildings that have been buried for centuries. It is very hard and painstaking work. The reward is a chance to discover something that the volcano Vesuvius buried with its lava two thousand years ago. This is an unpaid three-month internship, but lodging and meals are provided near the site.

Environmental Engineering: Saudi Construction, Riyadh

Great opportunity for a civil engineering graduate student in the environment field! This project involves the construction of a road and a number of other local projects, such as research centers and new pipelines. The interns work alongside experienced civil engineers and receive training in the different work sectors. You need to be able to read blueprints, have some knowledge of Arabic, and be able to cope with temperatures that average 104°F (40°C). Food and accommodation will be provided.

Send applications to: internships@jpool.com Attach a cover letter and a résumé.

9 Reading

READING STRATEGY Analyzing format

Tell students that studying the format and design of a reading will usually give them some insight into the topic. Explain that it's always a good idea to read the title and try to predict what the reading is going to be about. Subtitles, such as those under **OPENINGS**, also provide information about the content.

- Have students read the title and subtitles. Then ask them to look at the format and say how the reading is arranged. Ask students to say what they think they will learn from the reading based on all these elements.
- Discuss the **Before Reading** question. Have students work individually to scan the text. Tell them to underline the sentences or phrases that tell what a person should be able to do in each job. Go over the task as a class..

Answers

Media Intern: They need to be:
able to find information quickly, and summarize it in clear language
fluent in English
good at using computers
friendly, outgoing

Archaeological Interns: They need to:
be very careful
be able to dig slowly

Environmental Engineering: They need to:
be able to read blueprints
have some knowledge of Arabic
be able to cope with high temperatures

- Have a general discussion about ways to find jobs. Ask how students have found any jobs they have now or have had in the past. Ask: ***Which way do you think works best? Why?***
- Discuss using an Internet job service, including the pros and cons.
- Have students read the introductory paragraph. Ask them to describe *JobPool* in their own words.

Play the audio while students read along.

Play the audio again, pausing after each internship description to check understanding.
For example, ask:
What do TV interns research? (hot topics)
Is it a paid position? (Yes, it is.)
Is it year-round? (No, it's only for the summer.)
Where is the archeological internship? (Pompeii)
What characteristics are needed? (hardworking, patient, reliable, good at working with others)
Is it a paid position? (No, it isn't.)
How long is the internship? (3 months)
Who should apply for the internship in Saudi Arabia? (civil engineering graduate students)
What will they do? (construct roads, research centers, new pipelines)
What skills are needed? (read blueprints, some Arabic)
Is it a paid position? (No, it isn't.)
How long is the internship? (It doesn't say.)

- Elicit any words or expressions that are unfamiliar to students. Write them on the board and go over them. Many words have multiple meanings. Talk about the meanings in the context of the reading. Possible new words and expressions include:
hot = current, exciting
fast-paced = exciting, happening quickly
host = master of ceremonies or interviewer on a talk show
outgoing = friendly, sociable
firsthand = directly
dig = archeological excavation site
ruins = remains of something that has been destroyed, usually an ancient site
painstaking = showing great care or effort
civil engineer = person who designs public works, such as bridges
blueprints = plans for a building, a bridge, etc.
cope with = handle a difficult situation
accommodations = temporary housing related to travel
- In pairs, have students discuss which internships they might be interested in, and why.
- Direct students' attention to the note at the bottom of the page. Explain that a *cover letter*, also called a letter of application, is submitted with a résumé. It is a very important part of the job-seeking process because it has to tell all about the candidate in just a few words. Companies receive many applications, especially online. The cover letter has to encourage them to want to read the résumé. It has to make the candidate stand out in some way.

Résumé

Play the audio for the résumé. Ask students to listen and follow along.

- Tell students to read the résumé again and pay attention to how it is organized. Point out that the different sections (*Education*, *Experience*, etc.) are typically included, but that the order may vary depending on the person and the job being applied for. For example, someone with the required skills, but not a lot of work experience, may decide to list skills first.
- Briefly go over each section and have students say in their own words what is included.

After Reading

- Have students complete the task individually.
- Call on volunteers to check answers. As students say *true* or *false*, ask them to support their answers with information from the reading.

Answers

1. true
2. false
3. false
4. true
5. true
6. false

Discussion

- Organize students into groups to answer and have a discussion about questions 1 and 2.
- After the group discussion, hold a class discussion for question 3. As students share their ideas, list them on the board.

Workbook

Assign pages 16-17 for additional writing practice at word and sentence level.

Teaching Tip

Students may be unfamiliar with the organization of a business letter. Before students write their cover letters, discuss the basic elements of a business letter, and include a formatting model on the board.

Additional Activity

Activity 1: Have students work in groups to write a description of an interesting or unusual job other than those mentioned so far in class. Have them describe what a person in the job does, and what skills and characteristics the person must have. Then have each person in the group say whether he or she would be suited for the job. Call on students to describe their group's job and tell if they would be good at it.

Activity 2: Have students write about the perfect job or the worst job for them.

Project: Job Fair

As an additional activity, have students set up a job fair in the classroom. Half of the students stay seated, and half circulate in the classroom. Each student who is seated represents a company that wants to hire new employees. He or she decides what the job is, and the qualifications needed. Students walk around and talk to at least three different representatives.

fun facts

There are hundreds of internship opportunities. A quick Internet search will show you there are sites dedicated to only cool jobs, fun jobs, mountain jobs, resort jobs, etc. Internships can be great for those seeking high adventure!

Résumé

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Education

- Undergraduate student at Center University, majoring in Media Studies
- Graduate of City High School

Experience

- Host of radio program. Responsibilities include:
  Interview people about teen-related issues on the air
  Decide on topics and help organize the show
- In charge of school website "School Days"
  Have written articles on community issues and on student concerns.
  Have done interviews and research to get background information.

Honors/Awards

- The school website won an award as one of the most useful to students in the state.
- An article I wrote about jobs for young people has appeared in the local press.

Skills

- Computer expertise in word-processing and graphic programs
- Fluent in Spanish

After Reading

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

1. _____ JobPool has been growing since the year 2000.
2. _____ The archaeological interns get a good salary.
3. _____ The media intern needs to speak several languages.
4. _____ The candidate for the engineering job must be good at reading blueprints.
5. _____ Carl has experience with word-processing programs.
6. _____ One of Carl's articles has appeared in newspapers all over the country.

Discussion

1. What types of information does Carl include in his résumé? What types of jobs do you think Carl has the qualifications and experience for? Explain.
2. What qualifications do you have that you can include in a résumé? What jobs are you qualified for?
3. In your opinion, what makes a person qualified for a job?

10 Writing

A. 1. Read the three job opportunities again. Write the qualities, qualifications, and experience that a person needs for each job in note-form in the chart below.

2. Which job would you apply for if you had the qualifications? Why?

3. Which job would you not be interested in? Why not?

4. Discuss your choices in class. Which is the most popular job? Which is the least popular job?

Job	Qualities (see page 21)	Qualifications (Certificates, awards, diplomas, degrees)	Experience
Media Intern			
Archaeological Intern			
Engineering Intern			

B. 1. Read the cover letter for a job application on page 29. Collect information about the person and make notes in the chart which follows it.

2. Think about your favorite job in the JobPool. Write information about yourself in the YOU column.

3. Use your information to write a cover letter applying for the position.

Writing Corner

When you write a cover letter it is important to think about why you are writing it (purpose); who you are addressing (audience); and the information you will put in each paragraph:

- **include the name, title, and address of the recipient on the left**
- **start with a short introduction stating your reasons for writing**
- **include a section or paragraph about why you are the right person for the job**
- **finish with a closing statement thanking the recipient**

Find the features mentioned above in the letter on page 29 before you write your own cover letter.

10 Writing

- Organize students into pairs. Direct their attention to the picture. Give them a few minutes to discuss what they see. Give students some questions to help them. For example: **Who do you think the people are? What are they doing in the picture? Where do you think they are? Why? What do you think has happened? What do you think is going to happen? What qualities and qualifications do you think a person needs for this kind of job?**
- Have volunteers report answers/ideas for the class.

A

- Read the directions for 1 with the class and have students read the headings in the chart. Ask questions to check that they all know what they need to do. For example:
- **Do you remember which qualities the media intern needs to have? Where will you find the information you need?**
- Have students read the JobPool texts individually to make notes then form groups to compare their notes. Circulate and monitor participation. Help when required.
- Call on students to report to the class. Ask them to give reasons for their answers.
- Please note that the answers given are sample answers. Allow students to make notes using their own words and accept different answers that are justified.

Answers

Job	Qualities	Qualifications (Certificates, awards, diplomas, degrees)	Experience
Media Intern	Find information quickly/ summarize/ clear language • fluent English computer skills • friendly and outgoing	Not applicable (no mention)	Research and public relations
Archeological Intern	careful and methodical • interested in history • interested in archeology/ working with noted archeologists	Not applicable (no mention)	Not applicable / no mention probably experience is not a necessary requirement
Engineering Intern	ability to read blueprints • knowledge or Arabic • tolerance to high temperatures	Degree in civil engineering / graduate student	Not required

- Direct students to question 2 and have them work alone on their answer. Then ask them to compare with a partner.
- Call on students to present their choices in class. Ask the rest of the class to make notes on the choices made by different students.
- Have students answer 3 in pairs. Encourage them to discuss the reasons for their answer. Encourage them to make notes as they discuss. Explain that the notes will help them present their ideas for the class later.
- Read directions for 4 with the class. Have students check their notes on the answers that students had given in class earlier. Organize them in groups and give them a few minutes to collate their notes and make a final decision.
- Call on volunteers from each group to report the group answers for the class. If there is disagreement about which is the most or least favorite job, ask the class to confirm with a show of hands, i.e. write the job on the board and ask students to raise their hands if it is their favorite. Then ask the students who dislike the job to raise their hands. Write the numbers on the board next to the job , under favorite and least favorite. Do the same with all the jobs. Then have students compare the results with their group results.

B

- Tell students that they are going to read a cover letter. Call on volunteers to tell the class what they remember about cover letters. Use questions to help them. For example: Who is a cover letter addressed to? What purpose does it serve? What kind of information does it include?
- Read the instructions for 1, 2 and 3 with the class. Explain that they will use the letter and chart on the next page. Direct them to page 29.

- Have students read the chart. Elicit the type of information that they need to include in each section.
- Have students read and make notes individually about the writer of the letter. Then ask them to check with their partner. Discuss the answers in class.
- Give them some time to make notes about themselves in the YOU column. Encourage them to use their imagination and present themselves in the best way possible.
- Ask students to you use their notes about themselves to write a cover letter. Direct them to the Writing Corner on the previous page. Call on volunteers to read each point in class and elicit examples from the cover letter to illustrate.
- Give students time to write their first draft of a cover letter alone. Then ask them to compare in pairs and help each other. Encourage them to comment and/or ask questions to help each other edit the letter. Circulate and monitor participation. Encourage less confident students and help when required. As you circulate remind students that they will have the chance to edit their letter more than once.
- Elicit questions and difficulties that some students might be encountering and discuss them in class. Call on volunteers to make suggestions.
- Have students write their final drafts.
- Organize students into 3 or 4 groups. Collect their letters and hand them over to a different group. For example: Collect the letters of Group A and give them to Group C, give the letters of Group B to Group A and letters from Group C to Group B.
- Tell groups that they are now on the *JobPool* recruitment committee and they need to decide on the most promising candidates for the jobs advertized on the basis of the cover letters that they have. Explain that they will have to choose one candidate for each position. Ask them to give reasons for their choices. Set a time limit of 5 to 10 minutes depending on class size.
- Call on a student from each group to present the group decisions. Write the choices on the board under each position. After all the groups have presented their decisions, collect the letters of the short-listed candidates and have volunteers or writers read each letter aloud for the class. Ask the class to listen carefully and make notes.
- Discuss in class and make a final decision. Post the letters of the students that got the jobs on the board/wall for everyone to read.

Teaching Tip

Help learners focus on the content of letters when they read and edit by setting relevant criteria. For example:

Information: Is it relevant? Does it answer your questions as a reader? Is it adequate, inadequate, too much?

Impression/impact: What is your impression of the person who wrote the letter? Does it read like hundreds of other letters or does it stand out?

Additional Activity

Post an advertisement for a job, e.g. a computer game evaluator or have volunteers write an advertisement. Have students exchange email addresses. Email the advertisement to all the students. Divide the class into two groups; Group A: the recruitment committee, Group B: the applicants. Ask the applicants to email their cover letter and resume to the committee. Have the committee members share the applicant letters and resumes and reply inviting applicants to an interview.

Workbook

Assign page 18 for additional writing practice above word and sentence level.

Harold Bash
Human Resources Manager
Zero A Company
87 Delaware Road
Hatfield, CA 08065
(909) 555-5555
harold.bash@email.com

15 April 2011

Dear Mr. Bash,

I am writing to apply for the Public Relations position advertised in *PR Journal*. As requested, I am enclosing a completed job application, my certification, my résumé, and three references.

I believe that my experience, education, and training will make me a competitive candidate for this position. The key strengths that I possess for success in this position include:

- I am a dedicated and enthusiastic professional
- I welcome challenge and strive for continued excellence
- I am an experienced and effective communicator
- I have had five successful years in PR in large corporations

With a Bachelor's Degree in Public Relations and a Master's Degree in Intercultural Communication, I have a full understanding of the factors involved in the successful operation of a multinational organization such as yours.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Bruce Carpenter

Applicant	Person who wrote the cover letter	YOU
Qualities (see page 21)		
Qualifications (Certificates, awards, diplomas, degrees)		
Experience		

11 Form, Meaning and Function

Simple Present Tense

Use the simple present to talk about things that are true in general or that happen all the time.

Affirmative (+)

I You We They	**work**	in an office
He She	**works**	

Negative (–)

I You We They	**don't**	**work**	in an office.
He She	**doesn't**		

Time Expressions for the Present

We can use time expressions to talk about routines or habits.

He works at the hospital **from** Sunday **to** Thursday.

He works at the hospital **on weekdays**.

He doesn't work **on the weekend**.

In his free time, he plays football.

Wh- Questions in the Simple Present

Q: Where does he/she work?
A: He/She works in a hospital.

Q: Where do you/they work?
A: I/They work in an office.

Q: What do you do?
A: I'm a salesperson.

Note: *What do you do?* usually means *What's your job?*

Prepositions of Time for the Present

Look at these examples to understand when we use prepositions to talk about time:

at three o'clock, noon/midnight/ midday/ night

in the morning/afternoon/evening

on Thursday, weekdays, Saturday morning, weekends, the weekend

A. Complete the sentences with the simple present tense of an appropriate verb. Write the correct preposition.

Fawda is a teacher. She *teaches* in a high school. She works *on* weekdays.

1. What _____ your uncle _____? He's a writer. He _____ books.
2. Adnan is a bus driver. He _____ a city bus. He works _____ night.
3. Where _____ Omar and Ali _____? They _____ in a hospital. They are doctors.
4. Hasmeed is a journalist. He _____ for a newspaper. He _____ _____ weekdays and _____ weekends.
5. Fahd is a pilot. He _____ planes. He likes to play tennis _____ his free time.

11 Form, Meaning and Function

Simple Present Tense

- Present to the class when the simple present tense is used.
- Have volunteers read the examples.
- Write the following sentences on the board and underline the simple present tense. Call on students to complete the sentences with true information.
  On Mondays, our class has . . .
  Once a week, my family goes. . .
  An important event in our town is. . .
- Call on volunteers to make true statements about your class, school, town, city or country. Tell students to use the simple present tense. For example:
  *Our class **has** an English test every week.*

Time Expressions for the Present

- Direct students to the next section in the presentation and ask volunteers to read the information aloud.
- Underline the time expression and call on students to volunteer alternatives. Write any correct suggestions on the board. For example,
  Our class has an English test every week.
  every day
  once a week
  every Wednesday
  once a month
  once a week
- Ask students to write true sentences for themselves using the time expressions on the board. Students tell their sentences to a partner. For example:
  I work at my father's store every Saturday.

Wh-Questions in the Simple Present

- Read through the next section with students and then write on the board:
  Where. . .?
  What. . .?
- Ask students to add other *Wh-* question words to the list. For example, *Why, When, Who.* Students should work in pairs and take it in turns to ask and answer about what they do on a regular basis. For example,
  ***Student** A: **Where** do you work every Saturday?*
  Student B: I work in my father's store.
  ***Student** B: **Who** has an English test every Wednesday?*
  Student A: Everyone in my class!

Prepositions of Time for the Present

- Ask students to read the information in the last presentation section and answer the questions:
  Which preposition do we usually use with days of the week? (on)
  Which preposition do we usually use with specific times of the day? (at)
  Which preposition do we usually use with parts of the day? (in)
- Elicit or explain that we can also use the preposition *in* with seasons (spring, summer, autumn and winter) and the months of the year.

A

- Have students work alone to complete the sentences and then compare their answers with a partner before reporting back to the class.

Answers

1. does, do, writes
2. drives, at
3. do, work, work
4. writes/ works, works, on, on
5. flies, in

Language Builder

Write the word ***resit*** on the board. Point out that the prefix re- means (to do) again. For example: *Any students that fail the test can **resit** in September.*

Other words with the prefix ***re-*** include: reapply, rearrange, redo, reorganize, reapply, revisit, rework, rethink, and recharge.

Relative Pronouns: *Who, That, Which*

- Have volunteers read aloud the simple sentences and then the complex sentences with the relative clauses.
- Explain that relative clauses (also called adjective clauses) describe a noun that comes before it (in the main clause).
- Relative clauses begin with *that, who,* or *which*. Elicit that *who* is used with people (The man **who** was talking to the tourists…); *which* is used with things (The computer company **which** is making a good profit…); and *that* can be used with people or things.

Language Builder

All clauses contain a subject and a verb. Clauses are either independent (also called main clauses) or dependent (also called subordinate clauses). Independent clauses express a complete thought and can be written as a sentence. An independent clause is: *I was walking down the street.* Adjective clauses, adverb clauses, and noun clauses are examples of dependent clauses. They are part of a sentence, but they cannot stand alone as a sentence. A dependent clause is: *when I saw him.*

Language Builder

That is generally used in restrictive relative clauses rather than *which* or *who*. Restrictive clauses are essential to the meaning of a sentence. (I ate at the restaurant that opened this weekend.) Restrictive clauses answer the question: *Which?* (Which restaurant? The one that opened this weekend.)

Which and *who* are used for nonrestrictive clauses. These are clauses that give additional information that is not essential to the meaning of a sentence. (I saw Burj Khalifa, which is the tallest building in the world.)

Past Progressive with *While*

- Have volunteers read aloud the example sentences. Remind students how the past progressive is formed (was/were + verb + -ing). Then elicit why the past progressive is used in both the first and the second sentence.
- Remind students that the past progressive is used to talk about an action that started and was continuing in the past, while we use the simple past to talk about an action that ended in the past.
- Explain that to show that two actions were happening at the same time, we use *while* to join two clauses in the past progressive.

B

- Have students complete the sentences alone and then compare their answers with a partner.
- Call on volunteers to report the answers to the class.

Answers

1. who	**3.** who	**5.** who
2. that	**4.** that	**6.** that

C

- Ask students to describe what they see in the pictures. Have students work in pairs to make sentences for the pictures, using *while*.
- As a follow-up, give students thirty seconds to study the pictures. Have one student in each pair, Student A, close his or her book. Have the other student, Student B, ask questions beginning with: *What was (name) doing while…?* For example:
  Student A asks: *What was Fatima doing while she was shopping?*
  Student B either answers the questions or says: *I can't remember.*

Answers

1. Faisal was listening to the football while he was studying.
2. Fatima was talking on her cell phone while she was food shopping.
3. The people were talking while they were waiting for a bus.

Workbook

Assign pages 19-20 for more practice with the form, function and meaning of the structures in the unit.

Teaching Tip

Pay close attention to your students' facial expressions and body language. These signs will tell you if students are interested or bored, and if they are learning. Taking cues from their body language can help you make decisions during class. For example, if students seem bored with an exercise, you might want to try to finish it quickly and move on. On the other hand, if students seem particularly interested in an activity and seem to be learning from it, it makes sense to prolong or extend it.

Relative Pronouns: *Who, That, Which*

Relative clauses add information about a noun in the main clause.

Use the relative pronoun *who* or *that* for people.
Use the relative pronoun *that* or *which* for things and animals.

The man was talking to the tourists. He was friendly.
The man **who/that** was talking to the tourists was friendly. (relative clause)

The computer company is making a good profit. It is called Easy Surf.
The computer company **that/which** is making a good profit is called Easy Surf.

Past Progressive with *While*

We can use the past progressive with *while* to talk about actions that were happening at the same time:

Mohammed **was working** on the computer **while** his brother **was talking** on the phone.
While you **were working** at the photography studio, I **was studying** graphic design at college.
They **were waiting** for their father at the office **while** their father **was waiting** for them at home.
While she **was talking** with her sister downstairs, her mother **was looking** for her upstairs.

B. Complete the sentences with ***who*** or ***that***.

1. The new driver _____ started work yesterday is very quiet.
2. The products _____ they launched this week are selling well.
3. I'd like to introduce you to the person _____ organized the conference.
4. That isn't the job _____ he applied for.
5. The actor _____ was playing the lead role was very funny.
6. Isn't that the book _____ you were reading last week?

C. Work with a partner. Make sentences to describe the actions in the pictures.

It was raining while Yahya was washing the car.

Yahya

1. Faisal

2. Fatima

3. the people

12 Project

1. Find a person – a relative or a friend who has a job that you are interested in.
2. Prepare questions that you would like to ask him/her in an interview.
3. Interview the person and write the answers in note-form. Use the same categories in the chart to organize them: Qualities, Qualifications, Experience, and Skills
4. Use the same questions as in 2 to interview each other. Answer using your notes about your relative's or friend's job. Write your partner's answers in the chart in note-form.
5. Use your partner's answers to write a résumé using Carl's résumé as a model.

	Your questions	Your partner's answers
Qualities (see page 21)		
Qualifications (Certificates, awards, diplomas, degrees)		
Experience		
Skills		

12 Project

- Have each student make a short list of jobs that they are interested in and the reasons for their choice. Ask them to compare their lists in groups.
- Call on students to report their choices and reasons for the class. Write the jobs that are suggested on the board or call on a volunteer to do it.
- Have students work in groups discussing what they know about some of the jobs. Have them use the categories that are mentioned in the chart, i.e. qualities, qualifications, skills, experience and what the job involves in practical terms.
- Call on volunteers to present the information for the class. Encourage the rest of the class to listen and comment, agree or disagree.
- Read the directions for 1 and 2 with the class. Elicit examples from students. For example: **Name a person whose job you are interested in. Is he/she a relative or friend? Where does he/she work? What does the job involve? Tell the class a question that you might want to ask the person.**
- Call on a volunteer to read 3 aloud. Ask students to choose one of the people they know and prepare questions individually. Tell them to organize their questions according to the areas in the chart. Encourage them to add more questions if they wish. Circulate and monitor to make sure that all the students are doing the task. Help when necessary.
- After the students have completed the task individually, ask them to check with their partners.
- Explain that they have to use their questions to interview the real person they have chosen face-to-face, on the phone or on the internet. Remind them to make notes on the answers.
- Read the directions for 4 with the class. Point out that this can be done before the actual interview with the real person they have chosen or afterwards. Have students work in pairs asking and answering questions. Remind them to write their partner's answers in the chart in note-form.

  Example questions:

  How do you feel about working with other people?

  Can you use specialized computer software to design interiors?

  How long have you worked in sales?

  What was the focus of your MA research/dissertation?

- Have a volunteer read the directions for 5 for the class. Discuss what needs to be done. Elicit the type of information that is included in a resume and its format.
- Allow a few minutes for the students to work in pairs reading Carl's resume and writing the first couple of sentences. Call on volunteers to read what they have written aloud for the class to hear.
- Have students write individually. Then exchange drafts and check in pairs.

Teaching Tip

Students may not feel very confident about interviewing people outside class. In that case do activities like the interview above, in class first to give them the opportunity to rehearse and help each other.

Additional Activity

Have students match resumes and jobs. Organize them in groups and hand out resumes that different students have written. Ask them to suggest the most suitable job for each resume. Call on volunteers from each group to present their decisions for the class. Hold a class discussion about the suitability of the jobs.

13 Self Reflection

- Brainstorm Careers. Write the word on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 20 and 21. Ask them think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
  Did you like any of the dream jobs mentioned? Which? Why? Why not?
  What is your dream job?
  Which qualities do you remember? Are there any qualities that you need more explanation on?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 22, 23, ask them some questions. For example:
  How long have you been studying English?
  How many different books have you used?
  How long have you been attending this class?
  Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 24, 25. Call on volunteers to say what the context is in this lesson, i.e. business, jobs, job interviews.
- Have students say what they remember from this section and have them make notes in the chart.
- Write *JobPool* on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
  Name 4 sections of a resume
  Say which is right:
  A resume is written in complete, detailed sentences.
  A resume is written in a condensed style
  The most important thing in a resume is the language used
  The most important thing in a resume is presenting information
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about cover letters. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 28 and 29 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and explain some of the benefits of this kind of work. List some aspect of project work on the board. For example:
  Personalization
  Creativity
  Natural language use
  Focus on meaning
  Research/ collecting information
  Using other knowledge
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that student feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

13 Self Reflection

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

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

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about careers			
talk about personal qualities and personality characteristics			
talk about how long I've been doing something			
use the present perfect progressive versus the present perfect simple			
use the construction adjective + preposition + gerund			
use the simple present and ask *Wh*- questions			
use prepositions of time for the present			
use relative pronouns			
use the past progressive with *while*			

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

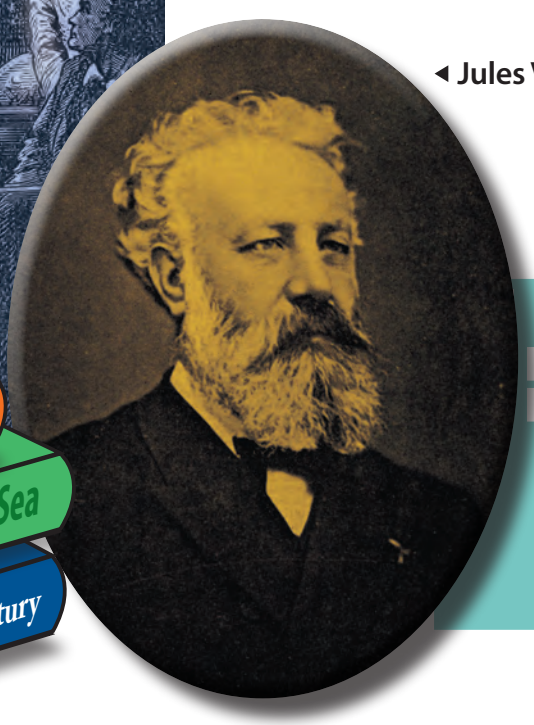
3 What Will Be, Will Be

1 Listen and Discuss

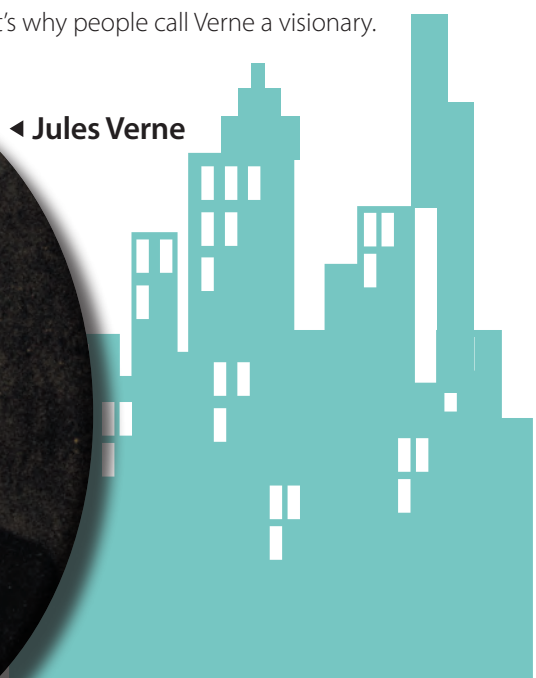
1. Read the title. What words does it make you think of?
2. Read the text. Find the sentences that talk about the future and the ones that talk about the past.

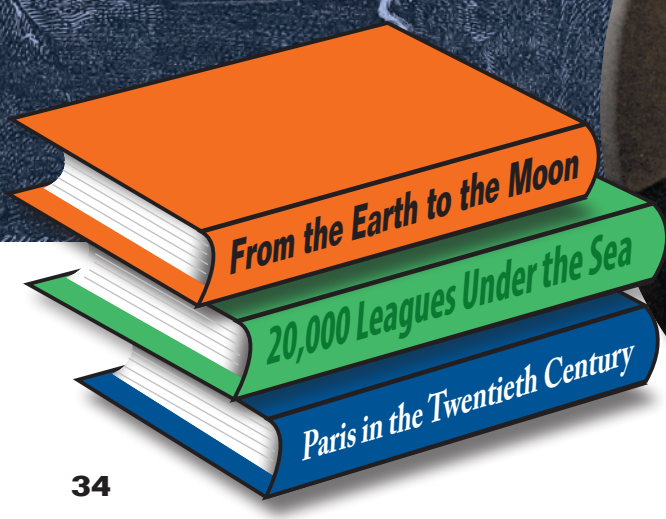
A Vision of the Future

The French writer Jules Verne wrote several books in the late 1800s. In them, he wrote about the future. He asked, "What will life be like at the end of the 20th century—one hundred years from now?" In one of his adventure novels *(From the Earth to the Moon)*, his characters traveled to the moon in a rocket. In another novel *(20,000 Leagues Under the Sea)*, his characters dove through the depths of the ocean in a submarine in the shape of a whale. In a novel titled *Paris in the Twentieth Century*, Verne described a city with skyscrapers of glass and steel, high-speed trains, gas-powered automobiles, and a global communications network. Space rockets and submarines and other things in his novels didn't exist in Verne's time, but many of the inventions that Verne imagined became reality by the end of the 1900s. That's why people call Verne a visionary.



◂ Jules Verne





Unit Goals

Vocabulary
Predictions and opinions
Intelligent buildings and homes
Time capsules
Hidden treasures

Functions
Make predictions about the future
Express opinions

Grammar
Future with *Will* or *Be Going To*—affirmative, negative, questions, answers
Will versus *Be Going To*
Future Progressive—affirmative, questions, short answers

Listening
Listen for specific information from a speech

Pronunciation
Words that are not stressed

Reading
The Tulsa Time Capsule

Writing
Write a story about hidden treasure

Form, Meaning and Function
Present Simple versus Present Progressive
Make and Respond to Suggestions
Tag Questions

Project
Time capsules

Warm Up

Ask students to look at the unit title and say what they think it means. This is a saying in English. Does the students' language have a similar expression?

Ask students to think of an experience they had in which the expression *what will be, will be* applied. Discuss these experiences as a class.

Language Builder

Explain how centuries are referred to. Write on the board: ***1800–1899***. Ask: ***What century was this?*** (the 19th) Write: ***1900–1999***. Ask: ***What century was this?*** (the 20th) Then ask: ***What century are we in now?*** (the 21st)

1 Listen and Discuss

- Have students open their books to page 34. Read the title aloud: ***A Vision of the Future.*** Ask students what they know about Jules Verne. Explain that he was a French novelist who lived from 1828–1905, and is considered the father of science fiction. He was interested in science and geography and wrote a series of novels about journeys in which he talked about many scientific and technological achievements of the 20th century. He is especially famous for the novels *A Journey to the Center of the Earth* and *20,000 Leagues Under the Sea*.
- Write ***science fiction*** on the board. Explain that this is a type of fantastic literature based on science or pseudoscience. It had its beginnings in the late 19th century. At that time, things such as robots, space travel, and invasions from outer space were fantasies, but considered within the realm of future possibility. Ask students which of these are no longer considered fantastic. For example, we have robots today, and space travel.
- Direct students' attention to the pictures and ask students to describe them.
- Tell students they are going to read about Jules Verne and his vision of the future. Ask students to say what language they think they will be using in this unit if they're going to be talking about the future.
- Write the word ***will*** on the board. Say: ***Find the question that Jules Verne asked.*** Call on a student to read it. (*What will life be like at the end of the 20th century…?*) Point out that he uses *will* to indicate the future.
- Play the audio of the passage as students listen with their books closed.
- Play the audio again as students follow along in their books.
- Direct students' attention to question 2. Have students work individually. Call on students to read the sentences.
- Ask: ***What did Jules Verne say life would be like?*** Have students give specifics from the paragraph. Say: ***Vision means the ability to see.*** Ask: ***Why do people call him a visionary?*** (He could "see" into the future.) Ask students if they can think of anyone alive now who seems like a visionary.
- Allow time for students to ask about words and phrases that are unfamiliar to them. Review the irregular past tense verb forms in the paragraph: *wrote* (write), *dove* (dive), and *became* (become).

Comments Made in the United States in 1955

- Direct students' attention to the photos on page 35. Ask students to describe the photos.
- Play the audio for the predictions on page 35.
- Play the audio again and have students follow along in their books.
- Call on students to read each prediction aloud. Have the class say if the prediction was right or wrong.
- Ask students to read the **FYI** silently. Elicit their reactions.

Quick Check

A

- Remind students that to *scan* means to read quickly to find specific information. Tell students to scan the two pages for the answers, not reread.

Answers

1. adventure
2. fast food
3. used
4. kitchen
5. hair

B

- Have students work individually to mark the predictions that came true. Then call on a student to read aloud each prediction and have the class say if it came true.

Answers

The following should be marked: 1,2 and 5

2 Pair Work

- Have students work in pairs to make as many predictions as they can about life in 2050. Encourage them to use their own ideas as well as ideas in the book.
- Ask pairs to share their ideas with the class. Compile a list of their predictions on the board.

Workbook

Assign page 21 for practice with *will* and *be going to*.

Language Builder

Explain that for something *to catch on*, it goes from being just a fad to something that is part of the culture. For example, when fast food restaurants were first introduced, many people didn't believe they would last because most people cooked all their meals at home. This is obviously no longer true.

Teaching Tip

Students may be unsure of the vocabulary they need to express their ideas and predictions about the future. Encourage students to think about things they use and see in their daily lives and work from there. This helps reinforce how much they *do* know, and builds their confidence.

Additional Activity

Activity 1: Imagine it is the year 2050. Have students write comments about the predictions they compiled on the board. To help students get started, write some sentence starters on the board. For example:

I can't believe they thought. . .

They were right! We do have. . .

They were so wrong. Of course we have. . .

Activity 2: Have students work in pairs or groups to design an advertisement for a product in the future. It should be something "futuristic" that people will most likely need. Each group can first brainstorm possible products and then choose one to promote.

fun facts

- In the past, many people didn't realize how computers would change our world and become a part of everyday life. In 1943, Thomas Watson, the chairman of IBM, believed there was a world market for maybe five computers. Kenneth Olson, the founder of a large computer company at one time, Digital Equipment Corporation, believed in 1977 that there was no reason anyone would want to have a computer in their home.

Comments Made in the United States in 1955: Right or Wrong Predictions?

Read the predictions below. Find the sentences that talk about the future.

"I seriously doubt that fast food restaurants will ever catch on."

"Have you seen the new cars coming out next year? It won't be long before $1,500 won't even buy a used car."

"Did you see where some baseball player just signed a contract for $75,000 a year just to play ball? It wouldn't surprise me if someday they'll be making more than the president."

"Soon all our kitchen appliances will be electric. They are even making electric typewriters now."

"I'll tell you one thing, if things keep going the way they are, it's going to be impossible to buy a week's groceries for $20."

"If they think I'll pay 50 cents for a haircut, forget it."

FYI What a dollar bought in 1955 would take about $7.76 to buy in 2009, because of inflation. The average baseball player makes nearly $3 million a year. Today a haircut for a man costs from $12-$20.

Quick Check ✓

A. Vocabulary. Complete the following with words from the texts.

1. _____ novel
2. _____ restaurant
3. _____ car
4. _____ appliance
5. _____ cut

B. Comprehension. Mark which of these predictions came true.

1. ___ People will drive gas-powered cars.
2. ___ People will live in skyscrapers.
3. ___ People will travel to the center of the earth.
4. ___ Fast food restaurants won't catch on.
5. ___ Sports stars will earn more than the president.

2 Pair Work

Think of one thing we use now. Write down some of its features. Think how each of these features may change in 30 to 40 years. Make predictions of how people will use it in the year 2050.

There won't be any more cars. People will travel in vehicles that ride through the air.

3 Grammar

Future with *Will* or *Be Going To*

Use *will* or *be going to* to make predictions about the future.

Affirmative (+)
Computers **will perform** many functions.
People **are going to have** more free time.

Negative (–)
Computers **won't have** feelings.
Machines **aren't going to control** us.

Questions (?)
Will people **eat** artificial food?
Are we **going to travel** to other planets?

Answers (Opinions)
I guess so. I hope not.
I think so. I don't think so.

We also use *will* when we decide to do something at the time we're speaking, such as for offers or promises.

We don't have any milk. I**'ll get** some from the store.

Will versus *Be Going To*

Use *be going to* to express a plan that is already made or decided.
Use *will* to express uncertainty, often with *maybe* or *probably*.

What are your vacation plans? I'**m going to spend** a month in Abha.
Maybe I**'ll go** to Abha.

Future Progressive

Use the future progressive (*will* + *be* + present participle) for continuous actions in the future.
Or use *be going to* + *be* + present participle.

Affirmative (+)
(At) this time tomorrow, I**'ll be swimming** in the ocean. OR I'**m going to be swimming**…
A week from today, I**'ll be relaxing** on the beach. OR I'**m going to be relaxing**…
By the year 3000, people **will be living** to the age of 120. OR They **are going to be living**…

Questions (?)
Will you **be working** on the weekend?
Are they **going to be taking** the test, too?

Short Answers (+)
Yes, I **will**.
Yes, they **are**.

Short Answers (–)
No, I **won't**.
No, they **aren't**.

A. Complete the predictions about the future with the correct form of the verb. More than one answer is possible.

1. In one hundred years, people _____ on other planets. (live)
2. Students _____ with computers instead of books. (study)
3. Cars _____ on gasoline. (not run)
4. Robots _____ people's lives. (not control)
5. Young people _____ only to MP3s. (listen)
6. At the age of 50, people _____ "young." (be)

3 Grammar

Future with *Will* or *Be Going To*

- Present that *will* and *be going to* are used to make predictions about the future. Remind students that English has no future tense and no special verb form for the future.
- Have volunteers read the examples in the chart. Ask students to make their own predictions about the future, both affirmative and negative. Have other students say *Yes* to agree or *No* to disagree. For example:
  A: People won't drive cars.
  B: Yes, I agree. We'll all use something else.
  C: No, I think people are still going to drive cars.
- Explain that the phrases *I guess so* and *I think so* indicate a *yes* response. *I hope not* and *I don't think so* indicate a *no* response. However, all of these expressions indicate that the speaker is not completely sure.
- Call on volunteers to ask questions of other students. Have students give reasons for their responses. For example:
  A: Will people live in space stations?
  B: I think so. Lots of people have gone up into space.
  (The student who answers asks the next question of another student.)
  B: Will people wear disposable clothes?
  C: I hope not. I like my black sweater. I've had it for a long time.

Will versus *Be Going To*

- Go over the information in the chart.
- Have each student make a list of five things he or she is going to do next summer, or another time in the future. Then have students read their lists to the class.

Future Progressive

- Present to the class when the future progressive is used. Explain that both *will* and *be going to* can be used to talk about a continuous action that will occur in the future.
- Go over the affirmative statements and the questions. Point out that in conversation, the short answers are enough. It's not necessary to repeat everything because the meaning is clear.
- Have students work in pairs to ask each other about their plans for the week. They should reply with short answers. For example:
  A: Will you be studying at the library tomorrow?
  B: Yes. I will.
- Write on the board: ***What are you going to be doing...? / What will you be doing...?*** Then write future time cues on the board. For example: ***next year, at this time tomorrow, a week from today, in five years, a month from now, next weekend, next school vacation.*** Have students ask and answer questions using the cues. For example:
  A: What are you going to be doing next weekend?
  B: I'm going to go to my friend's graduation..

A

- Have students work individually to complete each prediction with the correct verb form. Remind them that more than one answer is possible.
- Call on students to read their completed sentences for the class.

Answers

Answers will vary. Sample answers:

1. will live / are going to live / will be living / are going to be living
2. will study / are going to study / will be studying / are going to be studying
3. won't run / aren't going to run / won't be running / aren't going to be running
4. won't control / aren't going to control / won't be controlling / aren't going to be controlling
5. will listen / are going to listen / will be listening / are going to be listening
6. will be / are going to be

Language Builder

Explain that for short answers, English speakers say both *Yes, I will* and *Yes, I will be*. Both are correct.

B

- Arrange students in groups to look at the photos and answer the question. Have them discuss their answers and give reasons for their opinions.

Answers

Answers will vary. Sample answers:

People probably will be using ballpoint pens. People will always need to write. We can't use computers for everything.

People won't be reading magazines like we have today. I think people will only read them electronically.

- Have students name other items in use today that they think won't be used in fifty years. Ask them to imagine what new developments in technology will replace these items. Some possible items might be TVs, CD players, stoves, refrigerators, and electric light bulbs.

C

- Read the directions and have two students model the example conversation.
- Go around the room, having each student read an idea from the list aloud. Allow students to ask about any vocabulary that they don't understand. Use the pictures to help them understand words.
- Have students work in pairs and take turns asking and answering the questions. Tell them to give reasons for their opinions.

Answers

Answers will vary. Sample answer:

A: Do you think there will be enough food for everyone in the world?

B: I believe there will be. Scientists will figure out a way to feed more people with the resources we have.

Workbook

Assign pages 22-24 for more practice with the grammar of the unit.

Teaching Tip

Sometimes it's difficult to know whether to use *be going to* or *will*. Point out that in most situations the difference in meaning is very slight, and they will be understood regardless of which they use. Tell students to pay attention to what they see and hear, and try to come up with their own conclusions about which to use.

Additional Activity

Write ***optimist*** on the board. Explain that an *optimist* is someone who believes good things will happen in the future. Next write ***pessimist***. Explain that a *pessimist* is someone who believes bad things will happen in the future.

Organize students into pairs and assign roles: the optimist and the pessimist. Have pairs make up their own questions and answers about other problems that need to be solved. Students answer according to whether they're an optimist or a pessimist. For example:

Question: Do you think there will be enough oil for everyone in 50 years?

Pessimist: I don't think so. We're running out now.

Optimist: Sure. We'll have plenty in the future. They're always finding new oil.

For an additional challenge, call on pairs to present an exchange for the class. Tell the class to listen carefully and decide who the optimist is, and who the pessimist is.

B. Work in groups. Answer this question:

Which of the following do you think people will still be using in 50 years?

ballpoint pens

personal computer

DVD player

magazines

cell phone

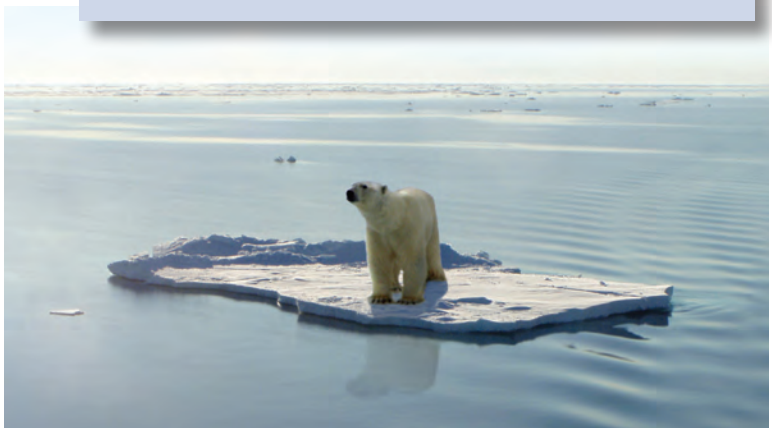
flat screen TV

microwave oven

C. Work with a partner. Ask and answer: Which of the following do you think will be solved in the next 50 years? Add your own ideas.

A: Do you think there will be enough food for everyone in the world?
B: I believe there will be.
A: Do you believe there will be peace on Earth?
B: No, I don't. Nations are too selfish.

Researchers will find a cure for cancer.
Global warming will melt the ice at the poles.
People will be preserving the environment.
There won't be any more pollution.
There won't be any more war.
Many plant and animal species won't exist anymore.



4 Language in Context

Write down three things you want to change and improve in your life. Compare your ideas with a partner.

I won't use my cell phone so much.
I'll start exercising.
I'll study more.

5 Listening

Listen to the principal's speech at graduation, and complete the chart about the students' past and future.

Name	Past	Future
Ibrahim		
Steven		
Saeed		
Jim		

6 Pronunciation

A. Listen. Note the words that are usually not stressed. Then practice.

a	in a century	**to**	nine-to-five
and	young and old	**was**	It was common.
can	Cars can fly.	**of**	cars of the future

B. Read the text about Jules Verne again. Find the sentences that contain ***a***, ***and***, ***can***, ***to***, and ***of***. Practice reading these sentences without stressing ***a***, ***and***, ***can***, ***to***, and ***of***.

7 About You

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

1. Do you believe that people can predict the future? Explain.
2. Do you know of any predictions that came true? Explain.
3. What changes do you predict for the next 50 years?
4. What do you think you'll be doing 20 years from now?
5. What kind of TV programs will people be watching in 50 years?
6. What will schools be like in 20 years?

4 Language in Context

- Write several personal resolutions on the board. For example: ***I will eat healthier food. I will go to bed earlier. I will study more on the weekend.***
- Ask: ***How are these sentences the same?*** Explain that a resolution is a promise you make to yourself. You promise to do something that will help you.
- Have students write their own resolutions and share them with a partner. Then ask volunteers to share some resolutions with the class. Find out how many students have the same resolutions.

5 Listening

- Tell students they are going to listen to a principal's speech at a high school graduation. To help them use prior knowledge to predict what they will hear, ask the following questions:

  Who has been to a high school graduation?

  Who usually goes to the graduation?

  What do you think the principal will talk about?
- Explain that the principal will talk about four different students. Ask a student to read the names in the chart. Hearing the names in advance will help them follow the organization of the speech.
- Tell students they will hear the speech several times. The first time you just want them to listen for general understanding.

Play the audio for students to just listen.

- Ask: ***What two things does the principal talk about for each student?*** (the student's achievements and his predictions for their future)

Play the audio again for students to fill in the chart. Play the audio a third time for students to check their answers.

- Give students a few minutes to work in pairs, comparing answers and making any corrections.
- Draw the chart on the board. Call on students to fill in the information.
- Ask: ***How do you think the students feel as they listen to the speech?***

Audioscript

Today is a very important day for all of you. It marks the end of your high school days and the beginning of a new life for you. From here, some of you will go off to college and others will be starting jobs. I've known you all through high school. And some of you I've known since kindergarten, when you were only six years old.

Ibrahim Al-Onazy, no one could run like you in school races. You have become a really good athlete, and I'm sure you're going to make a fine physical education teacher when you finish college.

Steven Walker, you always had to prove your point, and you could argue your points well and give a lot of good reasons. You have been a great captain of our debate team. I'm certain you're going to be a successful lawyer, and I wish you the best of luck at college and then at law school.

Saeed Al-Yami, you always had a great scientific mind, and you truly deserve that scholarship to the School of Science and Technology. Our school is going miss you. We're going to lose our science researcher temporarily. I say temporarily because in the future we'll probably be reading about your work in scientific journals and the press. We might even watch you being interviewed on television.

Jim Miller, you were always busy raising money and working for good causes and charities. You'll be a wonderful social worker after you finish college.

Whatever road you may take, I'm sure you'll always remember the days you spent at Riverside High. The friends you made and the good times you had are things you will never forget.

Answers

Name	Past	Future
Ibrahim	He was a good runner in school races.	He will be a physical education teacher.
Steven	He was captain of the debate team, and good at defending her point of view.	He will be a lawyer.
Saeed	He had a great scientific mind.	He will become a science researcher.
Jim	He raised money and worked for good causes.	He will be a social worker.

6 Pronunciation

A. Play the audio for students to just listen.

Play the audio again and have students repeat the words and sentences.

B. Have students work alone to find sentences. Go over the task as a class.

7 About You

- Have students work in pairs or small groups to discuss the questions.
- Monitor as students talk, but do not make corrections as the focus here is on fluency practice.

8 Conversation

- Have students cover the conversation and look at the photos. Ask: ***What is the house like?*** Tell students this type of house is known as an intelligent house. Explain that it's called *intelligent* because it has a complicated electronic system so that it can do many things automatically. Ask students to share what they know about intelligent buildings.
- Ask students questions about robots. For example: ***Would you like to have a robot do your housework? What are the advantages and disadvantages?*** List their ideas on the board.
- Tell students that the conversation is between a reporter and an engineer. They are talking about the features of an intelligent home. Ask them to scan the conversation and quickly read the questions the reporter asks, but not the engineer's responses.

Play the audio. Have students cover the conversation and just listen.

- Then have students read the conversation silently.

Play the audio again as students follow along in their books.

- Have students work in pairs to practice the conversation. After practicing it once, they should switch roles and repeat.
- Ask a few questions. Tell students to answer in their own words. For example: ***What is the concept of intelligent buildings?*** (an integrated system that makes people's lives easier) ***How do you open the front door?*** (The system reads your fingerprint.) ***What makes the refrigerator "smart"?*** (It can tell you what you need to buy.)

Real Talk

- Go over the phrases. Ask who says them in the conversation. Ask students why they think the reporter is surprised about the robot.

About the Conversation

- Have students work in pairs, taking turns asking and answering the questions.
- Call on students for the answers.

Answers

1. The intelligent house will monitor lighting, security, ventilation, heating, and audiovisual systems.
2. When someone enters the house, the lights will come on at night, the climate control will be activated, and surround sound will automatically play your favorite radio station..
3. You will be able to "call" your refrigerator and find out about the things in it.
4. The reporter would like a robot to do the cleaning, washing, and cooking.

Your Turn

- Have students work individually. Tell them to include the features in the conversation, and to add more features to their house that would make a difference in their lives.
- Call on students to present their intelligent house for the class.

Workbook

Assign page 25 for additional reading practice.

Teaching Tip

As students write sentences, remind them to use features from the conversation. This will help them remember larger chunks of words at a time.

Additional Activity

Have the class work together to make a list of resolutions for what they will do to improve their English. For example: *I will write down new words I hear and look up their meaning later. I will keep a vocabulary list of new words and add to it*. Post the list in the classroom as a reminder.

8 Conversation

Find and underline some of the words you practiced in the pronunciation section. Practice reading the conversation in pairs.

Reporter: Would you tell us about the new intelligent home of the future?

Engineer: Certainly. The concept of Intelligent Buildings is to monitor and optimize lighting, security, ventilation, heating, audiovisual and entertainment systems, and so on. It's an integrated household system that will make people's lives easier.

Reporter: How will the house actually function?

Engineer: When you arrive at the front door, you won't need a key. The door will open with a touch of your finger. The system will recognize your fingerprint.

Reporter: What happens after I enter the house?

Engineer: The lights will come on if it's night, the climate control will be activated, and surround sound will automatically play your favorite radio station.

Reporter: What special facilities will there be in the kitchen?

Engineer: You'll be able to "call" your refrigerator when you're at the supermarket and find out how much milk there is or how many eggs you have left.

Reporter: That's wonderful. What about the housework? I hate doing that.

Engineer: The house will come equipped with a robot that will do the cleaning, the washing, and the cooking.

Reporter: No kidding? Can I buy the robot without the house?

Real Talk

Certainly = used to say yes
No kidding? = to express surprise, in this case, pleasant surprise

About the Conversation

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

1. What are some features of the intelligent house?
2. What will happen after a person enters the house?
3. What will you be able to do over the phone?
4. Why is the reporter interested in the robot?

Your Turn

Draw an intelligent house that you would like to have one day. Write sentences about the intelligent features and how they work.

9 Reading

Before Reading

1. Read the title. What words does it make you think of?
2. Read the text. Match a heading to each paragraph.
   - **a.** What the car contained
   - **b.** The burial of a car
   - **c.** 50 years later
   - **d.** They lived to see it
   - **e.** Everyone came to the event

The Tulsa Time Capsule

1 A crowd of people gathered outside the courthouse in Tulsa, Oklahoma, in June 1957, to witness the burial of an unusual time capsule: a brand-new gold-and-white Plymouth Belvedere car. The city leaders explained: "In exactly 50 years time, this car will be unearthed to show the world who we were and how we lived in Tulsa in 1957."

2 The automobile contained a flag, a city phone directory, an unpaid parking ticket, and the contents of a woman's purse: bobby pins, a ladies' powder compact, a plastic rain cap, several combs, a tube of lipstick, a pack of gum, a wad of tissues, $2.73 in bills and coins. Five gallons of gas were also included, in case the combustion engine became obsolete by 2007 and no fuel was available.

3 The event attracted all sorts of people to Denver Avenue that day in 1957. Some thought that the idea of burying a new car was dumb; others thought it was brilliant. Raffle tickets (for the car) were sold. The person to guess the approximate population of Tulsa in 2007 would win. "I'll never be alive," said Teddy Baxter, aged 6. "Sure you will," answered his brother Henry, who was 19.
"I might not be, but you'll be around for sure." Gene McDaniel, who was 20 at the time, thought: "In 2007, I'll be 70—I'll never make it."

4 The Plymouth was wrapped in protective materials and lowered into a concrete vault, which was supposed to withstand even a nuclear attack. It lay there for 50 years.
On June 13, 2007, the vault was opened, and the car was raised as thousands of people watched. The organizer of the event said: "Ladies and gentlemen, I present you Miss Belvedere." Unfortunately the tomb was unable to protect the car from moisture, and the vintage vehicle was covered in rust. The

contents of a "typical" woman's handbag in the glove compartment looked like a lump of rotted leather. The microfilm that recorded the names of the contestants wasn't found. There was a bit of disappointment that the items were not in better condition.
However, some items inside the time capsule were in good shape—they included a U.S. flag and some historical documents, such as aerial maps of the city and postcards.

5 The good news is that when the Belvedere was unearthed, Teddy and Gene were still alive. They never thought they would be here to see it happen. Someone present said, "It's our King Tut's tomb. It's like a fairy tale."

9 Reading

READING STRATEGY Analyzing pictures

Have students read the title. Ask what U.S. state Tulsa is in. (Oklahoma) Ask students to look at the photos on pages 40 and 41 carefully, and describe them. Ask what details in the photos help them understand the title.

- Ask the **Before Reading** questions. Encourage the students to scan the text and find the answers. After several minutes call on students for the answers..
- Have students share with the class anything else they know about time capsules. Then ask them to read the first paragraph of the article and stop.
- Ask: ***What was the Tulsa Time Capsule? Why did they do it?*** Have students answer in their own words.
- Point out that newspaper articles are typically organized like this one. The main ideas of the entire article are summarized in the first paragraph. The rest of the article provides more details.
- Have students read the article on their own.
- Play the audio as students follow along in their books.
- Have students work in pairs. Tell them to reread the article silently, one paragraph at a time. After each paragraph, have them tell each other the main ideas of the paragraph in their own words. Explain to them that you don't want them to read aloud to each other. You want them to look down at the paragraph to get an idea, and then look up and say it. Tell them you don't expect them to say all of the information in each paragraph.
- When students are finished, ask some general questions about the time capsule. For example, ask:

  Do you think it was a good idea?

  What was the main reason the items in the time capsule were in bad condition?

  What did Teddy and Gene mean by saying, "It's our King Tut's tomb?"

  Who was King Tut?
- Share with the class that King Tut was a pharaoh in Ancient Egypt (133–1324 B.C.E.). He became a ruler when he was only nine years old. His tomb was discovered in the early 20th century. It was full of gold and treasures from the past.

Language Builder

Explain that the meaning of the expression, *I'll (never) make it* depends on the context. In this article, *to make it* means *to live that long*. Other examples with *to make it* include:

to make it to the train station on time = to arrive there on time

to make it in a career = to be successful

to make it to the game = to be able to go to the game

After Reading

A

- Have students work individually to complete the exercise and then check their answers in pairs.
- Answer any questions about the vocabulary.

Answers

1. a **2.** c **3.** c **4.** b **5.** b **6.** c

B

- Have students work in pairs to ask and answer the questions. Call on pairs to present for the class.

Answers

Answers will vary. Sample answers:

1. The purpose was to show how people lived in Tulsa in 1957.
2. They included the gas in case the combustion engine became obsolete.
3. The microfilm is obsolete.
4. The winner of the contest was going to be the one who guessed the population of Tulsa in 2007.
5. Water got into the vault, and the car was covered in rust. The microfilm for the contest wasn't found.

C

- Have students work alone to complete the sentences. Remind them to use their own words, and not copy directly from the reading.
- Have students compare their answers in groups. Then call on students to read their sentences aloud.

Answers

Answers will vary. Sample answers:

1. see what Tulsa was like in 1957
2. live long enough to win the prize
3. will find a woman's purse and its contents

Discussion

- Discuss "hidden treasure" as a class. Bring up the topic of treasure that has been discovered on sunken ships in recent years. New technology has made it possible to locate treasure no one could get to in the past. Who has the right to this treasure? Who should be allowed to keep the treasure?

Workbook

Assign pages 26-27 for additional writing practice at word and sentence level.

Teaching Tip

Encourage students to correct each other during pair work. Stronger students will have their skills reinforced, while weaker students will have more opportunities to become aware of their errors.

Additional Activity

Have students work in groups to plan a space capsule of items to send to another planet. Ask them to include at least 5–8 items that they think represent people on Earth.

fun facts

In 1865, *The Republic*, a ship carrying supplies to New Orleans, sank during a hurricane. Now, about 150 years later, sunken treasure worth about 150 million dollars has been found on it. More surprising are the hundreds of jars and bottles of food still in excellent condition, such as pickles, champagne, and mustard. The ship is a kind of time capsule of life back then.

After Reading

A. Choose the correct meaning of each word.

1. to gather (paragraph 1)
   a. to come together **b.** to separate **c.** to join
2. to witness (paragraph 1)
   a. to give evidence **b.** to help **c.** to see an event
3. bobby pin (paragraph 2)
   a. pin worn by boys **b.** safety pin **c.** hairpin
4. obsolete (paragraph 2)
   a. complete **b.** outdated **c.** high-tech
5. vault (paragraph 4)
   a. an electric measure **b.** a safe **c.** a can
6. to withstand (paragraph 4)
   a. to oppose **b.** to observe **c.** to resist or survive

B. Answer the questions about the reading.

1. What was the purpose of burying the car for 50 years?
2. Why did the organizers include five gallons of gas for the car?
3. Are any of the items put in the car obsolete today?
4. Who was going to be the winner of the contest?
5. What was the bad news in 2007?

C. Complete the sentences about the reading in your own words.

1. "In 50 years time, when this car is taken out of the vault, people will _____."
2. "If I buy a raffle ticket for the car, I might not _____."
3. "When people open the glove compartment in 2007, they _____."

Discussion

Have you ever read about "hidden treasure"? When was it hidden and what did people find?

10 Writing

A. Answer the questions.

1. Read the title. Who do you think the keeper is?
2. Look at the photos. Where was the treasure hidden?

Keeper of hidden treasure

This is not a fairy tale, nor a scary story; it is the story of the discovery of 900-year-old treasure off the Korean shore.

A fisherman caught an octopus that had bits of blue pottery attached to its tentacles. At first, he thought they were shells. He caught more octopus and they all had shards attached to their tentacles. Finally, he brought up an octopus that had a whole plate caught on its tentacles.

That was when he realized that he had made an important discovery; he had heard about shipwrecks with ancient pottery, in the area. So he contacted the museum as soon as he got back.

An urgent underwater exploration led to the discovery of thirty, perfect examples of 12th century bowls, thanks to the octopus family.

3. Read the story and make notes in the boxes.

Who found the treasure?	
Where did he find it?	
How did he find it?	
What was the treasure?	
What did he do with it?	

10 Writing

A

- Direct students' attention to the picture and the title. Give them a few minutes to discuss what they see in pairs.
- Read the directions for 1 and 2 ask students to try and guess what a keeper is. Ask them to speculate on what the treasure might be and where it might be hidden.
- Have volunteers report answers/ideas for the class. List the ideas on the board.
- Have students read the text individually to find out what the treasure was and where it was hidden. Ask them to compare with their ideas.
- Play the audio and have students follow in their books and mark stressed words. Have them compare stressed words in pairs. Then check in class. Play the recording again if necessary. Tell students that you will come back to the stressed items later.
- Have them read the story and make notes as in 3. Ask them to compare notes in pairs. Then tell students to compare their notes and the stressed words in the text to find out how many are the same. Explain that normally stressed items are the items we use to make notes.
- Check answers in class. Call on volunteers to report their answers.
- Please note that the answers given are sample answers. Allow students to make notes using their own words and accept answers that make sense.

Answers

Who found the treasure?	A Korean fisherman
Where did he find it?	Off/ near the Korean shore
How did he find it?	He caught an octopus with blue shards attached to its tentacles/ then caught another octopus with a whole plate
What was the treasure?	Thirty perfect 12th century bowls
What did he do with it?	He contacted the museum/ He reported it to the museum

- Have students work in small groups discussing the fisherman's decision to contact the museum. Ask them to think about whether they would have done the same or not and why.
- Discuss ideas in class. Choose the best idea.

Additional Activity

A chain story- Explain to students that they will have to listen very carefully to every person as the story progresses. Start the story with an opener. For example:

One day, an old man called .... or This is the story of .... Or

Asma looked around. Everyone in the family ...

The first person has to continue and complete the sentence. For example:

One day, an old man called Saeed decided to dig a well. So ....

So he packed food and some more supplies and tools on his camel and left the village.

As he was ....

Explain that students need to listen very carefully so they can continue the story with their own sentence. From time to time call on volunteers to go over the story and repeat what has already been said.

If you wish you can record the story and have student listen, take notes and write it

B

- Organize students in small groups and have them brainstorm stories that they might have read or heard about a "hidden treasure". Give them a few minutes to discuss one or two stories in their group. Circulate and monitor participation to make sure that everyone is contributing to some extent.
- Call on each group to tell the story for the class. Encourage them to share parts of the story to make sure that everyone participates.
- Direct students to the Writing Corner. Ask them to think about stories they like and the reasons they like them. Have them think about the characters, the events, the place where the story takes place. Call on volunteers to say what they like about the stories in class.
- Read the guidelines in the Writing Corner with the class. Pause and discuss each point.

  Audience: Tell students to think about the reasons they like some stories and use that to guide them. For example, if they like a story because it creates a very vivid and interesting picture of the main characters and the place, to try and do the same when they write their own story.

  People: The characters are extremely important in stories. There are whole stories that are mainly based on characters and not so much on places or events. Tell students to choose the names of their characters carefully and to try and picture them in their minds before they use them. Also, have students think about the personality of each character and whether he/she is a good person or a bad person, etc.

  The place or places: It is not enough to simply name a place, for example, place a character at home or at work. What kind of home is it? Is it large or small? Where is it located? Is it traditional? Are there large windows that let in plenty of light? Etc.

  The time: Time is an important element in stories. We often tell a story in "jumbled order" in other words we do not follow a strict chronological order in stating the events but we use language to indicate that certain events took place before others. Also, era or season are quite important. For example, "a cold winter day" in Northern Europe or America carries a completely different meaning to "a cold winter day" in Southern Mediterranean or the Middle East.

  The events/the plot: This is usually the part of the story that most people pay attention to. They talk about what happened. However, the events out of context are not always very interesting. For example think about these two sentences:

  He was lost in the desert, compared to, **He was lost**, or **He was lost in the mall**

  Do they all carry the same meaning and evoke the same feelings and images?

  The order of events: As mentioned before about time, we don't always relate the events in the order they happened, in natural order. Remind students that there are stories or even films that begin with the final event and then go back.

  The beginning and end of the story: It is important to think about how you are going to begin and end even if you decide to make changes later.
- Read questions 1 and 2 in the Writing Corner with the class. Have students think about the story they read. Did they expect the keeper to be an octopus? How did they feel when they found out? Were they surprised?
- Call on volunteers to elicit ideas. Explain that if a writer raises certain expectations by using certain words or phrases or events and then does something unexpected that does not agree with most people's expectations he/she creates an effect.
- Ask students to think of how suspense is created. Use questions to help them. For example:

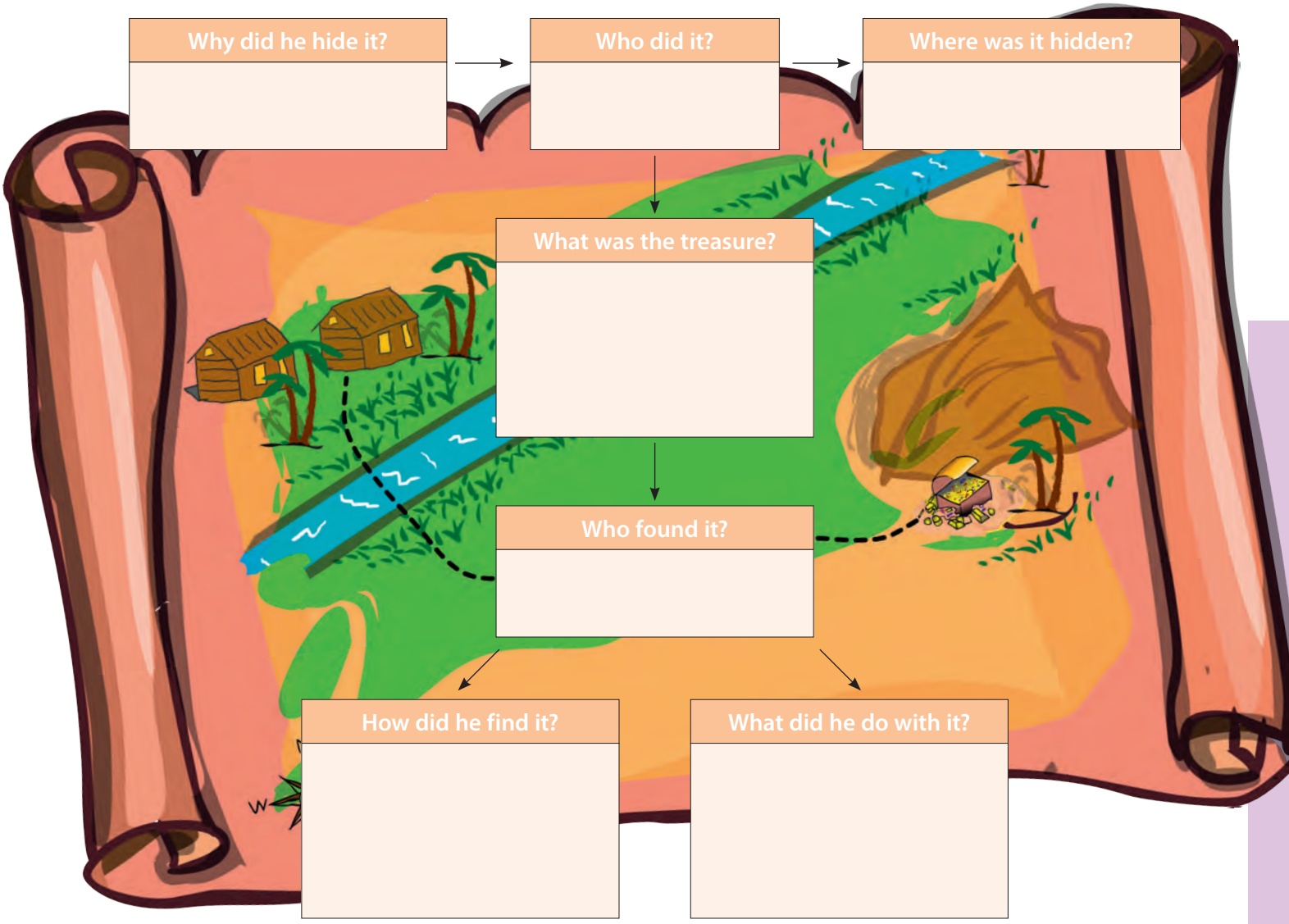
  Does the writer or filmmaker give all the information at once?

  Do you know what is going to happen next? Are there clues that make you think something important is going to happen? How does that make you feel?
- Have students work in small groups to discuss their stories and make notes in the chart. Remind them to read the directions for B. Give them time to write their stories. Tell them to feel free to modify the group story if they want.
- Have students exchange drafts and make comments or suggestions. Encourage them to read as more drafts if there is enough time. Ask them to use the comments and rewrite their stories. Call on volunteers to read their stories in class.

Workbook

Assign page 28 for additional writing practice above word and sentence level.

B. Think of a story about "hidden treasure" that you have read or heard. Make notes in the chart below and then use your notes to write the story.



Writing Corner

When you write a story you need to think about:

- Your **audience**. Who is reading or listening to the story?
- The **people** (**characters**) in the story. Who are they? What do they look like? What kind of person are they?
- The **place** or **places** where events take place. Describe these places.
- The **events** (**plot**). What happens in your story? Use past verb forms.
- The **time** things happened. Which year is your story set in? What time of day is it? Which season is it? Use past time.
- The **order of the events**. What happened first, second, third and so on? Use a variety of past tenses to order your events.
- The **beginning** and **end** of the story. How will you begin your story? How will you end your story?

1. What do you think causes a reaction, e.g. surprise, suspense, laughter/humor etc.?
2. What was your reaction to the octopus story?

11 Form, Meaning and Function

Present Simple Tense versus Present Progressive Tense

We use the simple present to talk about habits or routines.
We use the present progressive for actions occurring now or for a temporary situation.

Omar **lives** in Riyadh. He **works** for a big computer company as a computer scientist.
Omar **is working** at the Science and Technology Museum in Dubai. He **is creating** an exhibit named 'Computers in the Future.'

Present Progressive for the Future

We can use also use the present progressive tense to talk about arrangements and scheduled events in the future.

Q: When **are** they **flying** to Dubai?
Q: When **are** the new cars **coming out**?
Q: When **is** Omar **leaving** for Riyadh?

A: They**'re flying** to Dubai tonight.
A: They**'re coming out** next year.
A: He**'s flying** at 9 o'clock in the morning.

Time Expressions for the Future

Q: What are you going to do **tomorrow**?
Q: Will she go on the school trip **next week**?
Q: Are you sitting examinations **next month?**

A: I'm going to visit the museum of Science and Technology.
A: Yes, she will.
A: Yes, I am.

Make and Respond to Suggestions

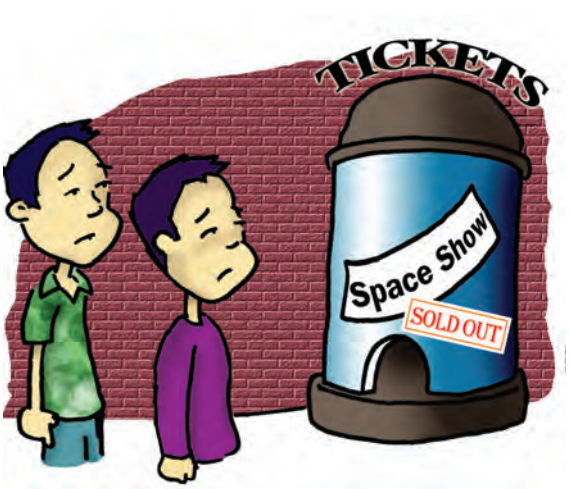
To make suggestions we can use: *Let's..../ How about ....?/ Why don't we/ you ....?*

Q: Let's look for the hidden treasure.
Q: How about making a time capsule for the school project?
Q: Why don't we design a robot to help with the cleaning?

A: We can't. We don't have a map.
A: Great idea! Let's do it!
A: Yes, **why not! That sounds great!**

A. Hussein and Ahmed are going on a school trip. They will visit a new Science and Technology museum. Work with a partner. Ask and answer. Use future forms and time expressions.

A: *When are they going?*
B: They are going tomorrow.
A: What will they see and do at the museum?
B: They are going to see exhibits about robots. They will learn about space travel in the future.
A: What will they take?



B. Hussain and Ahmed are at the museum. They are discussing what to see and do. Make up a dialogue. Use language for making and responding to suggestions.

Hussain: *Let's go to the 'Space Show.'*
Ahmed: **Great idea!** Oh wait .... **We can't.** It's sold out. **How about** ...

11 Form, Meaning and Function

Present Simple Tense versus Present Progressive Tense

- Remind students or explain that the present progressive is used mainly for two reasons— to express that something is happening right now, or that something happening now is temporary.
- Have volunteers read the examples aloud. Ask questions about Omar. Write the answers on the board. Ask students to say what tense is used and why. For example,
  Where does Omar usually live? (Omar **lives** in Riyadh; present simple, permanent)
  Where is Omar living now? (Omar **is living** in Dubai; present progressive, temporary, happening now)
  Why is Omar currently living in Dubai and not Riyadh? (He **is working** at the Science and Technology museum; progressive, temporary)

Present Progressive for the Future

- Present that *be going to* can also be used to talk about arrangements and scheduled events happening in the future.
- Have volunteers read the examples in the chart.
- Have each student make a list of 3 arrangements they have scheduled for this week/ on the weekend.

Time Expressions for the Future

- Remind students that English has no future tense and no special verb form for the future. However, we can use some time expressions to show that we are talking about future.
- Have volunteers read the examples in the presentation.
- Have each student circle the time expression in their sentences from the previous activity about their arrangements for this week/on the weekend. Tell students if they haven't included a time expression, they should add one now.
- Write on the board:
  ***What** are you doing this week/ on the weekend?*
- Have students report their arrangements to their partner and then to the class.
- Write some of the students' arrangements on the board. For example:
  Faisal is meeting with his math tutor on Wednesday morning to talk about the test results.
  Ismail and Ibrahim are watching a football game at 'Central Stadium' on Saturday at 3 0'clock..

Make and Respond to Suggestions

- Go over the information in the chart. Have volunteers read the examples to the class.
- Tell students to work in pairs and to look at the examples of some arrangements on the board. Explain that each student should make a suggestion for each arrangement using: ***Lets ..., How about ...?, Why don't we/ you ...?*** Their partner should respond appropriately. They should take it in turns to make and respond to suggestions.

A

- Read the directions and have one pair (Student A and Student B) model the example conversation.
- Remind students they should use future forms and time expressions. Set a time limit of 3-5 minutes. After 3-5 minutes students should swap roles so that both students in the pair get an opportunity to ask and answer questions.
- Choose one pair (or ask for volunteers) to role-play their conversation in front of the class.

Answers

Answers will vary. Sample answer.

A: When are they going?
B: They are going on Tuesday.
A: What will they see and do at the museum?
B: They will see exhibits about new inventions. They will learn about scientific discoveries that will change the world in the future. They will also do some experiments in a science laboratory and a scientist will answer any questions they have about how things work.
A: What will they wear in the laboratory?
B: They will wear a white coat and a mask to protect their eyes.
A: What time are they going to eat lunch?
B: They are going to eat lunch at 1 o'clock.

B

- Tell students to work in their pairs and create the rest of the dialogue. They can write the dialogue in their notebooks. Remind them they should use language for making and responding to suggestions.
- Choose one pair (or ask for volunteers) to role-play their conversation in front of the class.

Answers

Students' own answers.

Information Questions

- Call on volunteers to read the questions and answers in the chart aloud to the class.
- Point out that, as with many other question forms, there is an inversion in the word order, and the auxiliary or the modal *will* is placed before the subject.
- Finally, point out that it is common to use *probably* or *maybe* when we use *will* to predict or speculate.

Tag Questions

- Call on volunteers to read aloud the questions in the chart. Point out the rules about forming tag questions: If the first part of the sentence is affirmative, the tag is negative. We make the first part affirmative if we think the answer is "yes." If the first part is negative, the tag is affirmative. We make the first part negative if we think the answer is "no."
- Point out that the tag contains a pronoun that refers to the subject of the sentence. Write the first sentence from the chart on the board:
  Global warming will melt the ice at the poles, won't it?
- Circle *it* and ask: What does *it* refer to? Then circle *Global warming*. You might want to do this with all of the tag questions in the chart to clearly show the relationship.
- Show how verbs in tag questions are formed. Write on the board the verbs from each sentence and tag question and go over them with students:

Affirmative Sentence (Negative Tag)

will, won't	snows, doesn't
use, don't	are, aren't
are, aren't	

Negative Sentence (Affirmative Tag)

won't, will	doesn't, does
are not, are	isn't, is
isn't, is	

- Read aloud the first part of the affirmative sentence with negative tag questions from the chart and have students call out the tag question. For example, say:
  Global warming will melt the ice at the poles…
- Elicit from students:
  … won't it?
- Do the same for the negative sentences with affirmative tag questions

Language Builder

Aside from using tag questions to check information, we also use tag questions to ask for agreement. We use rising intonation—the voice goes up—when we check information (You're going to come to the park, aren't you?), but falling intonation—the voice goes down—when we know the answer and are just asking for agreement (It's really cold, isn't it?).

C

- Write the following phrases on the board:
  I'll definitely…, I'll probably…, Maybe I'll…, I don't think I'll…, I definitely won't…
- Have students describe what the boy in the picture is doing. Go over the future time expressions in the box. Ask two students read aloud the conversation.
- Have a volunteer ask you a question with one of the time expressions. Answer truthfully.
- Have students do the activity in pairs, taking turns to answer the questions.

Answers

Answers will vary.

D

- Ask a pair of students to read aloud the sample conversation.
- Have students write down five answers about their classmates from exercise **C**. For example,
  Ahmed is playing football on Thursday.
- Then have students address the person they wrote about, using the format in the sample conversation to check. For example,
  Ahmed, you are playing football on Thursday, aren't you?
- The person will answer with a short answer, either affirmative or negative.
- Tell students to swap roles so that they both have a chance to ask and answer tag questions.

Answers

Answers will vary.

Workbook

Assign pages 29-30 for more practice with the form, function and meaning of the structures in the unit.

Information Questions

Q: What are you going to do in the summer?
A: I'll probably travel.
Q: Where will you go?
A: I'll go to Jordan.
Q: How will you get there?
A: Maybe I'll drive.

Note: We often use will with *probably* or *maybe* to express doubt or uncertainty.

Tag Questions

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

Affirmative (Negative Tag)

Global warming will melt the ice at the poles, **won't it**?

Most people use their cars to get around the city, **don't they**?

Scientists are close to finding a cure for cancer, **aren't they**?

It usually snows in winter, **doesn't it**?

You are from Riyadh, **aren't you**?

Negative Sentence (Affirmative Tag)

People won't live on other planets in 100 years, **will they**?

They are not going to go on the school science trip, **are they**?

He isn't working at the research center tomorrow, **is he**?

It doesn't usually rain in summer, **does it**?

She isn't from Muscat, **is she**?

C. Find out about your classmate's hobbies and interests. Ask and answer questions about their plans for the various times in the box. Use future forms and time expressions.

A: What are you going to do on the weekend?
B: I'll visit my cousins. I'll probably go horseback riding on Saturday.
A: That sounds great!
B: What will you do on the weekend?
A: I'll probably go to the new science museum with my brother. I haven't been yet.

in the summer	in the winter	in the spring	in the fall
on the weekend	next week	next year	on Saturday
tomorrow	in the future	this year	soon

D. Write down some of your classmate's answers from exercise **C**. Then check the information with them. Use question tags.

A: You usually go horseback riding on the weekend, don't you?
B: Yes, I will probably go on Saturday.

B: You are going to go to the new science museum, aren't you?
A: Yes, that's right!

12 Project

1. Think about life in your country and plan a time capsule to be opened in 50 years' time. Work in groups.
2. Use the questions in the planner to help you decide what to put in it. Make notes in the chart.
3. Try to choose things that represent different areas in your country. Think about different kinds of objects.
4. Suggest and discuss different ideas in your groups before you decide. Share the work required to collect information, design the time capsule, and write short texts about what the objects are and why they have been included.
5. Create a poster of your capsule with photos or drawings of the objects. Include brief captions about each object.
6. Present your project in class.

Planning questions	Group's decision
What will you use as a time capsule?	
How will you protect the time capsule?	
Where will you bury the time capsule?	
What will you put in the time capsule?	
Why did you chose the things that you will put in the time capsule?	

12 Project

- Organize students in groups and have them brainstorm on life in their country as they know it. Suggest that they think about :
  People
  Places
  Transport
  Shops
  Travel
  Cities
  The countryside
  Sports
  Education
  Food
  Technology
  Encourage them to think about different things if they wish. Remind them to choose one or two people in their group to make notes as they discuss their ideas.
- Call on a student from each group to present some of their ideas for the class.
- Tell students that they will have to plan a time capsule and choose objects to include. Encourage them to use their imagination and visualize life in their country in 50 years' time. Elicit ideas about changes in the country. Have them suggest the shape and material that they would use for the time capsule. Remind them that they might decide to use a type of container or packaging that is available.
- Have students read directions 1 to 4 and tell them to study the planner and make notes before they decide. Set a time limit for groups to decide or limit the number of objects they can put in the time capsule, for example an object per student in each group.
- Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- When the time is up remind them to share the work they need to do collecting information and writing about the objects. Give them time to share the objects in the group and tell them to write short texts about **what each object is, what it is used for, what it is made of , where it comes** from and **why it has been included** in the time capsule.
- Read directions for 5 and 6 with the class. Explain to students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Tell them that they can use any color they want and choose pictures or draw their own. Tell them that sometimes people even attach small objects to the posters to make them three-dimensional. Remind them that they will need the short texts about the objects to use as captions on their poster.
- Allow time for research. This means that if students don't have access to the internet or a library they might not be able to collect the information and/or photos they need. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete the poster in the next lesson.
- Call on each group to present their poster. Suggest that they take turns presenting each item that they have researched and collected information about.
- Display the posters on the wall if you can. Have students choose the poster they like best.

Additional Activity

Have students work in groups to plan and create a time capsule to be opened at the end of the school year. Tell them that the box or container that they use will have to be sealed and handed in for safekeeping. Explain that they can include assignments, notes, photos, drawings, objects etc.

Teaching Tip

When students work in groups, more outgoing students tend to monopolize most of the discussion and decision making. In order to include everyone, remind students to choose one or two people to be note-takers and one student to act as a chairperson and make sure everyone has the chance to speak. Suggest that they assign tasks to each group member based on their individual skills and interests. For example, an artistic student should do the illustrations.

13 Self Reflection

- Write 'A Vision of the Future' on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 34 and 35. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
  How do you feel about some of the predictions that people have made?
  Can you make some predictions about the future from your viewpoint?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 36, 37, ask them some questions. For example:
  Have you made any vacation plans? What are you going to do during the term break?
  What will you be doing at this time on Friday? Will you be taking a test?
  Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 39, 40. Call on volunteers to say what the context is in this lesson, for example: future career plans, future study plans, future homes and appliances
- Have students say what they remember from this section and make notes in the chart.
- Write The Tulsa Time Capsule on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:
  What is your opinion about the Tulsa Time Capsule?
  Would you have chosen to bury a car? Why? Why not?
  What would you have used instead?
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about stories. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 42 and 43 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and have them present their experiences for the class.
  Did they have difficulty making decisions in their group? Why? Why not?
  Did they feel that they had the chance to present their ideas?
  Was it difficult or easy to collect information about the objects chosen? Why? Why not?
  Where did they find information? Where did they find photos?
  Did they enjoy the poster presentation?
  Would they change anything if they had the chance to do it again? What?
  Did they enjoy designing the poster? Did everyone contribute?
  Was there room for originality and creativity? Why? Why not?
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

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.
make predictions about the future			
express opinions			
use the future with *will* or *be going to* in the affirmative and negative and in questions and answers			
use *will* versus *be going to*			
use the future progressive in the affirmative and negative and in questions and answers			
use the present progressive for the future			
use time expressions for the future			
make and respond to suggestions			
ask *Wh*- questions and use tag questions			

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

EXPANSION Units 1–3

1 Language Review

A. Ask questions about the situations.
Use the present perfect progressive.

Have you been fighting?

1

2

3

4

5

6

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

B. Complete the sentences with the words in parentheses. Use the present perfect progressive or the present perfect form of the verb.

1. Someone _____ (steal) my car. I left it parked here, and it's gone.
2. I _____ (live) in this apartment since I moved here two years ago.
3. How long _____ (you/wait) in line?
4. I feel really tired. I _____ (not/sleep) well for several nights.
5. There's a wonderful smell in here. _____ (you/use) my perfume?
6. The friends _____ (paint) the room for two days, but they _____ (only/finish) one wall.

C. Complete the questions.

to a doctor about his/her patients — How many *patients have you seen/treated today*?

1. to a pilot about his career — How long _____?
2. to someone who writes books — How many _____?
3. to a baker making cakes — How many _____?
4. to a football player — How long _____?
5. to an English student — How long _____?

Unit Goals

- **Language Review**
- **Reading**
  Eye Make-up in Ancient Egypt
- **Project**
  Research the history of a fashion item
- **Chant-Along**
  I Wonder What They'll Be
- **Writing**
  Write about your personal dreams

1 Language Review

A

- This exercise reviews the present perfect progressive. Remind students that we use the present perfect progressive to say how long something has been happening. Refer back to the Grammar in Unit 2 (page 22) as necessary.
- Write on the board: ***I lost my keys. I (look) ____ for them all day***. Ask students to complete the sentence. Elicit: ***have been looking.*** Next, have students form the question. Elicit: ***Have you been looking for your keys?***
- Have students work alone to complete the activity, and then check answers in pairs, taking turns asking and answering the questions.
- Call on students to say the questions.

Answers

Answers will vary. Sample answers:

1. Have you been waiting for the bus a long time?
2. Have you been eating chocolate?
3. Have you been cleaning the house?
4. Have you been skiing?
5. Have you been jogging?
6. Have you been sleeping?

B

- This exercise reviews when to use the present perfect progressive and the present perfect. Remind students that the present perfect progressive is used to talk about the length of an action in relationship to the present. The present perfect is used to talk about the completion of an action. Refer back to the Grammar in Unit 2 (page 22) as necessary. As an example, write on the board:

  She has cooked dinner. (It's ready.)

  She has been cooking dinner. (It's not ready.)
- Have students work alone. Then call on volunteers to read the completed sentences. Ask them to say the context clue they used to help them decide the correct verb form.

Answers

1. has stolen
2. have been living / 've been living
3. have you been waiting
4. haven't slept
5. Have you been using
6. have been painting, have only finished / 've only finished

C

- This exercise reviews formation of questions using the present perfect. Remind students that the present perfect progressive is used to ask about how long something has been done, and the present perfect simple is used to ask about how many times or how many things have been done. Refer back to the Grammar in Unit 2 (page 22) as necessary.
- Go over the example and point out that there is more than one way to form each question. For example:

  1. ***How long have you been a doctor? How long have you been working at the hospital?***
- Have students complete the exercise individually and then check their answers in pairs. To check as a class, have one student ask the question and another make up an appropriate answer.

Answers

Answers will vary. Sample answers:

1. have you been flying airplanes
2. books have you written
3. cakes have you made
4. have you been playing for the local team
5. have you been studying English

D

- Have students work in pairs. Give them time to read the article and then tell them to ask and answer the questions: After several minutes call pairs to present their answers to the class.

Answers

Answers will vary.

E

- Have students work in pairs to discuss and write a brief reply. After several minutes call pairs to present their answers to the class. Point out the speech bubbles and tell students that they can model their answers after these examples. Ask them to give a reason for each answer.
- As a follow up have students consider which other technological advances (i.e. have affected our every day lives in a positive or negative way.)

F

- This exercise reviews future tenses. Referring back to the Unit 3 Grammar (page 36), remind students the different types of future (will, be going to, future progressive)
- Have students work in pairs. After several minutes have students compare their answers in small groups.

Answers

Answers will vary

Workbook

Assign pages 31-33 for review of vocabulary and grammar presented in Units 1–3.

D. Read the texts. Find the text that most closely represents your view. Who do you think wrote the texts? Are they older adults, teenagers, or children? How do you know? Point to clues in the texts that justify your answer.

The computer and the Internet. Good or bad?

Have we become dependent on computers and the Internet?

´ Thread Started on Sept 2, 2010, 4:55 PM ´

Computers have become an integral part of our lives. They make day to day tasks easier and save time. Does that make us incapable of doing simple tasks without the aid of the computer?
Can we still use hard copies of dictionaries or books?
Can we write by hand?
I think most of us can. Not having to do things in a conventional manner allows more time for thought and creativity.

Re: Computer and the Internet. Good or bad?

´ Reply #1 on Sept 2, 2010, 5:21 PM ´

I agree that computers and the Internet are valuable tools that provide access to information quickly and efficiently. On the other hand, literacy appears to be affected in more ways than one. People don't bother to learn how to spell correctly or write by hand. They sometimes rely on the computer to correct their grammar and spelling. I know my handwriting has suffered since I started word processing.

Re: Computer and the Internet. Good or bad?

´ Reply #2 on Sept 2, 2010, 7:43 PM ´

Does it matter if we are not all adept at handwriting? At the end of the day, technology is here to stay. If computers can help us write, why should we write by hand? Isn't it better to invest that time on learning?

Re: Computer and the Internet. Good or bad?

´ Reply #3 on Sept 3, 2010, 4:01 PM ´

Learning is the big issue here. Does technology foster learning or does it provide ready data that do not promote critical thinking? And what about math? There seem to be more and more young people who are unable to calculate. They are completely dependent on computers.

Re: Computer and the Internet. Good or bad?

´ Reply #4 on Sept 3, 2010, 9:40 PM ´

The Internet has contributed greatly to learning, through the wealth of information it can provide, on a wide range of topics. In addition, it has made it possible for people to study through e-learning. In other words, the Internet has brought schools and universities to people, wherever they might be, provided that they are connected.

Re: Computer and the Internet. Good or bad?

´ Reply #5 on Sept 6, 2010, 5:12 PM ´

Our teacher says that the Internet prevents us from developing our memory, an important aspect of learning. He thinks that easy access to information prevents learning, simply because we do not have to make any effort to memorize. I don't agree. Memorizing facts is not an effective way of learning. There are a lot of people who are unable to do that, yet when you talk to them or let them present a viewpoint or solve a problem, you realize they are highly intelligent and articulate. I am getting confused. Can someone help?

E. How would you reply? Work with a partner and write a brief reply. Compare your replies in class.

1. Students in my country have been using computers for _____ .
2. Write about yourself.
   (use computers) _____
   (write by hand) _____
   (use spell-check) _____
   (learn online) _____
3. Add your own ideas.

F. Which of the things mentioned in the text will people be doing in 100 years/in the future? Compare your ideas with a partner.

I think people will still be using spell-checks in 100 years.

I don't think people will use spell-checks in the future.

2 Reading

Before Reading

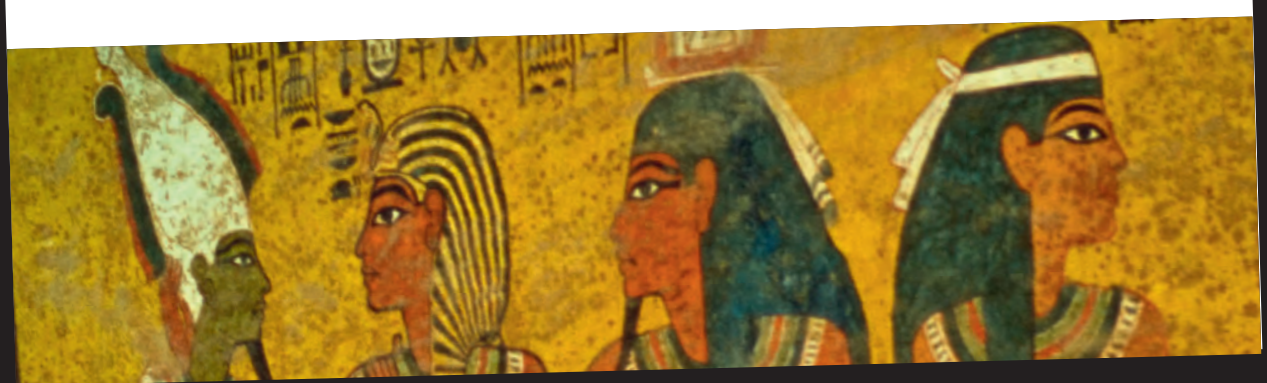
1. Look at the photo of ancient Egyptians. What do you notice about their eyes?
2. What did they use for the heavy eye make-up that is so noticeable in the wall painting?
3. What was the purpose of the make-up?

EYE MAKE-UP IN ANCIENT EGYPT

Ancient Egypt's striking eye make-up protected wearers against eye disease, according to French scientists. The make-up was concocted with a mixture of lead and lead salts and it was used to adorn the eyes and ward off evil!

Philippe Walter, who co-headed a team of scientists from the Louvre museum and the CNRS (National Center for Scientific Research, France), pointed out that this observation had been made in the past by ancient Greeks and Romans who believed that the make-up had medicinal properties, but the team wanted to determine the exact composition and how it worked.

Contrary to widely held belief that lead is harmful, the team demonstrated that in very low doses lead does not damage cells. The research was carried out with a tiny electrode, to observe the effect of Egyptian lead chloride on a single cell. It proved that lead produces a molecule that activates the immune system which in turn attacks bacteria in case of an eye infection. So, make-up was used as a disinfectant and more importantly as preventive medication.



After Reading

A. Answer the questions about the reading.

1. What was Egyptian make-up concocted with?
2. What was make-up used for in Ancient Egypt?
3. What did the Greeks and Romans believe?
4. How was the research carried out?
5. What were the findings of the research?
6. According to the text, how long have people been using make-up?

2 Reading

- Discuss the **Before Reading** questions with the students. Ask students to look at the picture on page 50 and describe what they see. Ask them not to read the text.

After Reading

A

- Have students work alone to answer the questions. Have them identify specific lines in the reading that tell them the answer.
- Help students with new vocabulary. To review the reading strategy of scanning, have students scan the reading quickly and identify words and expressions that are new to them. Write the words on the board. Encourage students to use the context to understand the meanings before you explain them.
- As a follow-up have students in small groups to discuss, provide, and share any information they have about customs and practices of other ancient civilizations i.e.
  Sumerians,
  Assyrians,
  Thamud.
- Draw a chart on the board and have students do the same to organize their information.
- After several minutes call volunteers to report to the class.

civilizations	customs and practices

Answers

1. It was concocted with a mixture of lead and lead salts.
2. It was used to adorn the eyes and ward off evil
3. They believed that make-up had medical properties.
4. They observed the effect of lead chloride on a single cell.
5. Lead produces a molecule that activates the immune system to attack bacteria.
6. For thousands of years.

After Reading

Play the audio and have students read along as they listen.

- Help students with new vocabulary. Have students read as they listen and identify words and expressions that are new to them. Have students in pairs and encourage them to use the context to understand the meanings before you do the Task B.

B

- Check as a class by calling on students to give the answers.

Answers

1. h
2. i
3. c
4. d
5. e
6. g
7. j
8. a
9. b
10. f

Discussion

- Read the questions aloud. Organize students into small groups to discuss the questions. Ask students to discuss any other reasons why people wear make-up.

- Circulate and monitor students as they talk, but do not make corrections at this point since the focus here is on fluency.
- Have one student from each group report back to the class. Ask students to listen carefully and ask questions or make comments.

Workbook

Assign pages 34-35 for additional writing practice at word and sentence level.

3 Project

- Brainstorm a list of items students might research. Compile a list on the board. Tell students they can either choose from the list or choose a different item they would like to research.
- Discuss ways to do the research. For example, if they are going to do it online, ask them to consider what would be good key words to use to find the information they need.
- Students can work alone or in pairs to conduct their research, but have them prepare a written report to submit as a writing assignment.
- Have students report their findings to the class. Tell the class to listen carefully to each speaker, and to write down one question to ask him or her afterwards. This will encourage active listening and keep everyone involved throughout the activity.

B. Match each word or phrase in the text with the correct definition.

1. ___h___ immune system
2. _____ disinfectant
3. _____ point out
4. _____ properties
5. _____ effect
6. _____ molecule
7. _____ preventive
8. _____ striking
9. _____ concoct
10. _____ cell

a. attractive in an unusual way that attracts attention

b. to make something by mixing things in liquid or powder form, which are not normally combined

c. draw attention to a new fact or one that someone had not thought of or noticed, tell someone something they didn't know or had not thought of

d. the qualities or characteristics that something, e.g. a substance or object, has

e. the way in which an event, action, or person changes/influences someone or something

f. the smallest part of a living thing

g. the smallest unit that a substance can be divided into while maintaining its chemical nature, usually consisting of two or more atoms

h. the system that the body uses to protect itself against disease or infection

i. a substance/chemical that destroys bacteria

j. intended to stop something from happening, pre-emptive

Discussion

1. Are there people in your country who use make-up for protection or medicinal purposes? What do you know about it?
2. What do people use in the desert to protect themselves during sandstorms or under the very hot sun?

3 Project

Research the history of an item that is used in the Kingdom of Saudi Arabia. Report your findings to the class. Use the organizer below to help you. Copy the organizer into your notebook and write your notes in it. Then use it to help you write.

Name an item that is used in the Kingdom of Saudi Arabia:	
When was it first used in the Kingdom of Saudi Arabia?	
Who were the first people to use it?	
Why did people need to use it or to have it?	
How has it changed since it was first used?	
Do you think people will keep on using it after 50 years?	

4 Chant Along

I Wonder What They'll Be

My children will be grown some day,
And I hope I'll still be here
To see what they will be.
But whatever they may do
They won't be needing me
To take them by the hand.
Hoping they'll be kind
And praying that they'll find
A castle made of stone and not of sand.

Chorus

Will they be just what I want?
Will my dreams come true?
If I could predict
If someone knew—
I may not be there,
And when I am gone,
Life will go on
Without me.

My children will be grown some day,
But I might not be around
To hear what they will say.
I wonder if they'll understand
The things I've wished for them.
When they're on their own,
Will the path I've shown
Help them carry on,
And bring love and light
To their own home?

Chorus

Will they be just what I want?
Will my dreams come true?
If I could predict
If someone knew—
I may not be there,
And when I am gone,
Life will go on
Without me.

4 Chant-Along

- Tell students that they are going to hear a chant called *I Wonder What They'll Be*. Ask students to cover the chant lyrics and just look at the picture. Ask:

  Who do you see?

  What is the relationship of the people?

  What are they doing?

  What do you think the chant is about?

  Elicit students' ideas and write them on the board.
- Have students read the lyrics to the chant silently. Ask them to share their first impressions of what the chant is about.

Play the chant as students follow along in their books.

- Give students the opportunity to ask about any expressions that they don't understand. Point out that some of the language is metaphoric. Discuss the line *bring love and light to their own home*. Explain that *to bring light* means to bring happiness or joy.
- Ask students to say the lines that contain *will* and the contraction *'ll*. Point out that these lines tell us that the chanter is talking about his children in the future.

Play the chant a second time so that students can learn the tune. Then play it again, pausing after certain lines to have students supply the next line.

- Ask students to identify the verbs and the verb phrases. For example, ask: ***What is he hoping for?*** (that they'll be kind) ***What is he wondering?*** (if they'll understand her dreams for them)

Play the complete chant one more time and encourage everyone to participate.

- Ask students how the chant makes them feel. Help with vocabulary as needed.
- Then ask students what the main message of the chant is. ***What does the father want to tell us in this chant?*** (He hopes that his children have a wonderful future, and that he has helped to show them how to have a happy life.)

Vocabulary

A

- Read aloud the first word and have students say which of the phrases best defines how it is used in the chant. Then have students work alone to match the words and the definitions. Make sure that they refer to the chant to find the meanings, and not a dictionary.
- Check answers by calling on students to say the answer and to read aloud the line of the chant in which the word or phrase appears.

Answers

1. d **2.** e **3.** b **4.** a **5.** c

B

- Have students work in pairs or small groups to discuss the meaning of the expressions. Then ask each student to write their own definitions.
- Call on students to share their definitions with the class. Encourage them to use lines from the chant to support their ideas.

Answers

Answers will vary. Sample answers:

1. to show a person what to do or how to do something

2. something that is worthless and easily destroyed

Comprehension

A

- Have students work alone or in pairs to answer *true* or *false* for each statement about the chant.
- Go over the answers as a class. Ask students to read aloud the lines of the chant they used to decide their answers.

Answers

1. true **4.** false

2. false **5.** true

3. true

Discussion

- Read the questions aloud with the class. Have students work in pairs or small groups to discuss their answers. You might raise the question of whether they have the same dreams as their parents have for them. (Remind them of the banker in Unit 2 who wanted to be a watch repairer, but his parents didn't approve.) You might also ask them to discuss what they plan to do to accomplish their dreams.
- Have one person in each group report back to the class. Ask him or her to share the dreams of one student's parents in the group, and how the student feels about those dreams.

5 Writing

- Review with students that before they begin writing, it is important to think about what they want to say, and organize those ideas. The graphic organizer in their book is a good way to organize their ideas.
- Demonstrate ways to use the organizer for this topic.
- Have students work alone to write, either in class or for homework.
- In class, have students exchange their finished writing with a partner and read each other's work. Tell them to ask questions about anything that's unclear, or that they want more information about.
- Call on students to read their writing about personal dreams to the class.

Workbook

Assign page 36 for additional writing practice at word and sentence level.

Vocabulary

A. Match the words with the meanings as found in the chant.

1. _____ grown	**a.** a way of life
2. _____ come true	**b.** alone
3. _____ on their own	**c.** to continue
4. _____ path	**d.** adults
5. _____ carry on	**e.** to happen as predicted

B. What do you think the following expressions mean?

1. to take someone by the hand _____

2. a castle made of sand _____

Comprehension

Answer ***true*** or ***false*** about the chant.

1. _____ The chanter hopes to be alive to see what his children will be.

2. _____ He fears that his children won't know what to do if he dies.

3. _____ The chanter hopes that his dreams for his children will come true.

4. _____ He has wished health, wealth, and happiness for his children.

5. _____ The chanter hopes that his example will help his children through life.

Discussion

1. What dreams do you think your parents have for you?

2. Do you think you'll accomplish them?

5 Writing

Write what you dream of doing after you finish school. Use the organizer below to help you. Copy the organizer into your notebook and write your notes in it. Then use it to help you write.

I finish school
in _____ (year)

_____

_____

_____

1. What I will do

_____

_____

1. Why I will do it

_____

_____

2. What I will do

_____

_____

2. Why I will do it

_____

_____

4 The Art of Advertising

1 Listen and Discuss

1. Before you read, look at the pictures, and write as many words as you can about each.
2. Read the texts and see if you can find any of the words that you wrote for each picture.

COMPACT CARS: The Smaller, the Better

The tiny classic is back, measuring 10 feet 11 inches (335 centimeters) long, 5 feet 5 inches (165 centimeters) wide, and 4 feet 11 inches (149 centimeters) tall. The new FIAT 500 is a triumph of Italian design. Every line has been crafted to reflect the legendary original, and buyers will be offered a variety of colors and options to customize their car. The FIAT 500 two-seater was introduced in 1957, and it became an automotive legend. It featured a 13 horsepower engine and had a top speed of about 53 miles (85 kilometers) per hour.

SUITCASE: For the Price of a Car

According to *Forbes* magazine, *Henk* is the most expensive suitcase in the world. The *Henk* "friendly" suitcase was developed by a group of Dutch engineers and designers over a period of ten years. Each suitcase is made individually and is built to the individual customer's requested specifications. You may prefer to opt for one of the recommended combinations, which have been carefully selected.

FEATURES

Weight:
Lighter than any other bag. It has been designed to feel like you're pulling no more than 25 grams, even if you've packed bricks in the suitcase.

Materials:
It comes in ebony (wood) or Italian leather.

Remote Control:
The control is used to hide the wheels and to activate a locking system.

Wheels:
The wheels are made of titanium, providing the smoothest ride.

Prices:
The price can be as high as a car, ranging from $20,000 to $40,000.

Unit Goals

Vocabulary
Advertising
Products, designers, and inventors
Unusual new gadgets
Credit cards

Functions
Talk about commercials, ads, and product history
Describe products
Make comparisons

Grammar
The Passive
Comparatives and Superlatives
As…As
Verbs *Look, Smell, Sound, Taste* with *Like* + Noun

Listening
Listen for specific information

Pronunciation
Linking adjacent sounds

Reading
The World of Plastic

Writing
Write an essay about the history of a product

Form, Meaning and Function
Pronouns
Imperatives
Articles *a/an*
Quantitative *too/enough*

Project
Write an ad for a product

Warm Up

Ask students about advertisements they remember from any source, such as radio, TV, the Internet, magazines, or on billboards. Have them describe the ad and say whether they liked it or disliked it, and why. Ask what kinds of claims were made in the advertisements. For example: *You will lose 10 pounds in only 5 days!* Try to elicit comparative and superlative forms. For example: *Your teeth will be brighter and whiter in no time!*

Ask: ***What features make an ad good? What features make an ad bad?*** Elicit ideas from students and list them on the board.

1 Listen and Discuss

- Have students open their books to pages 54-55. Tell students to look at the photos without reading the ads to think and write as many words as they can. After several minutes ask them to scan the texts to see if they can find any of the words. Then call on volunteers to report to the class. Ask: ***What is each photo of? How would you describe the product in each ad? How is the old bicycle at the top of page 55 different from bicycles today?***
- Explain that making comparisons to find patterns among components of a presentation will help students understand the purpose of the presentation. Have them scan the three parts of the reading to determine the overall theme, as well as language that is common to each part. The theme is that each part is promoting a product; all of them are advertisements. The language common to all three advertisements is comparative and superlative adjectives.
- Review how to identify comparative and superlative adjectives. Most comparatives are formed with either *-er* at the end of the adjective or the word *more* before it. Write examples on the board, for example: ***prettier, stronger, more interesting, more intelligent***. Superlatives are formed with *-est* and the word *most*. Write on the board: ***prettiest, strongest, most interesting***.
- Have students scan the product descriptions and write ***C*** above each comparative adjective and ***S*** above each superlative adjective. (Comparatives include: *smaller, better, lighter, easier, less bulky, bigger,* and *faster*. Superlatives include: *most expensive, smoothest*.) Ask students: ***What is the superlative form of* less bulky?** (least bulky)
- After going over the adjectives students found in the ads, ask if anyone wrote down *more readily*. Point out that *readily* is an adverb modifying *stored*, not an adjective.
- With students' books closed, play the audio through.
- Play the audio again as students follow along in their books. Ask them to circle any words and expressions that they don't understand.
- Have students work in pairs or small groups to ask about the unfamiliar words and expressions they circled.
- Ask the class about the phrase *to customize their car* from the car ad. Students will use the phrase *a personalized car* in Pair Work, and so this is a good point to explain that both terms mean *to make according to what someone wants.*

Quick Check

A

- Read the directions with the class. Draw a three-column chart on the board. Label the headings: ***car, suitcase,*** and ***bike***. Tell students to draw the chart on a piece of paper and use it to complete the activity. This activity can be done individually or in pairs.
- To check answers, call on students to fill in the chart on the board.

Answers

Answers will vary. Sample answers:

Car: tiny classic, new

Suitcase: most expensive, "friendly," lighter than any other bag, price as high as a car

Bike: portable, smaller and less bulky, attractive

B

- Have students work individually to answer *true* or *false* for each statement.
- To check answers, call on one student to read each statement and have the class say if it is true or false.

Answers

1. true	**3.** false	**5.** true
2. false	**4.** true	**6.** true

2 Pair Work

A

- Organize students into pairs. Tell them to take turns asking and answering about the products in the advertisements. Tell them to ask as many questions as they can.
- Play the audio. Ask students to listen and repeat.
- Model the example conversations with volunteers, changing roles. Encourage students to use comparatives and superlatives in their questions and answers. For example:

  A: How does the fold-up bike compare to a standard bike in size?

  B: It's smaller and less bulky.
- Monitor students as they practice, offering help as needed. Then call on several pairs to present for the class.

B

- Give students a few minutes to choose a product and write down two reasons that he or she likes it.
- Have students share their products and reasons with a partner. Then have pairs form small groups to compare the products they chose, and why.
- Call on one student from each group to tell the class about a product of someone else in the group. This will encourage active listening during group work.

Language Builder

Explain that another way to say "the *standard* bike" is to say "the *typical* or *ordinary* bike." We use the word *standard* to refer to what is normal or usual. For example: *It's now standard practice at some schools to take away students' cell phones before exams.*

Workbook

Assign page 37 for practice with the vocabulary of the unit.

Teaching Tip

Having students work with their peers in small groups to check on unfamiliar vocabulary can benefit everyone. Students often feel more comfortable sharing their ideas with one another. Learning from peers can encourage them to work harder so that they can help each other more in the future.

Additional Activity

Arrange students in small groups to play a game. One student begins by describing an object in the room. For example: ***That book is small.*** A student in the group responds by describing another object. For example: ***This book is bigger.*** The student who responded then makes the next statement. Students see who can respond first. Alternatively, students take turns in a circle.

fun facts

The Super Bowl, the championship game of the U.S. National Football League, is also a "Super Bowl" for commercials. Every year, approximately 90 million viewers watch the game—many of them just to watch the ads. So the ads must be innovative and spectacular. It costs several million dollars to air a 30-second ad during the Super Bowl, but many companies think it is worth it.

THE FOLD-UP BIKE

It looks like an ordinary bike, but it's portable. This folding bike can easily be transported and stored when it is not in use. It can make your life easier. In contrast to the standard bike, it is much smaller and less bulky, so it can be parked and stored more readily. The fold-up bike is attractive, and it comes in a variety of styles.

About Bicycles

Bicycles were invented in France in the 1790s. The first bikes were made of wood, had a front wheel that didn't move from left to right, and didn't have pedals. In 1817, a steerable front wheel was developed by Baron Karl von Drais in Germany, and in 1839, the first pedals were introduced by Kirkpatrick MacMillan, a blacksmith from Scotland. The first bikes had large front wheels because it was believed that the bigger the front wheel, the faster the bike.

Quick Check ☑

A. Vocabulary. List the words that describe the car, the suitcase, and the bike.

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

1. ____ The new FIAT 500 is one of the world's most compact cars.
2. ____ The car will be available in only one color.
3. ____ The *Henk* suitcase was designed in Germany.
4. ____ The suitcase can be made of wood.
5. ____ The fold-up bike isn't as bulky as an ordinary bike.
6. ____ The first bikes didn't have any pedals.

2 Pair Work

A. Find sentences that are facts about the four products you read about. Make questions for those facts. In pairs ask and answer the questions. See the examples below.

- What were the first bikes made of?
- They were made of wood.

- What's special about the new FIAT 500?
- Customers can choose a personalized car.

- How does the *Henk* compare with other suitcases?
- It's much lighter than other brands.

B. Choose a product that you like. Why is it special? Write down two reasons. Share them with a partner.

3 Grammar

The Passive

Use the passive to emphasize *what* was done instead of *who* did it.
The passive is formed by combining a form of the verb *to be* with the past participle.
A phrase with the preposition *by* can follow the passive verb to indicate the doer of the action.

Simple Present: This car **is made** in Japan.
Simple Past: The suitcase **was developed** in the Netherlands.
Present Perfect: Our products **have been used** by travelers all over the world.
Future: A clean engine **will be produced** in the future.

Comparatives and Superlatives

Adjective	Comparative Form	Superlative Form
The hydrogen car is **clean**.	It's **cleaner** than other models.	It's the **cleanest** car of all.
The bag is **expensive**.	It's **more expensive** than others.	It's the **most expensive** bag.

As … As

Use *as … as* to show two items are the same in some way.
The special suitcase is **as expensive as** a car.

Use *not as … as* to show that two items are not the same in some way.
The fold-up bicycle is **not as bulky as** a regular bicycle.

Verbs *Look, Smell, Sound, Taste* with *Like* + Noun

The new compact car **looks like** a bug. That **sounds like** a good idea.

A. Change the sentences from the active voice to the passive voice.

A company in Japan makes the car. — *The car is made by a company in Japan.*
The company has opened a new factory. — *A new factory has been opened by the company.*

1. Karl Benz made the first car in 1886.
2. Companies all the over world produce cars nowadays.
3. In the future, people will drive smaller and smaller cars.
4. Cartier makes perfume, watches, and jewelry.
5. Francois Coty started the perfume industry in the late 1800s.
6. The French have produced famous perfumes for many years.
7. In the future, people will buy more and more hybrid cars.
8. In the past, many people used bikes to go to work.

3 Grammar

The Passive

- Go over the material in the grammar chart for the passive. Point out that when using the passive, stating the agent (who or what performed the action) is optional. If the agent is included in a sentence, it usually comes immediately after the past participle and is preceded by *by*.
- Say, or write on the board, sentences in the active voice. Have students change each sentence from the active to the passive. For example:

  You: The boy broke the window.

  Class: The window was broken by the boy.

Comparatives and Superlatives

- Go over the material in the grammar chart for comparatives and superlatives.
- Have students practice using comparatives and superlatives with items in the classroom. For example, say: ***This piece of paper is small. This piece of paper is smaller.*** Alternatively, draw on the board lines, squares, and other geometric shapes for students to compare. For example, say: ***Triangle A is bigger than triangle B. Triangle C is the biggest***.

As…As

- Go over the examples of when to use ***as…as*** and ***not as…as***. Point out that this structure is used to show how things are the same or how they are different.
- Remind students that we use a similar structure to compare amounts or degrees (*as much/many* + noun + *as*) For example: ***This backpack has as many pockets as that one. She doesn't have as much money as I have.***

Verbs *Look, Smell, Sound, Taste,* with *Like* + Noun

- Read the examples in the chart with the class.
- To help students understand better, you might point out that all of the examples are about physical attributes, except for the one with *sounds like*. Contrast the example ***That sounds like a good idea*** with ***What's that? It sounds like a train*** to show that *sounds like* can also be used to talk about physical attributes.

A

- Have students work individually to rewrite each sentence in the passive.
- To check answers, call on volunteers to read their sentences for the class.
- Point out that the agent is not optional in numbers 1, 4, 5, and 6 because the agent adds to the meaning. In numbers 2, 3, and 7, the agent is optional because the meaning is clear without it, and the agent is obvious. For example, only people drive or buy cars, so there's no need to state this. We would, however, state the agent if it was more specific and the focus of the sentence. For example: ***In the future, smaller and smaller cars will be driven* by commuters.**

Answers

Answers will vary. Sample answers:

1. The first car was made by Karl Benz in 1886.
2. Cars are produced (by companies) all over the world nowadays.
3. In the future, smaller and smaller cars will be driven (by people).
4. Perfume, watches, and jewelry are made by Cartier.
5. The perfume industry was started by Francois Coty in the late 1800s.
6. Famous perfumes have been produced by the French for many years.
7. In the future, more and more hybrid cars will be bought (by people).
8. In the past, bikes were used by many people to go to work.

Language Builder

Explain that *looks like* has other meanings.

When talking about the weather, we often use *looks like* to describe what the weather will be like soon. For example: *It's cloudy and windy out. It looks like it's going to rain.*

It can also be used to state a conclusion. For example: *Wow, it's going to snow a lot tonight. It looks like we aren't going to have school tomorrow.*

B

- Have students work individually to complete the paragraph with the passive forms of the verbs.
- To check answers, call on students to read sentences of the paragraph for the class.
- For additional practice, have students rewrite the paragraph using the active voice. Explain that sometimes the agent will not be clearly stated. In those cases, they can omit the agent, or add *by people* if they think it is needed to make the meaning clear.

Answers

1. are made
2. were considered
3. was used
4. was opened
5. were sprayed
6. was worn
7. was named
8. was packaged
9. was launched
10. has been enjoyed

C

- Have students fill in the ads with the correct comparative or superlative form of the adjective in parentheses.
- Have students work in pairs to compare their answers. Check by asking students to read the ads aloud. Encourage them to think about ads on TV or radio, and present the ads in a lively way.

Answers

Perfume ad: most refreshing
Toothpaste ad: cleaner, brighter
Pet food ad: healthier
Hand-held device ad: most reliable

D

- Have students work in pairs to express their opinions about which ad is the best one. Ask them to focus on which ad is the most effective. For example, which ad would make them want to buy the product if it was something they needed?
- Encourage students to share their personal experiences in choosing products they often buy, such as shampoo or snacks. How do they decide what to buy? Do ads influence them?

Answers

Answers will vary.

E

- Have students work alone to complete the sentences.
- To check answers, call on students to read their sentences. In some cases more than one answer is possible.

Answers

1. sounds (or looks)
2. look
3. smells
4. taste
5. sound
6. look

Workbook

Assign pages 38-40 for more practice with the grammar of the unit.

Teaching Tip

Personalizing learning in the classroom reinforces new language and shows students its relevance to their lives outside of the classroom.

Additional Activity

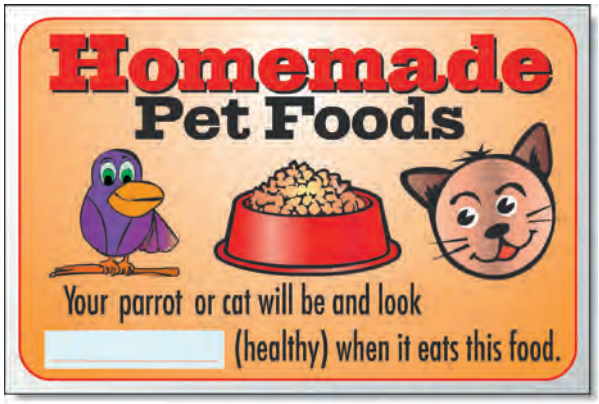
Activity 1: Have students work in groups to take turns describing their favorite foods, or traditional foods for holidays, using *looks like, tastes like,* and *smells like*.

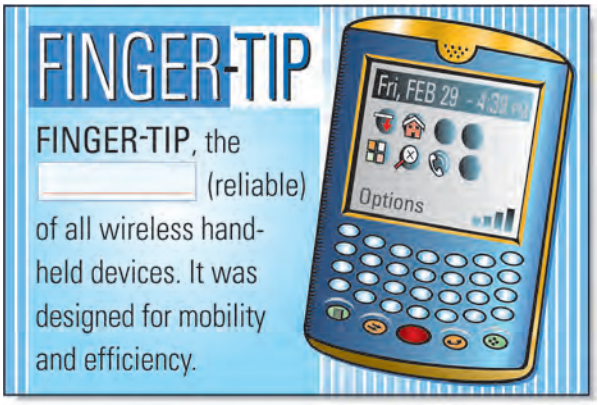
Activity 2: Have students work in pairs. Ask them to decide on a product to advertise, and then to write an ad statement about the product. For example: *Brighto. It makes your clothes cleaner and brighter.*

B. Complete the paragraph with the passive form of the verbs in parentheses. Use the correct tense.

Perfumes _____ (1. make) from flowers and many other pleasant-smelling substances. The ancient Egyptians were the first to introduce perfume into their culture, and some special perfumes actually _____ (2. consider) more precious than gold. Perfume _____ (3. use) by the rulers of ancient Egypt in their tombs. For example, when the tomb of Tutankhamen _____ (4. open) in the 1920s, there was still an odor of perfume. In Rome, various scents _____ (5. spray) extravagantly in the famous baths and during banquets. Perfume _____ (6. wear) in Arabia, India, China, and Japan. In fact, perfume has had its popularity since ancient times, and in modern times, it is available to more and more people. The first perfume that _____ (7. name) after a fashion designer was Chanel No. 5, and it _____ (8. package) in a now-famous Art Deco bottle. It _____ (9. launch) in 1923, and so it _____ (10. enjoy) for nearly a century.

C. Complete the ads with the comparative or superlative forms of the adjectives.





D. In your opinion, which is the best ad in excercise **C**? Compare your ideas with a partner.

E. Use the correct verb: ***look, smell, sound,*** or ***taste.***

1. This new doorbell _____ just like a parrot.
2. You _____ like a business man with that new haircut.
3. I like this new fragrance. It _____ like roses.
4. This restaurant food doesn't _____ like home cooking, but it's OK.
5. You _____ just like my father and mother, but thanks for the advice, anyway.
6. The twins _____ just like their mother, don't you think?

4 Language in Context

How good is your general knowledge? Choose the correct answer. Then check the answers at the bottom of the page. How many points did you get?

1. Ice cream was invented ___	**a.** Hassan Kamel Al-Sabbah in 1930.
2. The first "camera obscura" was devised ___	**b.** by Ibn Sina (980-1037), a Muslim philosopher, physician and scientist.
3. Surgical instruments that are still being used were devised ___	**c.** made in 1440.
4. The original solar cell was invented and tested by___	**d.** by the Chinese 4,000 years ago.
5. The law of gravity was discovered ___	**e.** in the 10th century by Al-Zahrawi, a Muslim surgeon.
6. Radioactivity was discovered ___	**f.** by a Hungarian, Ladislas Biro.
7. The telephone was invented ___	**g.** by Ibn Al Haytham.
8. The first printing press was ___	**h.** by Marie Curie in 1903.
9. The ballpoint pen was made famous ___	**i.** by Isaac Newton.
10. "The Book of Healing and The Canon of Medicine" was authored ___	**j.** by Alexander Graham Bell in 1876.
Points 9–10 **Excellent**, 6–8 **Good**, 4–5 **Not bad**, 0–3 **Weak**	

5 Listening

Listen to the ads and match.

1. ___ Sunray	**a.** an effective pain killer
2. ___ Sparkle	**b.** a lotion used to protect your skin
3. ___ NoAche	**c.** a soap that removes dirt and leaves a nice fragrance
4. ___ Spotless	**d.** a soft drink that provides a lot of energy

6 Pronunciation

Read the text about advertising. Find examples of consonant + vowel and consonant + consonant and practice reading them aloud.

Consonant + Vowel	**Consonant + Consonant**
the best ice cream	the cleanest (t)eeth
the most expensive bag	in contrast (t)o the standard bike
It was introduced in 1957.	a specially designed (d)olphin food

7 About You

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

1. Are you influenced by advertising? Think of a product that you bought because of an ad. What factors influenced your decision?
2. What is false advertising? Can you give examples of it?
3. What items shouldn't be advertised? Why not?
4. Do you think advertising standards should be stricter?
5. To what extent do you think ads influence children and teens, and people in general?

Answers: **1.** d, **2.** g, **3.** e, **4.** a, **5.** i, **6.** h, **7.** j, **8.** c, **9.** f, **10.** b

4 Language in Context

- Direct students' attention to the pictures. Ask them to first identify what they see, without reading the exercise.
- Have students work alone to match the sentence halves, and then compare their answers in pairs. Check as a class by calling on students to read the completed sentences aloud.

Answers

Answers at bottom of page in Student Book

1. d	**3.** e	**5.** i	**7.** j	**9.** f
2. g	**4.** a	**6.** h	**8.** c	**10.** b

5 Listening

- Tell students they will hear ads about four products. Ask a student to read aloud the names of the four products. Next, ask students to read the phrases in the right-hand column. Tell them to make predictions about the matches, but not say them out loud.
- Explain that writing down key words instead of trying to remember longer phrases or sentences is an effective tool when listening for specific information. Here, they are being asked to focus on what the product is for. Do the first item with the class to model what key words to listen for.

Play the audio for number 1 only.

- Write on the board: ***suntan, protect, skin, care, protection***. Show students how these key words can help them find the answer.

Play the complete audio. Have students listen and write down key words.

- Have students mark their answers.

Play the audio again for students to check their answers.

Audioscript

1. Sunray gives you the most wonderful suntan while protecting your skin all day long against the wind and harmful rays of the sun. Use Sunray for utmost care and protection. Recommended by dermatologists all over the world.
2. When you're feeling tired, hot, and thirsty, there's nothing more invigorating than Sparkle. It's cooler than an ocean breeze, fresher than a mountain stream, and it has a delicious, refreshing taste. Try Sparkle now.
3. Do you have a splitting headache? Are you suffering from a toothache? NoAche will take away your pain, and you will feel better immediately. Why don't you try NoAche and get rid of your aches and pains almost instantly?
4. When the kids got home from their camping trip, their suitcases were full of dirty clothes that smelled bad. I just threw all the clothes into the washing machine, added a measure of Spotless, and just look at them now. They're clean and spotless again—and they smell great, too.

Answers

1. b **2.** d **3.** a **4.** c

6 Pronunciation

- Point out that these adjacent sounds link naturally in speech.

Have students listen to the audio and repeat the phrases and sentences.

Play the audio again for students to listen and repeat.

- Have students work individually to find examples. After several minutes have students in small groups to practice reading them aloud. Monitor students as they practice, offering help as needed.

7 About You

- Have students work in pairs to use the questions as a basis for their discussion about truth in advertising, and how ads influence their buying decisions. Ask students to present details about the best and worst ads they've seen or heard.
- Ask pairs to share with the class one idea or conclusion from their discussion.
- Call on several volunteers to share with the class about an occasion when they bought a product after being influenced by advertising, but the ad turned out to be false or misleading.

8 Conversation

- Have students scan the conversation for unfamiliar words and phrases. Encourage them to try to understand the words and phrases through context, or encourage other students to tell the meanings of the words and phrases if they know them.
- Give students a few minutes to scan the conversation to find and underline the passive sentences. Elicit the passive sentences.
- With books closed, have students listen to the audio.
- Play the audio again, and have students read along in their books.
- Have students underline examples of consonant + vowel and consonant+consonant

Real Talk

- Explain that *What are you up to?* is used to ask about what someone is doing at that moment. It is also used as a general greeting, similar to *How's it going?* or *How have you been?*
- Ask: ***Who says* What on earth?** (Adnan) ***Why does he say this?*** (He is unfamiliar with a flying helicopter alarm and thinks it's a little strange.)

Your Ending

- Have students work alone to choose an ending, and then form small groups to exchange ideas. Call on students for their answers, and the reasons they chose them.

About the Conversation

- Have students work alone to go through the conversation and underline the sentences that tell them how the flying helicopter alarm works. Have them write a short explanation in their own words.
- Then have students present their explanations to a partner. Tell students to help each other make corrections.
- Call on a few volunteers to present to the class.

Answers

Answers will vary. Sample answer:

The flying helicopter alarm is placed on a base. When it goes off it flies so you have to get up and catch it.

Your Turn

- Have students work alone to complete the organizer. After several minutes have students in pairs. One student describes a gadget, and the other expresses disbelief. Have students switch roles so that each gets the chance to describe a gadget and express disbelief.

Workbook

Assign page 41 for additional reading practice.

Teaching Tip

If possible, bring realia to class, such as magazines and newspapers that will provide students with ideas of new gadgets for Your Turn. Alternatively, have them research a new gadget for homework the day before presenting the conversation.

Additional Activity

Activity 1: Have students restate each sentence in Language in Context on page 58, using the active voice instead of the passive. For example: ***The Chinese invented ice cream 4,000 years ago.***

Activity 2: Have students work in small groups to design a gadget they think would be useful in their daily lives. It can be unusual and creative, but should address a real need. An example might be a gadget that allows them to prepare for a test while they sleep.

fun facts

- At the St. Louis World's Fair in 1904, an ice cream vendor ran out of dishes. At another booth, Ernest Hamwi was selling waffles. Hamwi rolled a waffle into a cone to put the ice cream in. It worked great, and the ice cream cone was created. In 1920, Hamwi received a patent for his simple creation.
- The Internet is a part of our everyday lives now, but this wasn't always the case. It was designed in 1973 by an American computer scientist, Vinton Cerf. For many years it was only used by scientists and researchers. However, by 1996, more than 25 million people in 180 countries were connected, and it took off from then.

8 Conversation

Find and underline examples of consonant + vowel and consonant + consonant and practice reading the conversation in pairs.

Adnan: Hi, Omar. What are you up to?
Omar: I'm turning off my alarm.
Adnan: What on earth is that?
Omar: It's the new flying helicopter alarm. It runs on rechargeable batteries! It's the best alarm clock I've ever had.
Adnan: How does it work?
Omar: You see, the top part, in other words the flying part, is placed on a base. The alarm is set and when it goes off the top part flies off the base. It is made to fly in order to make you get up, catch it, and put it back on its base.
Adnan: And why is it here?
Omar: Well, you know how it is when you have a lot to do at work and you also have to attend meetings. I don't have an assistant so if I am working on an important project I forget. The flying alarm can solve the problem. I set it in time for any meeting or conference that I have and I don't have to worry. What do you think?

Your Ending

What do you think Adnan answers?

1. What a great idea for heavy sleepers!
2. What a crazy idea! If you don't hear it, it goes on flying.
3. What does the boss have to say about this?
4. Your idea: _____

Real Talk

What are you up to? = What are you doing now?
What on earth…? = expression to show surprise when asking a question

About the Conversation

In your own words, explain how the flying helicopter alarm works..

Your Turn

Describe to your partner some unusual new gadgets you have seen or read about. First complete the organizer with the necessary information. Your partner expresses disbelief using the following expressions: ***It is awesome/incredible, I've never seen anything like it*** and ***It makes you wonder.***

What the gadget is called	What the gadget looks like	How the gadget works

9 Reading

Before Reading

1. What words do you think of when your read the words "credit card"?
2. Read the text and write sentences to show the history of the credit card. Use the timeline below.

The World of Plastic

1 Can you imagine a world without credit cards? Until the 1950s, a world without the use of cash was simply inconceivable. Today an economic universe without plastic would be impractical. Whether it's for business or for leisure, the credit card is used to pay for goods and services from New York to Beijing.

2 It all started in 1949 when Frank McNamara scheduled a business dinner in a New York restaurant. Before he left for the dinner, Frank changed suits. When the waiter presented the check, Frank realized that he had left his wallet in the other suit. The embarrassing situation was solved, but that night Frank asked himself: "Why should people be limited to spending what they are carrying in cash, instead of being able to spend what they can afford?" A year later, Frank returned to the same restaurant in New York. When the check came, Frank handed the waiter a small cardboard card, a Diner's Club Card, and signed for the meal. This event is known in the credit card industry as the "First Supper." Soon the concept of "charging it" was picked up by merchants as an alternative form of payment to the use of cash. By 1952, the Diner's Club Card was accepted by thousands of businesses across the United States, and it became a status symbol for those who carried it.

3 The Diner's Club Card soon became a cultural icon. Hollywood cashed in on the "charge-it craze" with the 1962 movie, *The Man from the Diner's Club*. In it, an employee at Diner's Club issues a credit card to a well-known gangster and has to get it back in order to keep his job. The Ideal Toy Corporation joined in the trend when it created a board game called the *Diner's Club Game*. The idea of the credit card quickly expanded outside the United States. The Diner's Club Card became the first international charge card in 1952 with franchises in Canada, France, and Cuba. In 1955, Western Airlines became the first airline to accept the Diner's Club Card. Ten years later, the card was accepted by every airline in the United States. Diner's Club expanded its services to hotels, car rentals, and other businesses.

4 Other famous international credit cards have been created such as American Express, Visa, and MasterCard. There are hundreds of local bank cards, department store credit cards, supermarket credit cards, and so forth around the world.

5 In 1984, the first card members rewards program was created, aimed mostly at business travelers. It gave valuable benefits and special privileges to loyal users. Now many reward programs offer free airline miles and discounts on hotels and other products.

6 Ever since a businessman forgot his cash in 1949, people have used credit cards. An entirely new business was created that revolutionized the way the world has paid for goods and services ever since.

1949 — 1950 — 1952

1949: Frank couldn't pay for dinner because he forgot his wallet

9 Reading

READING STRATEGY Analyzing paragraphs

Review the general format of a paragraph. Explain that it usually contains one or two sentences that express the main idea, and several sentences that support the main idea. Tell students that analyzing each paragraph within a reading will clarify all the ideas expressed about the topic of the reading.

- Point out that this reading gives a chronology of credit card use. Tell students to pay attention to each year mentioned, and what happened in that year. This will help them follow the development of credit card use.
- Have students read the title and look at the photos. Have a class discussion about the meaning of the title: *The World of Plastic.* Ask them to share any ideas they have on the topic, such as the pros and cons of using credit cards.
- Ask the first **Before Reading** question. Have students read the text and write sentences using the timeline.
- Play the audio as students follow along in their books.
- Ask a few general questions to check comprehension. For example:

  What was the "First Supper" in the credit card industry? (the first time Frank McNamara used a credit card)

  What happened in 1955? (A credit card was accepted by an airline for the first time.)

  When was the first members rewards program created? (in 1984)
- Tell students that they will listen to the reading again. As they listen to each paragraph, ask them to think about these questions: ***What is the paragraph about? What more does it tell me about the topic?***
- Play the audio again. Ask students to underline the sentences in each paragraph that tell the main idea.
- Arrange students in pairs. Have them tell each other the main idea of each paragraph in their own words.
- Monitor students to check that they are not reading from their books as they exchange ideas.

Language Builder

Write these sentences on the board:

I don't have any plastic.
This restaurant doesn't take plastic.
Can I use plastic?

Explain these are examples of how the word *plastic* is used in everyday conversation to refer to a credit card.

After Reading

A

- Have students work individually to choose the correct meaning of each word based on the reading.
- Check answers as a class.

Answers

1. b **2.** a **3.** b **4.** c **5.** a **6.** c **7.** a

B

- Have students work alone or in pairs. Call on students to write their answers on the board for the class to copy into their notebooks.
- Ask students to notice the letters that come after the prefix *im-*. Ask them to say those words using *in-*, so that they know how difficult it is. This will help them understand why we use both prefixes for *not*.

Answers

Answers will vary.

C

- Have students work alone to answer the questions.
- Check answers as a class by having one student ask the question and another student answer. The student who answers asks the next question.

Answers

Answers will vary. Sample answers:

1. Since the 1950s.
2. He didn't have enough money to pay for a business dinner.
3. He thought people should be able to spend what they could afford, not only what they are carrying in cash.
4. "charging it"
5. Hollywood made a film about it, and a board game called Diner's Club was created.
6. It became a status symbol.
7. It started for use in restaurants and then expanded to other businesses and to other countries.

Discussion

- Have a class discussion about what the students' life would be like without credit cards. Ask students to think of specific situations, such as shopping online, buying airline tickets, and downloading computer programs..

Workbook

Assign pages 42-43 for additional writing practice at word and sentence level.

Teaching Tip

Brainstorming possible writing topics as a class helps generate ideas and stimulates creativity.

Additional Activity

Have students write a short essay about the funniest ad they've seen or heard.

fun facts

Product placement is an important advertising strategy. Companies choose particular TV programs and movies during which to run their ads.

After Reading

A. Choose the correct meaning of each word.

1. inconceivable (paragraph 1)
   a. cannot have children **b.** impossible to imagine **c.** uncreative
2. impractical (paragraph 1)
   a. not convenient **b.** not usual **c.** out of practice
3. limited (paragraph 2)
   a. small company **b.** kept within a boundary **c.** disabled
4. status symbol (paragraph 2)
   a. belonging to the state **b.** brand name **c.** sign of high social standing
5. cash in (paragraph 3)
   a. to make money from **b.** use a cash machine **c.** to invest
6. franchise (paragraph 3)
   a. a French product **b.** a big corporation **c.** branch of a company
7. revolutionize (paragraph 6)
   a. greatly change **b.** protest strongly **c.** turn back

B. With the help of a dictionary, write down three words that start with the following prefixes, meaning "not":

in-: _____

im-: _____

C. Answer the questions about the reading.

1. How long have credit cards been available?
2. Why was Frank McNamara embarrassed?
3. What did McNamara think was a silly restriction?
4. What phrase was used to describe the use of credit cards, in contrast to the phrase "paying in cash"?
5. What shows that the Diner's Club card was becoming popular?
6. What did the credit card represent to people who possessed one?
7. How did the use of credit cards expand?

Discussion

What do you think the world would be like without credit cards?

10 Writing

A. Consider the following questions and discuss your ideas with a partner.

1. Do you have a cell phone? What do you use it for?
2. What type/brand of cell phone do you like? Why?
3. How would life be different if there were no cell phones?

B. Read "The Invention of The Cell Phone" and complete the timeline.

1. Write all the dates/years along the line in chronological order.
2. Make notes about what happened on each date.

Michael Faraday, research on electricity in space

1843 | 1865 | 1973

The Invention of the Cell Phone

The history of the cell phone goes back to Michael Faraday who researched into whether space could conduct electricity, in 1843. His work had a substantial effect on the development of cellular phones. Dr. Mahlon Loomis, a dentist, was the first person to communicate through the wireless atmosphere in 1865. He developed a method of transmitting and receiving messages through the atmosphere.

Dr. Martin Cooper is considered to be the inventor of the first portable cellular phone. He was the first person to use a cellular phone in 1973.

Cell phones went public in 1977 with trial testing in Chicago and eventually other cities in the US. As the cell phone became more popular, it drew the interest of large companies and was introduced in more places around the world.

The Cellular Technology Industry Association (CTIA), developed in 1988, set goals and standards for cellular phone providers.

In spite of consumer demand, it took cellular phone service nearly 40 years to become commercially accessible. It has now become one of the largest industries internationally with billions of users.

10 Writing

A

- Direct students' attention to the picture. Discuss what they see. Elicit answers to questions. For example:

  Is this a common picture? Do you see many people with their cell phones glued to their ears in shops, work places or the street?

  Do people use their cell phones in cars?

  What gadgets are available to prevent people from holding their phones directly to their ears?
- Read the directions for 1 and 2 with the class. Have students work in pairs discussing the questions. Call on volunteers to present their answers for the class.
- Have students move around and find out what type of cell phone different people have as a class survey. Hold a class discussion on different types of phones and what they can be used for.
- Call on a volunteer to read the directions for 3 aloud for the class. Have students work individually to answer the questions. Tell them to make notes. Then have them compare with a partner.
- Call on students to report their answers and have a class discussion.

B

- Direct students to the title of the text. Ask them questions to help them make predictions. Call on volunteers to answer them for the class. Make a note of their answers on the board.

  What kind of information do you expect to find in the text?

  Is the cell phone a new invention? When do you think it was invented?
- Remind them that the title and pictures can help them remember what they know about the subject and make predictions that facilitate understanding of what they read.
- Play the audio and have students listen and follow in their books. Ask them to compare the information to their own answers about the invention of the cell phone.
- Call on volunteers to answer in class.
- Have students copy the timeline in their notebooks. Ask them to make it longer to include more dates after 1973.
- Read the directions for 1 and 2 with the class. Organize students in pairs. Give them some time to read and make notes on the timeline. Circulate and monitor participation.
- Call on students to write their answers on a timeline on the board for the class. Have the class check their answers.

Answers

1843	Michael Faraday, research on electricity in space
1865	Dr. Mahlon Loomis, communication through wireless atmosphere
1973	Dr Martin Cooper, first user of cellular phone
1977	Cell phones go public in USA
1988	CTIA, goals & standards for cellular phone providers

- Have a brief class discussion about cell phones. Ask students how they would feel if their cell phones stopped functioning.

Additional Activity

Organize students in groups. Ask them to think about gadgets and inventions that they use and make a short list. Call on a student from each group to present the group's decision for the class. List the gadgets and inventions that are suggested on the board. Assign an item per group or pair and ask students to research and find out about its history on the web or in a book. Have them draw a timeline and make notes along the dates that they have written.

Teaching Tip

When students have to search on the internet for information, they are not always certain that what they have found is reliable. This is the reason they sometimes turn up with endless amounts of unfiltered information that is not very helpful. It might help if you set a limit to the number of sources they can download material from to , for example, three and encourage them to highlight key information on their hard copies or make notes.

C

- Tell students that they will write a short text about the history of a product or gadget.
- Direct them to the Writing Corner and have them read the guidelines as you ask questions. For example:
  Where can you find information about a product or gadget?
  What kind of information do you need to select if you want to write about the history of the product/invention?
  Do you need to include every single detail? Why? Why not?
  How do you decide what to include and what to leave out?
  How do you organize and present facts/events?
- Call on volunteers to provide the answers. Ask students to mention the guideline and/or words that they used to answer each question.
- Have students work in pairs. Tell them to make sure they have one book open on page 62 and one open on page 63. Explain that this will save having to turn back and forth from the Writing Corner to the text on The Invention of the Cell Phone.
- Call on a volunteer to read the directions for task 1 in the Writing Corner. Tell students to highlight items in the text and make notes. Circulate and monitor, provide help or clarification when required.
- Call on pairs to present their answers for the class. Ask them to give reasons by mentioning clues and/or lines in the text.
- Direct pairs to task 2 of the Writing Corner and have them look at the text again and decided. Tell them to think of reasons for their answer. Check in class.

Answers

1. Facts and events are organized in chronological order, as marked along the timeline.

1843 Michael Faraday, research on electricity in space/ substantial effect on development /cellular phones – Stage 1

1865 Dr. Mahlon Loomis, communication through wireless atmosphere, developed method receiving/transmitting messages through atmosphere –Stage 2

1973 Dr Martin Cooper, first user of cellular phone/ invented first portable cellular phone – Stage 3

1977 Cell phones go public in USA/ trial testing/Chicago then other cities, attracted large companies/ introduced around the world.- Stage 4

1988 CTIA – Cellular Technology Industry Association, goals & standards for cellular phone providers – Stage 5
40 years later commercially accessible
Now one of the largest industries worldwide
5 main stages of development
People/organizations; Michael Faraday, Dr. Mahlon Loomis, Dr Martin Cooper, Cellular Technology Industry Association, CTIA.

2. Yes, the writer is addressing people who are familiar with cell phones. He doesn't present or define cell phones as a new item.

- Read directions for C with the class. Have students work in pairs to choose a product/gadget and find out as much as they can about it. If they have already collected information about an invention/gadget , ask them to use it.
- Have students go through their information and put it on a timeline. Then have them use the chart to make notes about the product/invention.
- Ask them to use their notes to organize and write about the history of the product. Encourage them to use the guidelines in the Writing Corner and the model text on the Invention of the Cell Phone.
- Have students work alone to write their first draft. Then check with their partner.
- Ask them to rewrite an improved version of their product history, taking into consideration their partner's comments and suggestions.

Additional Activity

Help students collect all the texts on the history of different products/inventions and edit them. Create a book of inventions or a class portfolio with all the texts and pictures of the products. Encourage students to add more.

Teaching Tip

When correcting written texts, it helps to use a correction code for different language mistakes. For example:

WW	wrong word	WO	word order
VF	verb form	Sp	spelling
Pt	punctuation	Prep	preposition
Ar	article	^	something missing
?	I don't understand		

Workbook

Assign page 44 for additional writing practice above word and sentence level.

C. Choose a product and find out as much as you can about it. Put the information on a timeline. Use the information to write about the product's history.

Year / Date	What happened

Writing Corner

When you write about a product/invention you need to:

- Look up sources, e.g. the Internet, articles, advertisements, manuals, and **collect data about the product/invention/gadget and its history**.
- Make sure you have the right **information about key people and/or organizations**.
- Select the information that you think will **interest your readers** most.
- Decide on the **key stages you want to focus on**. For example, cars have gone through multiple stages of development but you might choose to focus on 4 or 5 stages that you think affected development greatly.
- Organize **facts/events in chronological order**, that is, in the order they happened.

1. Now look at the text about the cell phone on page 62 and identify:
   Facts/events and how they are organized: _____
   Stages of development/number of stages: _____
   People/organizations involved: _____
2. Is the writer presenting the information in the text to people who are familiar with cell phones? How do you know?

11 Form, Meaning and Function

Demonstrative Pronouns

Singular	Plural	
this	**these**	Use *this/these* for things near you.
that	**those**	Use *that/those* for things far from you.

Imperatives

Use the imperative for commands and instructions.
Say *please* to be polite.

Affirmative (+)	Negative (–)
Sit down. / Please **sit** down.	**Don't sit** down. / Please **don't sit** down.

Also use the imperative to give advice.

Buy those posters. They're nice. **Don't buy** that painting. It's strange.

Indefinite Articles: *a/an*

The indefinite articles *a/an* come before singular nouns.
Use *a* before words that begin with a consonant sound: **a** radio, **a** calculator, **a** painting.
Use *an* before words that begin with a vowel sound: **an** airplane, **an** English class.

FYI The vowels are **a, e, i, o, u.**

A. Work with a partner. Ask and answer about things you can see around you. Use ***this/that*** or ***these/those***.

A: What's this?
B: It's a pencil.

A: What are those?
B: They're keys.

B. Write your own advertising slogans. Turn the sentences into imperatives. Use your own ideas.

You should clean your teeth with Sparkle toothpaste. It will make your smile very bright.
Clean your teeth with Sparkle toothpaste for the brightest smile!

1. You must buy the new model of that tablet. It's light and very fast.

   _____

2. When you spray this perfume Bliss, you will feel fresh and fragrant.

   _____

3. If you want your pet to stay healthy, you should try Pet Foods. Your pet will be happy.

   _____

11 Form, Meaning and Function

Language Builder

Explain *that's* is a contraction for *that is*. Point out that there is no contraction for *this* is

Demonstrative Pronouns

- Focus students' attention on the picture. Explain that the person speaking uses *these* to refer to the headphones because they are close to him or her. If something is far away, we use *those*.
- Give students a few more examples using classroom objects. For example, pick up a pencil and say: *This is a pencil*. Then point to something across the room and say: *That's a* _____.

Imperatives

- Read the explanation of the imperatives with the class. Explain that an affirmative imperative begins with the verb. A negative imperative begins with *Don't (Do not) + verb*.
- Act out the imperatives *Sit down* and *Don't sit down* with one or two volunteers. Show how using the word *please* makes the command more polite.

Language Builder

Explain that for English speakers, it's important to use the word *please* when asking people to do things. Ask students if this is the same or different in their language and culture..

Indefinite Articles: *a/an*

- Write the words *a pencil* and *an airplane* on the board and say them aloud to the class. Show students how it's easier to say *an airplane* with the /n/ sound in *an*.
- Focus students' attention on the FYI box. Explain that these letters are vowels. Other letters are called consonants.
- Go over the explanation and other examples of *a* and *an* in the presentation.

A

- Model the activity with a volunteer. Read the questions and answers in the two examples.
- Put students in pairs to do the exercise. They should take turns asking and answering the questions.
- Walk around to check that they are using the demonstrative pronouns correctly.
- Check answers by having different pairs read the conversations aloud.

Answers

Students' own answers.

B

- Tell students to work on the activity alone and then compare their answer with a partner. Explain that there is more than one possible answer.
- Call on volunteers to read out their sentences and have a class vote on the best for each one.

Answers

Answers will vary. Possible answers.

1. Buy the best, lightest and fastest tablet!
2. Feel fresh with just one spray of Bliss.
3. Try Pet Foods for healthy and happy pets!

Language Builder

Point out that the answer to the question *What's this?* usually begins *It's a/an…*, (NOT *This is…*). Answers to the questions *What are these?* or *What are those?* begin with *They're…*

Possessive Adjectives and Possessive Pronouns

- Write the subject pronouns *I, you, he,* and *she* on the board.
- Elicit from students the possessive adjective that goes with each and write it on the board.
- Say the name of a student in the class, for example, *Fahd.* Elicit the sentence: *His name's Fahd.*
- Point to yourself and say your name. Elicit from a student the sentence:
  Your name's _____
- Focus students' attention on the list of possessive adjectives in the chart. Explain that we use possessive adjectives (my, your, his, her, our, their) to indicate that one person or thing belongs to another, or is related to another.
- Focus students' attention on the possessive pronouns in the chart. Ask students what differences they notice between the possessive pronouns and the possessive adjectives.
- Explain that possessive pronouns, like other pronouns, are used on their own without a noun. Explain that they are used when it is not necessary to mention or repeat a noun, either singular or plural.

Language Builder

Point out that in English the possessive form agrees with the person, not with the thing. *Fahd's book* = ***his*** *book.*

Question Word: *Whose*

- Focus students' attention on the questions with *Whose*. Elicit or clarify that *Whose* is used to ask who something belongs to. Remind students that the subject-verb order is inverted

Pronouns: *One/Ones*

- Have volunteers read aloud the two example dialogs in the next part of the presentation.
- Explain that *one* is used in the answer if the noun after *Which* is singular (*Which coat ..?)* and *ones* is used if the noun after *Which* is plural (Which *boots . . . ?*).
- Explain the position of *one* in full sentences rather than in short answers. For example:
  Which *coat is hers? The green* ***one*** *is hers.*

Quantitative: *Too, Enough*

- Read the two example sentences in the presentation. *Ask: Is the person going to buy the jacket? (no) Is this person going to buy the shoes? (no)*
- Explain that *too* means more than enough, more than is necessary, or more than is wanted.

C

- Focus students' attention on the names of the speakers. Ask: *Who is talking? What a do you imagine they might be talking about?*
- Have students a glance at the conversation, without writing anything, to see if they are right.
- Have students complete the activity alone. Then they check answers with a partner and practice the conversation in pairs.
- Choose one pair to role-play their conversation for the class/ Students listen and check they agree with the choice of correct word.

Answers

1. yours	**6.** too	**11.** Who
2. ones	**7.** Mine	**12.** too
3. mine	**8.** Whose	**13.** my
4. his	**9.** one	**14.** my
5. your	**10.** one	

D

- Have students work in different pairs to exercise C.
- Call on volunteers to role-play their conversations for the class.
- Take a class vote on the best conversation.

Answers

Students' own answers.

Workbook

Assign pages 45 and 46 for more practice with the form, function and meaning of the structures in the unit.

Possessive Adjectives

It's **my / your / his / her / our / their** cell phone.

Possessive Pronouns

It's **mine. / yours. / his. / hers. / ours. / theirs.**

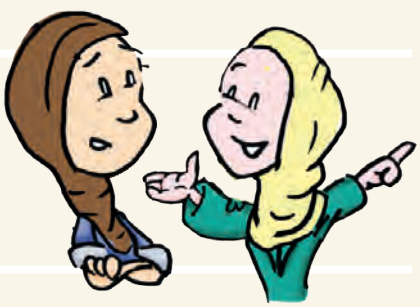
Question Word: *Whose*

Q: Whose credit card is this?

A: It's mine. It belongs to me.

Q: Whose shopping bags are these?

A: They're hers. They belong to that lady.



Pronoun: *One/Ones*

Q: Which coat do you like?

A: The green **one**.

Q: Which boots do you prefer?

A: The leather **ones**.

Quantitative: *Too, Enough*

This jacket is **too** small for me, and the shoes are **too** big.

The jacket is **not** big **enough** for me, and the shoes are **not** small **enough**.

C. Complete the conversation. Choose the correct words.

Mom: Which socks are (1. **your / yours**)?

Hameed: The black (2. **one / ones**). The red ones aren't (3. **my / mine**). I think they're Ali's. They're (4. **his / him**) size.

Mom: Is this (5. **your / yours**) hat?

Hammed: No. That's (6. **too/ enough**) small for me. (7. **My / Mine**) is the blue one.

Mom: (8. **Whose / Who**) backpack is this?

Hammed: Which (9. **one / ones**)? Let me see …

Mom: The blue (10. **ones / one**). And this football kit … (11. **Whose / Who**) does this belong to? It's (12. **too / enough**) clean to be Ali's.

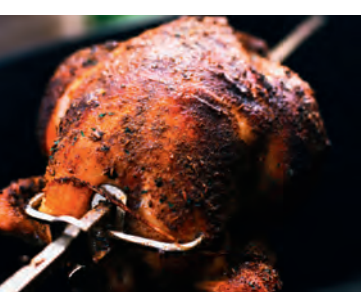
Hammed: That's (13. **mine / my**) football kit. I missed training on Saturday. Have you seen (14. **my /mine**) football boots?

Mom: Perhaps if you tidy up you might be able to find them yourself!

D. Look around your classroom. Work with a partner. Write a conversation similar to the one in exercise **C**. Role-play your conversation for your classmates.

12 Project

1. Work in groups. Choose a Saudi product to advertise internationally.
2. Use the organizer to make notes. Then use it to write a description of the product for a website or catalogue advertisement. Use other advertisements in the unit as examples.
3. Find photos for your advertisement and present it in class. Choose the best advertisement.
4. Modify your advertisement so it can be used for a television commercial. Film or demonstrate in class.



Slogan

Product you want to advertise

Interesting words about it

How it is better than other products

12 Project

- Organize students in groups. Have them choose up to 3 Saudi products to advertize internationally.
- Call on groups to share their answers with the class. Have a class discussion about which products can be advertized more effectively on an international basis. Have groups choose one product to advertize. Tell them that if they choose the same product as another group, they will be competing for the same spot. So they will have to think of something more original and more impressive.
- Direct students' attention to the photos in the book. Ask them some questions about the photos.

  What product is being advertized?

  Where would you expect to find this photo/ image? (magazine, information leaflet, manual, book, menu, television commercial) Give reasons for your answer.

  Which photos do you prefer? Why?

  Which photos would you reject? Why?
- Call on volunteers from each group to provide answers for the class. Ask students to give reasons for their answers.
- Have students think about advertisements that they are familiar with. Ask them to say which ones are more memorable and why. Elicit slogans that they remember and write them on the board.
- Read the directions for task 2 with the class. Give them time to look at the organizer.
  Explain to students that they need to focus on one product and write a description in the box 'Product you want to advertise' and compare it with other similar products in their groups. Tell them to make notes in the box about 'How it is better than other products' and list its advantages.
- Ask students to brainstorm and list key words that can be associated with the product. Explain that this is going to help them create and write a slogan.
- Remind the groups to share the work involved in designing and creating an advertisement and to assign tasks to members of the group depending on their skills and talents.
- Have students work in groups making decisions about their advertisements as you circulate to monitor participation and help when needed.
- Have groups find photos or draw and present an initial draft of their advertisement to the class. Ask the class to comment and make suggestions for improvement.
- Have students reflect on advertisements they have seen in publications and their televised versions, for example, sports shoes. Discuss differences and similarities in class. For example: television commercials show movement and a number of images of the product advertised from different angles or being used by different people for different purposes. Magazine advertisements only show one stationary image which might be one of the shots used on television with a slogan.
- Have a discussion about whether advertisers rely on television commercials when they design a stationary advertisement for a magazine, a poster or other publication.
- Have students work in groups to modify their advertisements so they can be used for a television commercial. Direct them to task 4. Tell students that they can arrange to film their advertisement if they want or act it out in class.
- Post advertisements on the wall for students to look at and evaluate. Have students choose the best advertisement and give reasons for their choice.

Additional Activity

Collect all the advertisements and put them in a class portfolio or display them on posters. If you choose to make posters you can choose different options:

a) group the ads according to product categories, for example, leather goods, sports accessories, clothing, electronic gadgets etc.

b) an assortment of different types of products on a number of posters, for example each poster includes an ad on sports accessories, an ad on clothing, another one on gadgets etc.

Teaching Tip

When students work in groups, they don't always share ideas or information. This happens because they are used to competing with each other. It is a lot more constructive to train students to work in groups in a collaborative manner making sure that everyone contributes something to the final outcome.

13 Self Reflection

- Brainstorm The Art of Advertising. Write the title on the board and elicit as many ideas and words as possible from the class. Call on a volunteer to list the words on the board.
- Have students scan pages 54 and 55. Ask them to think about things they liked and things they disliked in this part of the unit. Use questions to help them remember. For example:
  Did you like any of the products advertised? Which? Why? Why not?
  What is your dream product that you think would be an instant success? Describe it and list its advantages.
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 56, 57, ask them some questions. For example:
  Which is the preferred car by young people in your country? Why?
  Do many people drive SUVs? Why? Why not?
  Why is it sometimes difficult to choose one of two comparable products? For example two pairs of shoes that you like.
  Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 58, 59. Call on volunteers to say what the context is in this lesson, i.e. products and their features, advertising..
- Have students say what they remember from this section and ask them to make notes in the chart.
- Write the title of the reading on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
  How is a short history of a product organized?
  Say which is right:
  You don't need to include the names of key people or organizations, only the facts.
  When presenting the history of a product you don't need to describe all the stages of development in detail.
  It is best to organize events in natural/ chronological order when presenting the history of a product.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about a brief history of a product/invention. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 62 and 63 and make notes as before.
- Direct students to 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Discuss what they did. Elicit answers from the students and ask them if they think it was beneficial. List some aspect of project work on the board. For example:
  Personalization
  Creativity
  Natural language use
  Focus on meaning
  Research/ collecting information
  Using other knowledge
- Have students reflect on the work they did with their group and evaluate the activity. Identify the aspect that they think they fulfilled.
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that student feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

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 commercials, ads, and product history			
describe products			
make comparisons			
use the passive			
use comparatives and superlatives			
use *as…as*			
use the verbs *look, smell, sound,* and *taste* with *like* + noun			
use indefinite articles: *a/an*			
use possessive adjectives and pronouns			
ask questions with *Whose*			
use *one/ones* and *too/enough*			

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

5 Did You Hurt Yourself?

1 Listen and Discuss

In which pictures did the people hurt themselves? How can they prevent that from happening? In which pictures were the people not hurt? Why weren't they hurt?

Common Accidents

Unit Goals

Vocabulary
Accidents and personal injuries
Accident prevention campaigns

Functions
Talk about accidents
Talk about cause and effect

Grammar
Reflexive Pronouns
Because versus *So*
So and *Neither*

Listening
Listen for specific information

Pronunciation
Consonant clusters /lf/, /lt/, /nt/, /st/, /nd/

Reading
Unusual Accidents and Deaths

Writing
Write a descriptive account of an accident

Form, Meaning and Function
Modal Auxiliaries
Adverbs of Manner
Imperatives for Directions

Project
Accident prevention

Warm Up

Tell students about a time you hurt yourself. For example: ***I hurt myself last week. I cut my finger when I was cooking.*** Or, ***I hurt myself when I was ten years old. I broke my arm playing football***. Ask students to share stories about a time they hurt themselves. Encourage them to use *myself* in their sentences.

1 Listen and Discuss

- Have students look at the pictures on page 68 and describe what they see in each. Elicit that each picture shows someone who either has been injured or is participating in an activity which might cause injury. Ask: ***What do you think the topic is?*** (ways that people hurt themselves)
- Ask students which accidents in the pictures they think are the most common.

Play the audio for the pictures on page 68, and have students point to the person who is speaking.

- Write on the board: ***my + self*** and ***your +self***. Explain that these are reflexive pronouns. We use them when the subject and the object are the same. For example, write on the board:
  She hurt me.
  She hurt herself.
  Explain that in the first sentence, *she* is the subject and *me* is the object. There are two people. In the second sentence there is only one person. The subject and the object are the same person.
- To check understanding, write on the board:
  ___ ***cut himself.***
  ___ ***told herself to stay calm.***
  ___ ***often stress themselves out over exams.***
  Ask students to fill in each blank with a subject pronoun (*I, you, he, she, it, we, they*).

Play the audio again and have students underline the reflexive pronouns.

Play the audio again and have students follow along in their books.

- Discuss how accidents can be prevented. For example, say: ***If you use a helmet, you won't hurt your head.***
- Write the following examples on the board. Ask students to practice conversations like these in pairs.

A: I like to skateboard.
B: So do I.

A: I've never been in a car accident.
B: Neither have I.

A: He didn't get hurt.
B: Neither did she.

Language Builder

To express cause and effect, a speaker can choose to say either the cause first, or the effect first, depending on what he or she wants to emphasize. For example, write on the board: ***He didn't get hurt because he wore a helmet. Because he wore a helmet, he didn't get hurt.***
The first sentence emphasizes not getting hurt. The second sentence emphasizes that she wore a helmet.

The Most Common Causes of Automobile Crashes

- Ask students to quickly scan the reasons in boldface and tell you the six most common causes of car crashes.
- Play the audio for page 69.
- Play the audio again, and have students circle any words or expressions that are unfamiliar.
- Elicit unfamiliar words and write them on the board. These may include *distracted, fatigue*, and *aggressive*. Do not explain the words, but ask students to use context to guess their meanings.
- Go over each cause. Call on students to summarize the main ideas in their own words. Ask them for context clues for unfamiliar words. For example, ***"distracted drivers don't pay attention, and take their eyes off the road."*** Ask them to guess the meaning of *take their eyes off* (don't look at). There are several clues to help students understand *fatigue (drowsy, tired, fall asleep)*. They can use the characteristics given for an aggressive driver to conclude what *aggressive* means.
- Other words and expressions that may be new for students include:
  documents = important papers
  misjudge = judge incorrectly
  encounter = meet
  severe = extreme or very bad
  rude gestures = impolite hand signals
  verbal abuse = very strong, unpleasant words spoken to another person

Quick Check

A

- Have students work alone or in pairs to list the verbs that refer to injuries.

Answers

Answers will vary. Sample answers:
hurt, got a shock, injured, cut yourself

B

- Have students work alone to complete the exercise.
- Then call on one student to read each statement and have the class say if it is *true* or *false*.

Answers

1. true **2.** false **3.** false **4.** true **5.** true

2 Pair Work

Play the audio and ask students to repeat. Model the examples with volunteers.

A

- Have students ask and answer questions about the people in the pictures.

B

- Have students share real accidents or injuries they have had. Make sure they switch roles.
- Monitor as pairs practice. Then call on several pairs to present for the class.

Language Builder

The expression *take (one's) eyes off* is also used to talk about something someone likes a lot. For example: *I can't take my eyes off that coat. I have to buy it.*

It can also be used in a request to *watch closely*. For example: *I need to leave my backpack here for a minute. Please don't take your eyes off it.*

WORKBOOK

Assign page 47 for practice with the vocabulary of the unit.

Teaching Tip

For some Pair Work activities, it works well for each student to work with a second partner. This way, students get practice telling a new partner about the first partner.

Additional Activity

Have students describe the man driving the car. This is an excellent opportunity to review the present progressive (*He is walking along, He is peeling a banana, etc.*) as well as words used to talk about a sequence of events (*first, then, next,* and *finally*).

fun facts

Seatbelts save lives. They use the basic principle from physics, *inertia*, which states that something moving in a straight line will continue to move in that straight line unless something blocks its path. Sir Isaac Newton came up with this concept long ago. Seatbelts stop people from continuing to move when their car is in an accident. Basic physics!

The Most Common Causes of Automobile Crashes

An average of 17 Saudi Arabian residents die on the country's roads each day, according to a report by the Saudi General Directorate of Traffic. Approximately 1.2 million people die each year on the world's roads, and that number is expected to rise by 65 percent by the year 2020.

1. **Distracted Drivers:** Many accidents occur when drivers don't pay attention and take their eyes off the road. Many occur when drivers are talking on their cell phones, adjusting the radio or CD player, or reading maps or even newspapers or other documents.
2. **Driver Fatigue:** Drowsy and tired drivers are a danger. They may misjudge traffic situations, fall asleep at the wheel, or go off the road. The most common time to encounter tired drivers is between 11 P.M. and 8 A.M.
3. **Speeding:** Speeding increases the risk of crashing, reduces the amount of time necessary to avoid a crash, and makes the crash more severe if it occurs.
4. **Aggressive Driving:** Here are some characteristics of aggressive drivers: They ignore the safety of others and take risks, such as by tailgating (driving too close to the driver in front), using rude gestures or verbal abuse, and not obeying traffic signs.
5. **Bad Weather:** Heavy rain, snowstorms, high winds, and fog make driving more difficult. Drivers may have trouble seeing the road clearly. Drivers should slow down, and if necessary, pull off the road until the conditions improve.

Quick Check

A. Vocabulary. List the verbs that refer to injuries.

hurt

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

1. _____ The skateboarder didn't hurt himself because he had knee pads.
2. _____ Neither of the people who were working on the electronic device got a shock.
3. _____ The people in the car were hurt.
4. _____ The woman cut herself trying to open a can.
5. _____ Most road accidents are caused by the drivers themselves.

2 Pair Work

A. Find sentences that are facts about the accidents you read about. Make questions for those facts. In pairs, ask and answer the questions. See the example below.

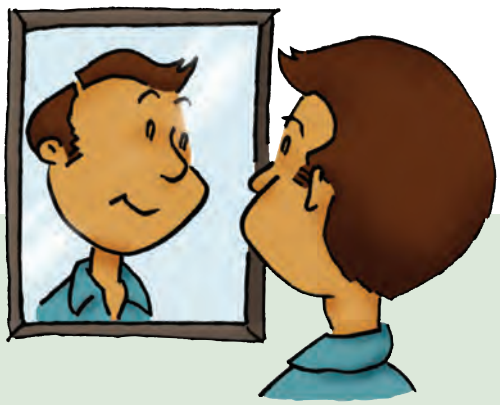
How did the young man hurt himself?
He fell off his skateboard.

B. Share experiences about accidents.

I once slipped on a wet floor and broke my arm.
So did I.

3 Grammar

Read the *Most Common Causes of Automobile Crashes* again.
Find examples of: ***self/selves***; ***because/so***; ***neither/so***.
Think of how each one is used.



He likes to look at **himself** in the mirror.

Reflexive Pronouns

Use the reflexive pronoun when the subject and the object are the same person.

myself	ourselves
yourself	yourselves
himself/herself/itself	themselves

Note: You can also use the reflexive pronoun to say that you did something without anyone's help: I fixed the hair dryer **myself**.

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 turn off the electricity, **so** he got a shock.

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 hurt myself all the time.
B: **So** do I.

A: I burned myself on the stove.
B: **So** did I.

A: I've been in one car accident in my life.
B: **So** have I.

A: I'm not an aggressive driver.
B: **Neither** am I.

A: I very seldom cut myself.
B: **Neither** do I.

A: I didn't slip on the wet floor.
B: **Neither** did I.

A: I've never broken an arm or leg.
B: **Neither** have I.

A. Complete the sentences with the correct reflexive pronouns.

1. Sarah cut _____ while she was peeling potatoes.
2. The instructions on the box say: "Do it _____."
3. I burned _____ when I was making fries.
4. My grandfather slipped on a rug and hurt _____.
5. The people injured _____ when they were escaping from the bull.
6. We were interviewed for a TV show, and last night we saw _____ on Channel 9.

3 Grammar

Reflexive Pronouns

- Go over the material in the grammar chart for reflexive pronouns. Explain to students an easy way to remember reflexive pronouns is that each one is formed by adding *-self* to the singular pronouns *my, your, him, her,* and *it,* and *-selves* to the plural pronouns *your, our,* and *them*.
- Direct students' attention to the **Note**. Explain that when we use a reflexive pronoun with this meaning, it means the same as *alone* or *independently* and is added for emphasis. In other words, it's grammatically correct to say I *fixed the hairdryer*, but adding *myself* points out it was done without help.
- Write sentence frames such as the following on the board, and have students fill in each blank with the correct reflexive pronoun.

  Everyone went home. We were all by ___.

  Can you do it ___, or do you need help?

  She reminded ___ not to forget her dentist appointment.

  I can't see ___ going to that restaurant. It's too expensive.

Because versus *So*

- Go over the material in the grammar chart.
- Explain that one way to remember the difference between *because* and *so* is to remember that *because* refers to a cause and *so* refers to an effect.
- Write sentence frames such as the following on the board, and call on a volunteer to complete each sentence. More than one completion is possible.

  He missed the bus, so ___.

  Because she didn't study hard, ___.

  He needed more money, so he ___.

- Do a class drill. Call on one student to say a sentence frame such as those on the board, and ask another student to complete it.

So and *Neither*

- Go over the material in the grammar chart. Call on students to read the example conversations aloud.
- Write the following conversation on the board:

  A: He has never been to New York.

  B: Neither have I.

- Then explain that one way they can check the correct verb form with *neither* is to first make an affirmative statement. For example: ***I have been to New York.*** From this they know the correct verb form is *have*.

A

- Have students work individually to complete the sentences.
- To check answers, call on students to read their completed sentences for the class.

Answers

1. herself
2. yourself
3. myself
4. himself
5. themselves
6. ourselves

Language Builder

Explain two more meanings of *so*. It can be used (with no comma) when expressing a desired result. For example: *I studied hard so I could do well on the test.*

It is also commonly used as an adverb for emphasis. For example: *I was so tired I couldn't finish my homework.*

B

- Go over the example with the class. Point out that their first sentence should begin with a clause indicating the cause, and end with a *so*-clause indicating the effect. Their second sentence should begin with a clause indicating the effect, and end with a *because*-clause indicating the cause. Remind them that when the *because*-clause comes second, they don't use a comma.
- Have students work individually to write two sentences for each item as shown in the example.
- Have students compare answers in pairs, and then call on volunteers to read the answers for the class.

Answers

1. The floor was wet, so Ahmed slipped and fell.
   Ahmed slipped and fell because the floor was wet.
2. Julian wasn't wearing a seat belt, so he hit his head on the windshield.
   Julian hit his head on the windshield because he wasn't wearing a seat belt.
3. The child put his finger in the socket, so he got an electric shock.
   The child got an electric shock because he put his finger in the socket.
4. There wasn't any water to put out the fire, so we had to use sand.
   We had to use sand because there wasn't any water to put out the fire.
5. Abdulah was riding too fast, so he fell off his bike.
   Abdulah fell off his bike because he was riding too fast.
6. I didn't read the "Wet Paint" sign, so I got my hands all blue.
   I got my hands all blue because I didn't read the "Wet Paint" sign.

- For additional practice, have students restate the sentences they wrote with *because*, using the *because*-clause first in the sentence. Remind them to use a comma when the *because*-clause comes first.

C

- Have students work individually to complete the sentences.
- To check answers, call on students to read their completed sentences aloud.

Answers

1. so
2. because
3. because
4. so
5. because
6. so

D

- Have students work alone to write their answers. Then have students work in pairs to take turns reading a statement and showing agreement.

Answers

1. Neither have I.
2. So do I.
3. So did I.
4. Neither did I.
5. Neither do I.
6. So am I.
7. So do I.
8. So did I.
9. Neither am I.

Workbook

Assign pages 48-50 for more practice with the grammar of the unit.

Teaching Tip

Encourage students to ask themselves how the grammar point will help them communicate their ideas effectively so that it's clear when they need to use it. For example, ask why they would choose to say *She cooked dinner herself* instead of simply *She cooked dinner.*

Additional Activity

Activity 1: Have students work in groups. One student starts a statement and the others complete it. For example:

A: He forgot to set his alarm, so _____.
B: He forgot to set his alarm, so he was late for school.
C: He forgot to set his alarm, so he overslept.

Students can also do this using *because*. For example:

A: Because he forgot to set his alarm, _____.
B: Because he forgot to set his alarm, he was late for school.

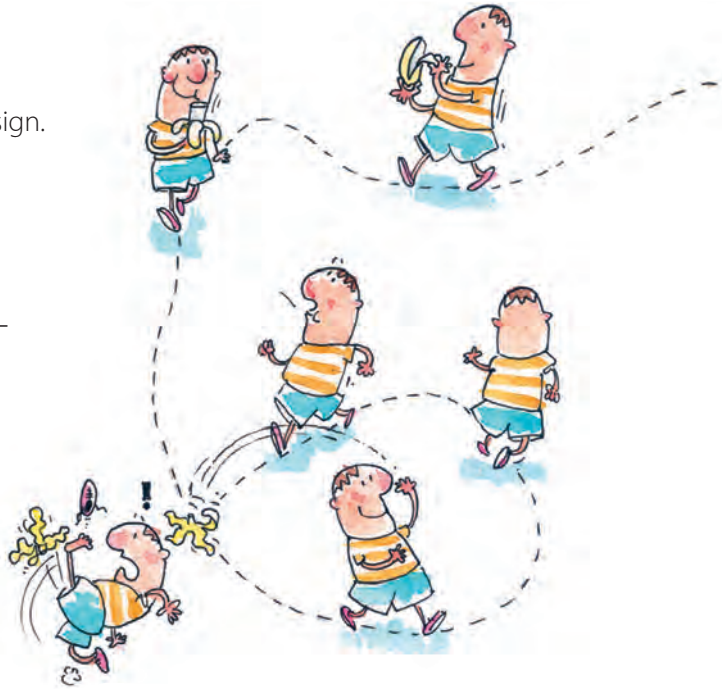
Activity 2: Have students work in pairs to talk about themselves, using *so* and *neither*. For example:

A: I have never been to Chicago.
B: Neither have I.
B: I like action films.
A: So do I.

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

Jake burned his arm. He went to the emergency room.
Jake burned his arm, so he went to the emergency room.
Jake went to the emergency room because he burned his arm.

1. The floor was wet. Ahmed slipped and fell.
2. Julian wasn't wearing a seat belt. He hit his head on the windshield.
3. The child got an electric shock. The child put his finger in the socket.
4. There wasn't any water to put out the fire. We had to use sand.
5. Abdullah fell off his bike. He was riding too fast.
6. I got my hands all blue. I didn't read the "Wet Paint" sign.



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

1. I didn't want to wake up late, _____ I used two alarm clocks.
2. Jerry called the Saudi emergency number _____ there was an emergency.
3. I put my hand under cold running water _____ I burned myself.
4. More people turned up than I expected, _____ I cooked more food.
5. The mosquitoes didn't bite me _____ I had put on this repellent.
6. There were a lot of accidents at the intersection, _____ they installed traffic lights.

D. Show agreement with the following statements.

I always wear a seat belt in the car. *So do I.*

1. I've never had an accident. _____
2. I need a new pair of sneakers. _____
3. I spent the evening watching TV. _____
4. I didn't know that Ibrahim was in the hospital. _____
5. I don't want to eat a lot of sugar. _____
6. I'm sorry to hear that Ali is moving. _____
7. I want to spend my vacation at the beach. _____
8. I once broke my arm. _____
9. I'm not tired even though it's midnight. _____

4 Language in Context

Match the words with the pictures. Then make sentences to describe the pictures.

1. ___ sprain/ankle
2. ___ poke/eye
3. ___ fracture/arm
4. ___ burn/hand
5. ___ cut/finger
6. ___ break/nose

a

b

c

d

e

f

5 Listening

Listen to the child psychologist talk about household dangers for children.
Mark the items he mentions.

pills		matches		sockets		refrigerator		hot liquids		bathroom	
knives		stove		doors		pots and pans		windows		superheroes	

6 Pronunciation

A. Listen. Note the common consonant clusters at the end of words. Then practice.

/lf/	/lt/	/nt/	/st/	/nd/
myse**lf**	resu**lt**	accide**nt**	wri**st**	a**nd**
she**lf**	be**lt**	restaura**nt**	fir**st**	sa**nd**

B. Read the *Most Common Causes of Automobile Crashes* again. Find words that end with ***lf***, ***lt***, ***nt***, ***st***, and ***nd***. Practice reading the sentences that contain these words aloud.

7 About You

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

1. Have you ever had an accident of any kind?
2. Have you ever broken a bone or had stitches for a cut or wound?
3. Have you ever burned yourself? How did you do it?
4. Do you think some people have more accidents than others?
5. What are the most common kinds of accidents among people you know?

4 Language in Context

- Direct students' attention to the pictures. Discuss the situation in each picture.
- Have students work on their own to match the words and pictures, and write sentences to describe them.
- Check answers as a class. Say a number and call on a volunteer to say the letter of the match and then read the sentence.

Answers

1. b He sprained his ankle.
2. c He poked himself in the eye.
3. f She fractured her arm.
4. d He burned his hand.
5. a She cut her finger.
6. e He broke his nose.

5 Listening

- Tell students they will hear a child psychologist talk about household dangers for children. Ask volunteers to read aloud the items in the chart. Explain that only some of these items will be mentioned.
- Explain that when listening for specific information, it is also important to understand the general idea of the listening passage. The purpose of the listening activity is to enhance listening skills, not to allow students to listen for only some of the details and fail to absorb the main ideas.

Play the audio and have students mark their answers. Point out that in some cases the word in the chart isn't mentioned but a synonym is.

Play the audio again and have students check their answers. Ask which items they marked.

Answers

pills, stove, sockets, pots and pans, windows, superheroes

- Tell students you want them to listen for general ideas about the following topics and take notes: *children's curiosity, the kitchen, the balcony, teaching children about dangers.*

Play the audio again as students take notes.

- Hold a class discussion about the topics.

Play the audio a final time for students to confirm their understanding of the main ideas.

Audioscript

Most of the accidents involving young children happen in the home. Children are naturally curious. They explore and want to find out about things for themselves. If you leave a child out of your sight for a minute, the child will usually get into something.

You should try to keep anything dangerous out of the reach of young children. It's very common for children to swallow their parents' pills because the children think the pills are candy. Any sparkling liquid might be confused with soda. The kitchen is a common place for children to have accidents. The stove seems to attract children most of the time. They want to check out what parents are cooking, so they knock over pots and pans and often burn themselves seriously. Electric sockets are another children's favorite. Make sure the sockets in your house are finger-proof.

If you live in an apartment building and your building doesn't have window bars, keep all the windows locked in case children want to climb on the windowsills and look out. It's even worse if you have a balcony. Some people actually build safety nets to prevent children from falling off balconies.

But I think parents' approach to dangerous situations is the most important thing, including things shown on TV. Don't let your child believe that he or she can fly or climb up the side of a 40-story building. Wearing a superhero costume doesn't make anyone a superhero who can fly.

If you teach your children how to deal with danger, you will help to keep them out of harm's way.

6 Pronunciation

A. Have students listen to the audio and repeat the words.

B. Have students work alone to find words.Go over the task as a class.

7 About You

- Have students work in pairs to discuss the questions. Encourage them to use the questions as conversation starters, not just as questions to be answered.
- Call on students to report back to the class something interesting they heard from a group member.

8 Conversation

Play the audio while students listen and follow along in their books.

- Ask students to underline the verbs and verb phrases in the conversation. Then tell them to pay attention to the sequence of events. Say: ***What happened to Samir first? Then what happened? How about Jasem?***

Play the audio again while students reread silently.

Real Talk

- Ask: ***Who says* it was your lucky day?** (Samir) ***Why does he say this?*** (because Jasem wasn't badly hurt) Ask: ***Who says* stuck in a wheelchair?** (Jasem) ***Why does he say this?*** (to show empathy; he must not like not being able to get around) Ask: ***Who says* Look at it this way?** (Samir) ***Why?*** (to show there is more than one way to think about the situation)
- Have students work in pairs to practice the conversation.

About the Conversation

- Tell students to work alone to answer the questions.
- Have students check answers first in small groups, and then as a class.

Answers

Answers will vary. Sample answers:

1. Samir's motorcycle skidded on a patch of oil, and it crashed into a car.
2. He was lucky because he was wearing a helmet, and it probably saved his life.
3. Jasem was cycling in the park. A squirrel ran in front of him, so he swerved to avoid it and hit a tree.
4. Jasem is sorry for Samir because he is going to be stuck in a wheelchair for a while.
5. He says that with two casts, he has enough room for all his friends to write their names on his casts.

Your Turn

- Have students work in pairs. Each student pretends to be either Jasem or Samir describing the accident to a friend. Tell them to refer to the conversation only as needed to recall the details of the accident. Remind students to switch roles.

Language Builder

Explain to students that the phrase *to get off lightly* can be used in many situations in which the outcome isn't as bad as it could have been. For example:

My flight was cancelled. I got off lightly, though. They put me on another flight right away.

My manager told me we all had to work overtime last weekend. But, I got off lightly. I only had to work a couple of extra hours.

WORKBOOK

Assign page 51 for additional reading practice.

Teaching Tip

Pantomime can be a useful way to present verbs that are difficult to explain; for example, *swerve,* which appears in the conversation. Demonstrating an action saves time and enables students to use knowledge of their own life experiences to understand new vocabulary.

Additional Activity

Activity 1: Have students work in pairs to come up with two accident scenarios; for example: *broke a leg snowboarding*, and *sprained an ankle in a race*. Pairs write them down and exchange papers with another pair. Then they role-play the scenarios they were given.

Activity 2: Have students pantomime actions from the conversation; for example: *skid on a patch of oil*. The rest of the class guesses the verb.

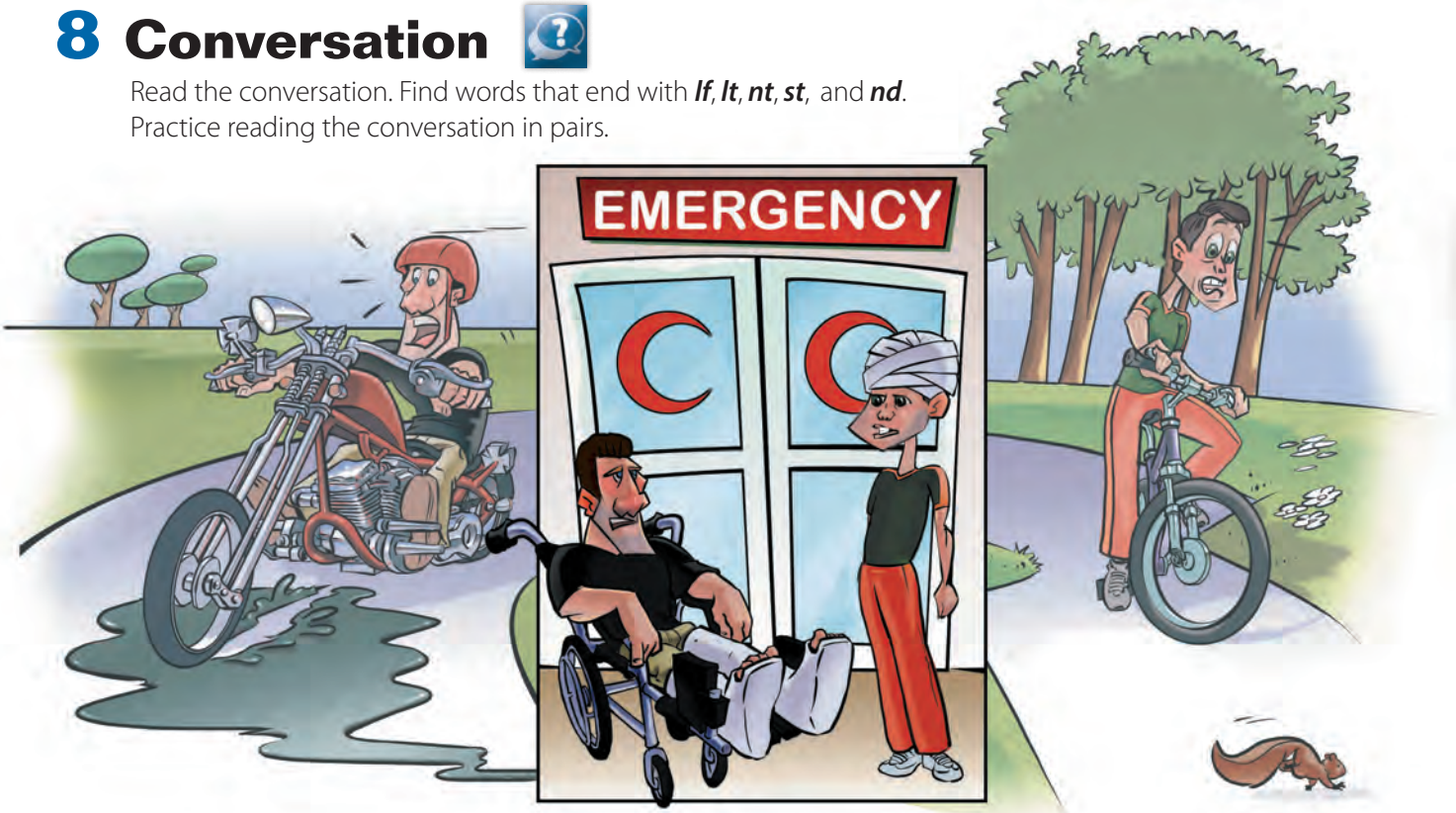
fun facts

Is it true that accidents just happen, and they can't be prevented?

- It was reported that a man was mowing his lawn when he went over a 60-meter (200-foot) cliff.
- Lightning struck a woman, Elizabeth Mena, while she was cooking dinner in her kitchen in Pennsylvania. She was standing near the back door, when the lightning came through the door and struck her. Luckily, she wasn't injured seriously.

8 Conversation

Read the conversation. Find words that end with ***lf***, ***lt***, ***nt***, ***st***, and ***nd***. Practice reading the conversation in pairs.



Samir: So, how did you hurt yourself?
Jasem: I fell off my bike.
Samir: Really? So did I. My motorcycle skidded on a patch of oil on the road, and I crashed into a car. The last thing I remember was flying through the air and hitting the windshield. I woke up in the hospital.
Jasem: Were you wearing a helmet?
Samir: Yes, luckily I was. That's what probably saved my life. How about you?
Jasem: I was cycling in the park, so I didn't think I'd need a helmet. I don't like wearing helmets—they're uncomfortable and unattractive. This squirrel came out of nowhere. I swerved, lost my balance, and hit a tree. I got off lightly—only a few bruises and a bump on my head.
Samir: It was your lucky day!
Jasem: Yeah. That's too bad you broke both legs. You're going to be stuck in that wheelchair for a while, I guess.
Samir: Look at it this way—if I broke only one leg, there might not be enough room for all my friends to write their names on the cast. Hey, would you like to sign your name?

Real Talk

lucky day = a day of good fortune
stuck in = caught and unable to move out
I guess = expression to show that you're not totally sure about a statement
Look at it this way = There's a different way to think about something

About the Conversation

1. How did Samir hurt himself?
2. Why was he lucky?
3. How did Jasem hurt himself?
4. Why is he sorry for Samir?
5. What does Samir say about the casts on his legs?

Your Turn

Read the conversation again. Imagine you are Samir or Jasem. Describe your accident to a friend.

9 Reading

Before Reading

Read the events. For each event, write one sentence that describes the happy or unhappy ending that the people had.

Unusual Accidents and Deaths

Many people are interested in stories of unusual accidents—some of these stories have happy endings, but some, unfortunately, have unhappy ones.

Unhappy Endings

According to the legend, the ancient Greek playwright Aeschylus was killed when an eagle dropped a tortoise on his head. The bird was trying to break the tortoise's shell on a rock in order to eat it. Aeschylus was bald, and the eagle thought the unfortunate man's head was a good rock on which it could break the shell.

An eight-foot tall ostrich was seen weaving through heavy traffic on a Saudi Arabian highway, near Abha. One of the drivers filmed the scene and uploaded it on the internet. No one tried to stop and catch the 180-kg bird that was taller than humans and ran at almost 70 km per hour. It had probably escaped from a farm and ran into heavy traffic instead of the wild.

Some people worry about being hit from things falling from outer space. There is only one person in all recorded history who has been killed by a meteorite—Manfredo Settala. The tragedy happened in 1680.

Ahmad Ali lost his eight-year-old son in a drowning accident at a friend's house. His son had been invited to join other children at a friend's house to play and swim in the pool. According to the invitation a lifeguard was going to be present. The young boy was really excited and begged his father to let him go. So, Ahmad Ali picked him up from school and drove him to his friend's house before 1:00 p.m. That was the last time he saw him alive.

Happy Endings

A German soldier was riding in the back seat of a World War I plane when the engine stalled as a result of an unusual gust of wind. He fell out of his seat while the plane was high above the ground. As he was falling, the plane's engine started again, and he landed back in his own seat. The pilot was then able to land the plane safely.

Bob Hail jumped out of an airplane in November 1972, but his main parachute failed to open. His backup parachute also failed. Bob dropped about 3,000 feet (900 meters) at 80 miles (128 km) per hour and hit the ground face first. After a moment, he got up and walked away with only minor injuries. It was an amazing escape.

In September 2007, Phil Lamattina escaped death when he was driving at over 300 miles (500 km) per hour in a drag race in Brisbane, Australia. Phil was racing down the track when his car became airborne, split in two, and burst into a fireball. He was knocked out, but he survived. Although he was in the midst of the ball of fire, Phil was burned only on the tip of his finger. When his brothers later showed him the video of the accident, Phil couldn't believe he was watching himself—and that he had such a lucky escape.

Railroad worker Phineas P. Gage was working with some dynamite when it exploded unexpectedly. A bar that was 3 feet (1 meter) long and that weighed 13 pounds (6 kg) went clear through his head. He remained conscious, but was unable to see out of his left eye. After a while, his sight returned, and he fully recovered.

9 Reading

READING STRATEGY Reading subheads

Explain to students that articles are often broken into sections with subheads. The subheads give information about different topics within the reading. Subheads can help students understand the focus of what they will be reading.

- Ask students to read the title and subheads of the reading. Have them predict what the reading is about and tell you how it is organized.
- Ask the **Before Reading** questions and have students work individually. Call on students to read their answers.
- Play the audio while students listen with their books closed.
- Have students open their books and scan the reading to find any words and expressions that are new to them. Elicit and write them on the board. Do not explain them, but use them in sentences and have students guess the meanings. Words and expressions that might be new for students include:

  meteorite = a mass of stone or metal from space that reaches Earth
  They thought they saw a UFO in the sky, but it was a meteorite.

  on the spot = immediately
  He had a heart attack and died on the spot.

  stall = when a motor stops working
  The car suddenly stalled in the middle of the road.

  weave through (traffic) = run in and out of the way of obstacles (cars), zigzag

  airborne = in the air
  The snowboarder flew off a jump and was airborne.

  conscious = awake and able to understand what is going on
  The man fell and hit his head hard, but he remained conscious.
- Play the audio again as students follow along in their books. Tell students to underline the sentences that express the unhappy or happy endings.
- Have students work in pairs to tell each other what happened in each situation.

Language Builder

Point out how the phrase *as a result of* is used to express cause and effect. For example, the following two sentences have the same meaning:

The engine stalled as a result of a gust of wind.

The engine stalled because of a gust of wind.

After Reading

A

- Have students work alone to choose the correct meaning of each word as it is used in the reading.
- Check answers as a class.

Answers

1. d **2.** e **3.** f **4.** b **5.** a **6.** c

B

- Have students work alone to complete the sentences.
- Call on students to read their answers.

Answers

Answers will vary. Sample answers:

1. Aeschylus was killed
2. you will get hurt / should protect your head
3. many children were invited and a lifeguard was going to be present
4. it didn't open
5. couldn't believe he survived

Discussion

- Have students work in groups to discuss the questions.
- Call on each group to report to the class their answer to one of the discussion questions.

Workbook

Assign pages 52-53 for additional writing practice at word and sentence level.

Teaching Tip

Peer editing allows students an opportunity to find out how clearly they are expressing their ideas, and to reinforce their knowledge of English as they help one another. It also enables them to correct small grammar mistakes before they submit their writing.

Additional Activity

Have students choose one of the following topics to write about:.

A time when they ignored a warning and got hurt

A time when they helped someone who was injured

A time when they gave someone a warning and prevented the person from getting hurt

Project: Bicycle Safety

Have students research the types of accidents that occur with bicycles and prepare a list of safety tips.

fun facts

- In May 2007, a German driver was trying to enter a parking garage, but mistook the subway entrance for the parking garage and got his car stuck in the stairs on the subway.
- That same year, a truck driver accidentally set his truck on fire while driving and cooking. He had put a small gas grill on the passenger seat and was cooking as he drove along.

After Reading

A. Match the words with the meanings.

1. _____ bald	**a.** to explode
2. _____ to challenge	**b.** to throw with great force
3. _____ to weave through	**c.** to get better
4. _____ to hurl	**d.** having no hair on the head
5. _____ to burst	**e.** to contest or fight against
6. _____ to recover	**f.** to move through something by turning and avoiding

B. Complete the sentences about the reading.

1. The eagle dropped the tortoise on Aeschylus's head, and so _____.
2. The ostrich in the traffic had probably escaped _____.
3. Ahmad Ali agreed to take his son to his friend's house because _____.
4. Although Bob Hail had a backup parachute, _____.
5. When Phil saw the pictures of himself on the video, he _____.

Discussion

In groups, ask and answer the questions below. Agree or disagree with your group.

1. Which incident in the article do you think is the strangest or the most interesting? Why?
2. Where do ostriches normally live? Why do you think this ostrich escaped? How did people react to the scene?
3. Do you know anyone who avoided a bad accident? What happened?
4. Why do you think people are so interested in stories about other people's disasters?
5. Why do you think people risk their lives in dangerous sports like drag racing, Formula One racing, skydiving, and so on?

10 Writing

A. Consider the following questions and discuss with a partner.

1. How many people drive in your family? How do you feel about driving?
2. What kind of car would you like to drive? Why?
3. Which age group causes more accidents: teenagers, people over 25, people over 60? Why?

B. Read the text and highlight the words and/or phrases that give information about:

THE ACCIDENT

What happened:
When it happened:
Where it happened:
How it happened:
Who caused it:
Who it happened to:
Why it happened:

Write the words and/or phrases next to the headings.
Now cover the text and use your notes to summarize the accident in your own words.
Use *so, because* and *although* to connect your ideas. For example:
Although he was wearing his seatbelt, he still hit his head.

THE ACCIDENT

It was morning and my older brother was driving me to school. Suddenly, a speeding car crashed into us at an intersection and threw us into a telephone pole. I was, fortunately, wearing my seatbelt but I still managed to hit my face on the dashboard.

I was unconscious for some time and woke up as I was taken out of the car and put into an ambulance. The driver of the car that hit us was also in the ambulance. I heard him say he was 90 years old. I was 15, scared to death and likely to end up with a scarred face for life. I started yelling "Please stop driving! Stop driving!" I could not stop.

I don't know what happened to the man, I never saw him again.

I was released from hospital two weeks later. Since then I have always been a cautious driver and advised others to be careful.

10 Writing

A

- Ask students if they have ever witnessed an accident or been in one. Elicit answers from the class. Discuss why accidents happen and how they feel when they are driving or are being driven along a road with heavy traffic and speeding cars.
- Read the directions with the class. Have students answer individually and make notes of their answers. Ask them to compare with a partner.
- Call on students to report their answers for the class.
- Have students focus on 3 and discuss with a partner. Ask them to provide reasons for their answer. Have students move around the classroom and ask as many people as they can within the time set, for example 5 minutes. Call on volunteers to say what most students in class think. Hold a class discussion on the question. Write the three groups, teenagers, people over 25, and people over 60 on the board and list the ideas or arguments that students express in note-form.
- Have students check the information on the board and make a final decision as to which age causes more accidents..

B

- Direct students' attention to the picture and the title. Give them a few minutes to discuss what they see in pairs. Ask them to think about what happened before the time shown in the photo and afterwards. Call on pairs to present their ideas.
- Read the directions and have students look at the headings in B. Explain that they have to highlight the word/s or phrase/s that give the information. Call on a volunteer to demonstrate. For example: When it happened: morning
- Have students read the text individually and make notes/ write key words or phrases next to each heading.
- Play the audio, have students follow in their books and mark stressed words. Have them compare stressed words in pair. Then check in class. Explain that this task trains them to 'hear' the stressed items and helps understanding. It can also help them when they read on their own.
- Ask them to compare notes in pairs. Check answers in class. Call on volunteers to read their answers.
- Please note that the answers given are sample answers. Allow students to make notes using their own words and accept answers that make sense.

Answers

What happened: car crashed into us/ threw us into telephone pole/ hit my face on dashboard

When it happened: morning

Where it happened: on the way to school

How it happened: speeding car didn't stop at the intersection/ crashed into us

Who caused it: driver of the other car

Who it happened to: The writer and his brother

Why it happened: the other driver was 90 years old

- Have students cover the text and use their notes to summarize the accident. Ask them to work in pairs. Tell them that they don't need to use the same words as the text.
- Call on pairs to summarize. Have the rest of the class, the audience; decide if the summary was complete and accurate.
- Have a discussion on: Should people over 80 be allowed to drive? Why? Why not?
- Organize students in groups depending on their opinion, have 'yes' and 'no' groups. Have the groups exchange ideas and prepare their arguments to support their position.
- Call on the groups to present their view and their arguments. Give them 5 minutes for each presentation. Have the undecided students in class decide which group was more effective and more persuasive.

Additional Activity

Brainstorm words that are associated with the account of an accident. Include general vocabulary items. Have students work in groups to write five words or phrases on slips of paper. Ask them not to show what they have written to other groups. Fold the pieces of paper and place them on a desk. Call on individual students to pick a paper unfold it and use it in part of an account of an accident. Explain to the students that they are free to add as many sentences as they like in order to connect each item with the preceding developments of the story. Set a time limit for each student, for example 1 minute.

Remind students that they need to listen very carefully so they can continue with their own sentence as part of the same account. From time to time call on volunteers to go over the account and repeat what has already been said up to that point.

C

- Tell students that they are going to write about an accident. Direct students to the Writing Corner. Have them read the guidelines in order to answer a few questions. For example:
  Is it a good idea to use long, complicated sentences when writing an account of an accident?
  Do we need to mention all the details?
  How can we connect events and reasons or causes?
  What is important for the reader to do as he/she reads or listens to the account?
- Have students read the last question in the Writing Corner and work in pairs to identify features o f the text.

  Text organization/ answer:
  Paragraph 1: the scene: time, setting/place, people
  Paragraph2: events immediately after the accident/ the other driver
  Paragraph3: Closing statement/ Outcome/ effects of the accident
- Go through directions with the class. Have students study the organizer. Give them a few minutes to ask questions if they need help with anything.
- Organize students in small groups and have them brainstorm accidents that they might have witnessed, had, read, and heard about. Give them time to discuss a few of the accidents. Tell them to help each other and make notes in the organizer especially in the boxes for words. Circulate and monitor participation.
- Have students decide on an accident to write about. Allow them to help each other. Explain that they can decide to write about their own experience or use ideas and language from the group discussion to write an account. Have them complete the organizer with notes about the accident they have chosen.
- Remind them to follow the guidelines in the Writing Corner and organize their information/notes along the lines of the text about the accident on page 76.
- Have students write their first drafts using their notes. Encourage students to share what they know and help each other.
- Have students exchange drafts and make comments or suggestions. Encourage them to read more drafts if there is enough time. Ask them to use the comments and rewrite their accounts. Call on volunteers to read their accounts in class.

Additional Activity

Ask students to roleplay in pairs and act out a conversation between friends or an interview between an insurance representative and a witness or the driver at the scene of the accident. Encourage them to use their notes. Remind them that in unrehearsed spoken communication, people repeat things, ask for clarification, start saying something, interrupt it and restart etc.

Teaching Tip

When students are asked to write an account of an event, they often focus on things like tenses, spelling etc. to the detriment of effect and impact. One of the areas that is underestimated in such cases is that of feelings. Have students brainstorm on feelings when something like an accident takes place from the different viewpoints, for example a witness or participant and list words and phrases that convey the state of the people involved. For example: in shock, dazed, frightened, panic.

Additional Activity

A slogan competition - Have students work in pairs creating slogans. Ask each pair to write three slogans to present for the class. Remind them that a slogan needs to be:

Catchy, memorable, clever and convey a message in a funny or striking manner to create an effect. Call on pairs to present their slogans and then post them on the wall or on the board. Have students decide on the best three slogans from different groups.

Teaching Tip

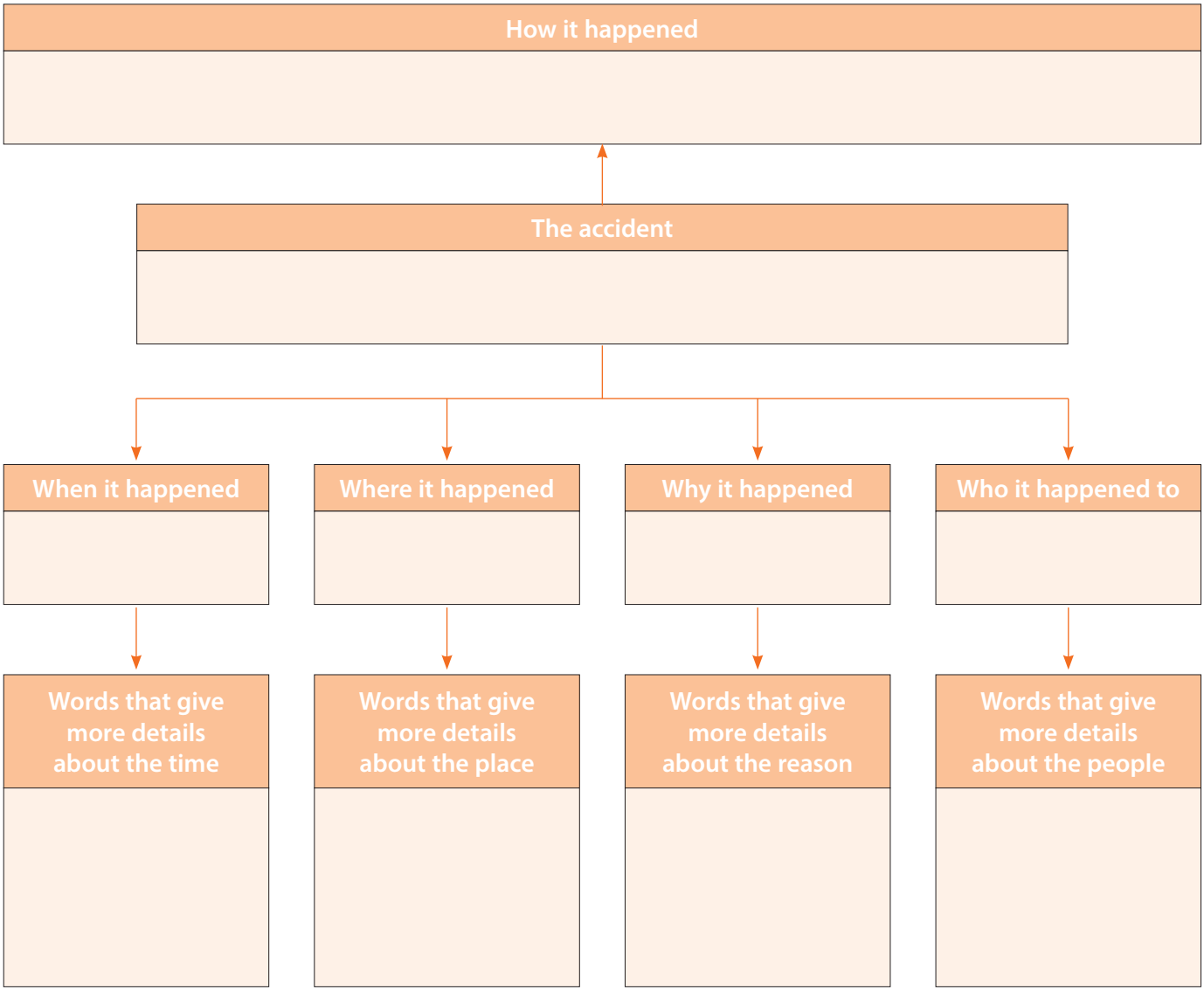
Monitor groups to make sure that they have appointed a chairperson and a secretary/ note-taker. Go over the duties of the chairperson and explain that if a member of the group wants to speak they need to raise their hand to let the chairperson know. The chairperson makes a note of the people who want to speak and gives them the floor/the right to speak in the order they made their request.

Workbook

Assign page 54 for more writing practice above word and sentence level.

C. Have you ever seen an accident? Have you recently heard or read about an accident? Write a short account of the event.

1. Complete the organizer with as much information as possible in note-form.
2. Write as many words and/or phrases as you can to describe the experience or the event.
3. Use your notes in the organizer to write an account of the accident.



Writing Corner

When you write an account of an accident and refer to an incident as an eye witness or as a participant:

- **Focus on important facts or details, not everything.**
- **Do not use very long, complicated sentences.**
- **Connect events and reasons or causes when necessary, using: *so*, *because*, *although*, etc.**
- **Help your reader visualize a mental picture of the scene(s).**

Now look at the text about the accident on page 76. How is it organized? What did you think of it? Why?

11 Form, Meaning and Function

Modal Auxiliaries

Use *must* to talk about laws and rules. Use *should* to give advice.

You **must** stop at the traffic lights. You **should** drive under the speed limit.
You **must not** park on the sidewalk. You **shouldn't** eat when you're driving.

Note: *Must* is stronger than *should*. It has a more formal or official tone.

Adverbs of Manner

Adverbs of manner are normally formed by adding *-ly* to an adjective. They express how something is done.

How did he drive? He drove **slowly**.
How did she walk? She walked **quickly**.

Adjectives that end in *l* double the *l*: carefu**l** → carefu**lly**

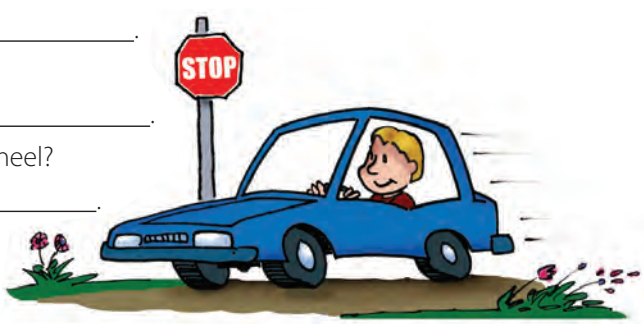
Note: Sometimes an adjective and an adverb have the same form:

He's a **fast** driver. He drives **fast**. He's a **hard** worker. He works **hard**.

The adverb form of *good* is *well*: He's a good player. He plays **well**.

A. Complete the conversations using your own words.

1. **A:** I'm afraid I'm running out of gas.
   B: You should _____.
2. **A:** The sign says 80 kilometers per hour, and I'm doing 90.
   B: Then you must _____.
3. **A:** I'm lost. I don't know which way to go.
   B: I think we should _____.
4. **A:** I need to make a phone call. Can you please hold the steering wheel?
   B: You must not _____.
5. **A:** The car won't start. There's plenty of gas. I wonder what the problem is.
   B: You should _____.



B. Complete the conversation. Use adverb forms of the adjectives in parentheses. Then practice the conversation with a partner.

A: Well, my son Brian drives _____ (reckless). He doesn't stop at stop signs, and he's usually over the speed limit. He's always in a hurry.

B: My son Alexander drives _____ (good), but he sometimes drives too _____ (fast). I'm afraid he's going to have an accident one of these days.

A: Well, Brian got a ticket because he was driving too _____ (fast). He had to go to a special class for people who drive _____ (dangerous). But he still doesn't drive _____ (careful). Next time he is going to lose his license.

11 Form, Meaning and Function

Modal Auxiliaries

- Call on volunteers to read aloud the example sentences in the chart.
- Remind students that both *must* and *should* are modal auxiliaries. The form is the same for all persons (I, you, he, she, it, we, they, etc.). After the modal we use the main verb in its base form (without to).

Language Builder

Must expresses obligation, or something that is necessary and very important to do. There is no choice. For example: *I must get the brakes on the car fixed.*

In American English, *have to* is used more often than must to express obligation or necessity.

Must not (or *mustn't)* means that something is prohibited. This means that there is no choice. For example: *You must not jump a red light. It's illegal..*

Should is used to give advice or make a suggestion that might be important, but it gives the listener the choice to take the advice or not. For example: *You should study hard when you are young.*

Adverbs of Manner

- Have volunteers read aloud the questions and answers. Tell students that adverbs of manner tell how something is done.
- Elicit that to form most adverbs of manner we add the suffix *-ly* to adjectives.
- Say the following adverbs and have students call out the adjectives: quickly (quick); slowly (slow); correctly (correct); safely (safe); quietly (quiet).
- Then say the following adjectives and have students call out the adverbs: dangerous (dangerously); careful (carefully); bad (badly); nice (nicely); beautiful (beautifully); reckless (recklessly).
- Point out that *fast* and *hard* can be used as both adjectives and adverbs. For example:
  *This is a **fast** car. / He is driving **fast**.*
  *This is a **hard** test. / He worked **hard** to get a good grade.*
- Explain that the adverbs *hard* and *hardly* have different meanings and are unrelated. *Hard* means requiring a lot of physical or mental effort. *Hardly* means almost not, or to a very small degree.

Language Builder

Explain that to form adverbs, we can often add *-ly* to adjectives. With adjectives that already end in *-y*, we change the *y* to *i*. For example, the adverb form of *happy* is *happily*. When the adjective ends in *-e*, we drop the *e*. For example, the adverb form of *probable* is *probably*. However, when *-ly* is added to adjectives that end in *-l*, double the *l*. For example, the adverb form of *cheerful* is *cheerfully*.

A

- Have students read the first sentence (A) in the activity: *I'm afraid I'm running out of gas.*
- Ask: *What advice do you have for this person?* Elicit various responses and write them on the board. For example:
  ***You** should stop for gas.*
- Students should complete the activity alone and then compare their answers with a partner.

Answers

Answers will vary. Sample answers.

1. stop at a gas station
2. slow down
3. ask someone
4. speak on the phone when driving
5. take it to a car mechanic

B

- Have students look at the picture and describe what is happening. Write on the board:
  This is Brian. He is a _____ driver.
- Ask: *What kind of driver is Brian?* Elicit possible adjectives from students to describe him and write them on the board: *good, bad, reckless, fast, dangerous, careful.*
- Ask students to call out the adverb for each adjective: *well, badly, recklessly, fast, dangerously, carefully.*
- Have students complete the task individually and then practice the conversation in pairs

Answers

recklessly, well, fast, fast, dangerously, carefully

Prepositions of Place

- Focus students' attention on the pictures. Ask volunteers to read the sentence under each picture.
- Give students more examples of the prepositions using classroom objects or the students' positions in the room. For example, say: *Adel sits between Ali and Omar. Ahmed's desk is far from the board.*
- Point out some of the following details, which students often forget. We say *next to* (with the word to) but *near*, (NOT near to). Two of the two-word prepositions use from: *across from* and *far from*.

Language Builder

Give more details about the use of prepositions of location.

in the airport = inside the building

at the airport = in the vicinity of the airport, either in the buildings or just outside, for example in the parking lot

on the corner = a location that is a permanent situation (For example: The bus stop is on the corner.)

at the corner = a location that is a temporary situation (For example: The bus is at the corner now.)

Imperatives for Directions

- Have students look at the signs. Read the captions with the class. Ask if they ever see signs that look like this and where. Elicit examples. If students don't understand the sign next to activity C, explain that it is a sign we might see on an old-fashioned elevator.
- To check understanding of the imperatives, you might ask students to stand up and give them the commands. For example, say: *Turn right.* Check to make sure that students respond correctly by turning to their right.

C

- Read the directions to students and check they understand what kind of word needs to go in the gaps. Tell them to find words in the presentation above.
- Students should work alone to complete the gaps and compare their answers with a partner.
- Call on students to role-play their dialogs.

Answers

1. straight
2. turn
3. to
4. from
5. on
6. on
7. Go
8. on
9. take
10. next

Workbook

Assign pages 55-56 for more practice with the form, function and meaning of the structures in the unit.

Teaching Tip

Students sometimes ask to have a class discussion. This can be a good idea, but all discussions should be focused. With students' participation, formulate what questions to ask on a topic. For example: *What is your opinion on _____? Do you agree or disagree with _____?*

Additional Activity

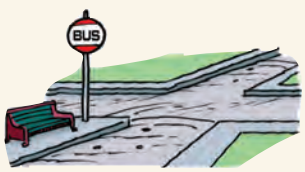
Write the names of places in your school, town or city on strips of paper. Put the strips of paper in a bag or small container. Call students up to the front one by one and ask each student to pull out one piece of paper. They should read the place name on their strip of paper and ask the class for directions on how to get there. Each student can draw a map on the board as they listen to their classmates' directions. Students should start from the classroom and ask: *Excuse me, can you tell me how to get to ...?*

Prepositions of Place

The park is **across from** the school.

The bank is **between** the post office and the restaurant.

The pharmacy is **next to** the bookstore.



The bus stop is **on** the corner.

The museum is **near** the hotel.

The airport is **far from** town.

Note: To describe where we live, we can use the following prepositions:

I live **in** Jeddah. (*city*)

I live **on** the third floor. (*building*)

I live **on** First Avenue. (*street*)

Imperatives for Directions

Take a left. / Turn left.

Take a right. / Turn right.

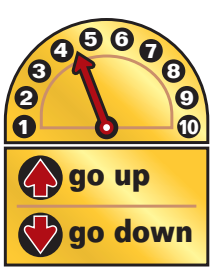
Go straight.

C. Complete the conversations with the correct prepositions and imperatives.

A: Excuse me, where is the post office?

B: Go (1) _____ and (2) _____ left at the end of this street into Main Street. The post office is next (3) _____ the bookstore across (4) _____ the park.

A: Thank you.



A: So, what's to see in your city?

B: Why don't you visit the National Museum? It's (5) _____ Second Street. You can take the bus. The bus stop is (6) _____ the corner.

A: That's a great idea! Thanks!

A: Excuse me, can you tell me where the accounts department is?

B: Sure. (7) _____ straight down this corridor and take the elevator to the third floor. The accounts department is (8) _____ the third floor. When you come out of the elevator (9) _____ a right. It's at the end of that corridor (10) _____ to the cafeteria.

A: Thanks a lot.

12 Project

According to a report by the Kingdom's General Directorate of Traffic, an average of 17 Saudi Arabian residents die on the country's roads each day. A recent survey reports that there were more than 485,000 traffic accidents during 2008 and 2009.

1. Read the information in the box and find out more about road accidents in Saudi Arabia. Work in groups. You can try to collect information through the Internet, books and newspapers, and/or talk to adults.
2. Use the questions in the organizer to guide you. Make notes in the chart.
3. Prepare an accident prevention campaign. Think about what you are going to use such as:
   - a website
   - a blog
   - social networks
   - advertisements
   - TV commercials
   - posters
   - badges
   - lectures

   Add your own ideas.

	Questions	Your answers
1	Where do the accidents happen the most?	
2	What kind of accidents?	
3	What causes the accidents?	
4	How can these accidents be prevented?	
5	What can you tell people so these accidents won't happen?	
6	What changes should be made so that these accidents don't happen?	
7	What kind of a poster can you design to inform people about the information you collected above?	

12 Project

- Organize students in groups and have them brainstorm on accidents in their country. Suggest that they think about accidents on the news, in newspapers, on the internet or accidents that they have heard people talk about. Ask them questions such as these:
  Are accidents common news items on television?
  Is there always reference to one or more accidents in every broadcast?
  Which accidents are more common; accidents in the home, at the workplace or on the road?
- Give groups some time (approximately 6 to 10 minutes) to discuss. Remind them to assign tasks to different group members and to make sure there is at least one person making notes.
- Call on a student from each group to report the group's ideas for the class. Encourage the class to comment, respond or challenge what is said. Remind them to give reasons that support their ideas.
- Direct students to the picture and the blue box at the top of the Project page. Have them read the information in the box and comment. Ask them questions. For example:
  Did you know that so many people died in road accidents?
  Where do you think most accidents happen?
  Are they caused by younger or older drivers?
  Why do you think so many accidents happen in your country?
  Discuss answers in class.
- Read the directions with the class. Explain that they can use different sources of information or talk to people they know.
- Have students study the charts and suggest examples. Such as these:

	Questions	Your answers
1	**Where do the accidents happen the most?**	*On busy roads in the city, at intersections, on highways*
2	**What kind of accidents?**	*Car crashes, accidents that involve pedestrians, car breakdown*
3	**What caused the accidents?**	*Reckless driving, speeding, engine failure, brake failure, flat tire*
4	**How can these accidents be prevented?**	*Through more careful driving at reasonable speeds, obeying speed limits, watching out for pedestrians, stopping at intersections, servicing cars regularly*
5	**What can you tell people so these accidents won't happen?**	*That they are endangering their own and other people's lives, a small mistake can cause major damage, driving safely will ensure getting to their destination, driving fast won't*
6	**What changes should be made so that these accidents don't happen?**	*Speed should be monitored, speeding should be fined heavily, traffic police should run random checks of cars to make sure that they are in good working order, …*
7	**What kind of poster can you design to inform people about the information you collected above?**	*A split poster showing a bad crash in one part and children greeting their father as he gets out of his car at home in the other/ A large poster that shows pedestrians about to run across a busy street with cars rushing past as someone stops them from crossing …*

- Organize students in groups and have them discuss their own answers to the questions and make notes in the organizer. Encourage them to be as creative as possible.
- Call on a student from each group to present some of their ideas for the class. Ask students to listen carefully and discuss or comment on the ideas that are presented.
- Direct students to the directions for task 3 and give them some time to decide on what they are going to use in their group campaign. Encourage them to add their own ideas or replace some of the ideas listed in their book. Remind groups to assign tasks and responsibilities to group members depending on their skills and abilities. Tell each group to appoint a chairperson that can control the discussion and make sure everyone has a chance to express their opinion and make suggestions. Advise students to decide on a campaign theme, a slogan, style and color and target audience.

13 Self Reflection

- Write 'Did you hurt yourself' on the board and elicit as many ideas and words as possible from the class. List the words on the board. Ask students to say what they associate the question with? (accidents in the home, at work, on the road etc.)
- Have students scan pages 68 and 69. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
  How do most common home accidents happen?
  What are they caused by?
  What are some of the most common causes of automobile crashes?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 70, 71, ask them some questions. For example:
  Complete these sentences:
  Most home accidents happen because …
  The road was wet so …
  You should never use a very sharp knife, you might hurt …
  A: I'm a good student. B: So …
  A: I don't like… B: Neither …
  Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 72, 73. Call on volunteers to say what the context is in this lesson, for example: common accidents
- Have students say what they remember from this section and make notes in the chart.
- Write Unusual Accidents and Deaths on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:
  How many people have been hit by things falling from outer space?
  Describe an amazing escape.
- Have a class discussion about unusual events and coincidences.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about stories and writing accounts of accidents or other events. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 76 and 77 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work and research. Elicit ideas from the students and have them present their experiences for the class.
  Did they have difficulty making decisions in their group? Why? Why not?
  Did they feel that they had the chance to present their ideas?
  Was it difficult or easy to access different sources and collect information? Why? Why not?
  Where did they find information? Where did they find photos?
  Did they enjoy preparing the campaign?
  Would they change anything if they had the chance to do it again? What?
  Was there room for originality and creativity? Why? Why not?
- Allow time for students to make notes on the project section individually.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

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 accidents and accident prevention			
talk about cause and effect			
use reflexive pronouns			
use *because* versus *so*			
use *so* and *neither*			
use modal auxiliaries *must* and *should*			
use adverbs of manner			
use prepositions of place			
use imperatives for directions			

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

6 Take My Advice

1 Listen and Discuss

Do you look up web sites that give advice? What do you search for?

helpsite4u » Start

http://www.helpsite4u.com

Home • Search:

You've got questions?

We've got answers.

HelpSite4U

http://helpsite4u.com

Leisure | Health | Eating | Friends | Travel | School/College

This site has been developed to help people who have problems and don't know who to turn to for help. We hope you will use it and make the right choices for life!

Saying NO to junk food

- You want to stay healthy? Then you'd better stay away from fast food. Turn it down!
- The labels *fast food* or *junk food* refer to food that contains a lot of fat and is cooked in an unhealthy manner. Younger people tend to eat more junk food because of peer pressure.
- You should keep your principles and your sense of self-worth. You deserve healthy and nutritious food. So in the case of peer pressure, just say NO!

HOTLINE!

For help at any time, talk on the phone with one of our counselors. Click here for more information.

Weight Control

Anorexia

Anorexia is an eating disorder that affects people's appetites–usually because of emotional problems, stress, or pressure. This condition is quite common among teenagers, but it can also affect adults. The slim look is usually considered attractive by teenagers. So, in order to keep their weight down, these young people simply avoid food. Nowadays, there is a lot of information available about anorexia and a number of awareness-raising campaigns to prevent people from becoming anorexic.

Unit Goals

Vocabulary
Advice
Keeping fit

Functions
Discuss common problems
Ask for and give advice

Grammar
Modal Auxiliaries: *Should, Ought To, Might, Could*—questions, affirmative, negative
Had Better—questions, affirmative, negative
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Warm Up

Have a general discussion about problems among teenagers. Ask: ***What kinds of problems do people your age often have? What common problems do some of your friends have?*** Write their answers on the board. Students may suggest some of the following problems: getting along with parents, getting along with friends, doing well in school, having too much stress, losing or gaining weight.

Ask: ***What do you do when you have problems? Who do you go to? Do you go online to get advice?*** Ask students what websites they use for advice. Compile a list on the board. You might want to suggest that students copy the list into their notebooks.

1 Listen and Discuss

- Have students open their books to pages 82 and 83 and look at the web pages. Discuss how information on a website is usually given in small chunks: banners with headlines, lists with bullets, drawings and photos, paragraphs, and links to related websites. Discuss how web designers play with the format to make the content interesting and to hold the reader's attention. Ask students if any of them have designed websites. If so, ask them what they considered when designing.
- Have students scan the websites and identify the various sections: main title, address, subtitles, etc.

Play the audio for page 82. Have students circle any words that are new for them.

Play the audio again as students follow along in their books. Then go over any new words and expressions students ask about.

- Write the following phrasal verbs on the board: ***turn to, stay away from, turn down,*** and ***keep down***. Ask students to find the sentences with these verbs. Elicit the meaning of these phrasal verbs in these sentences.

  turn to = go to for help
  stay away from = avoid
  turn down = refuse
  keep down = control

- Have students find the verbs used to give advice: *had better* and *should*. Also point out that imperative verbs are sometimes used to give advice. For example: *Turn them down!*

Language Builder

Remind students that the prefix *il-* means *not*. For example, *illegal* means *not legal; illegible* means *difficult or impossible to read; illiterate* means *not able to read or write.*

Play the audio for page 83.

Play the audio again, and have students read along silently. Go over any new vocabulary words that students mention.

- Write the following phrasal verbs on the board: ***put off, take up,*** and ***work out***. Have students find the sentences with these verbs. Elicit the meaning of these phrasal verbs in the sentences.
  put off = postpone
  take up = start, learn how to play
  work out = exercise

Quick Check

A

- Ask students to work individually to underline the expressions of advice.

Answers

Answers will vary. Sample answers:
you'd better, you should, you ought to, you could, you might

B

- Have students work in pairs to ask and answer the questions. Call on pairs to present for the class.

Answers

Answers will vary. Sample answers:

1. You should call the counselors on the website.
2. They shouldn't avoid food.
3. Some young people avoid food to look attractive.
4. You might take up a sport or work out.
5. They should wear their seat belt. They should slow down on intersections.

2 Pair Work

Play the audio for the conversations. Ask students to listen and repeat.

- Model the examples with volunteers, changing roles. Encourage students to continue each conversation a few more lines. For example:

  A: What kind of exercise should I do?
  B: Running is great, or you could try swimming.
  A: But, I have to have my snacks.
  B: You should eat less junk food. Try more fruit.

- Organize students into pairs. Tell them to take turns asking for and giving advice about the problems mentioned as well as other common problems.
- Monitor students as they practice. Then call on several pairs to present for the class.

Language Builder

The phrasal verb *work out* has several meanings.

I like to work out.
(*work out* = to exercise)

We need to work out how much we owe.
(*work out* = to calculate)

We need to work out where to go over break.
(*work out* = to decide)

Don't worry, everything will work out fine.
(*work out* = to turn out, to be)

WORKBOOK

Assign page 57 for practice with the vocabulary of the unit.

Teaching Tip

In general, it benefits students to personalize activities and draw from their own experiences. However, when topics, such as weight, may be sensitive, students might prefer to focus on other people rather than themselves.

Additional Activity

Before class, explore websites that offer appropriate advice, and note the URLs. Make a list of problems and questions for students to answer based on information from those websites. Write the URLs on the board. Students can work in pairs or small groups to find the information.

fun facts

- There are many websites that provide daily personal advice. You simply go to the website, describe your problem, and submit it. Within a few days, advice is sent back by email. The best part is you can get advice, and no one knows who you are.

helpsite4u » Start

http://www.helpsite4u.com

HelpSite4U
http://helpsite4u.com

Home • Menu • Search:

Keeping Fit

Fitness means "being in good physical condition—healthy and strong" and is usually associated with exercise. That is not the whole picture. In order to keep fit, you have to eat well, sleep well, and generally feel good about yourself.

Driving

Some tips on driving

- You should avoid:
  - driving too fast
  - driving through a red light
  - speaking on the phone while you are driving
  - overtaking other cars on a narrow road
  - racing
  - *drifting* on a busy road

Staying safe on the road

- You should always wear your seat belt, even for short distances.
- You ought to observe speed limits, especially when you drive through towns.
- Try to slow down at intersections even if you have right of way.
- You might check the route before you start, especially if you are going to a new place.

Quick Check

A. Vocabulary. Underline the expressions of advice on the site.

B. Comprehension. Answer the questions about the site.

1. Who should you call in case of a problem?
2. What shouldn't young people do in order to keep slim?
3. Why do some young people avoid food?
4. What might you do in order to stay fit?
5. What should people do to stay safe on the road?

2 Pair Work

Find facts that give advice in the HelpSite4U and make questions for them. In pairs, ask and answer the questions.

- What should I do to lose weight?
- You ought to exercise, and you shouldn't eat a lot of junk food.

- I'm feeling depressed, and I don't know what to do?
- You'd better see a psychologist or a psychiatrist.

3 Grammar

Modal Auxiliaries: *Should, Ought To, Might, Could*

Use *should*, *ought to*, *might*, and *could* to give advice.
Ought to is stronger than *should*. *Might* and *could* are less strong.

Question (?)	Affirmative (+)	Negative(–)
Should I stay, or **should** I go?	You **should** stay. You **ought to** stay. You **might** stay. You **could** stay.	You **shouldn't** go. You **ought not to** go.

Had Better

Had better is used to give advice. It's stronger than *should* and *ought to*.
Note: *had* can be contracted to *'d*.

Question (?)	Affirmative (+)	Negative(–)
Should I take this medicine?	You**'d better** take it.	You**'d better not** take it.

Two-Word- and Three-Word Verbs

The meaning of two- and three-word verbs is often very different from the words taken separately.

1. Verb + adverb particle

to **put** something **off** (postpone)	They **put off** the meeting until next week.
to **give** something **up** (stop doing)	He **gave up** smoking for health reasons.
to **take** something **up** (begin)	I'm going to **take up** karate.
to **throw** something **away** (discard)	Don't **throw away** your old clothes.
to **turn** something **down** (refuse)	The committee **turned down** my proposal.

2. Verb + adverb particle + preposition

to **get along with** someone (be friendly)	I **get along** well **with** Fatima.
to **put up with** someone or something (accept a bad situation)	My boss is difficult to **put up with**.

Pronoun objects go between the verb and particle.
I can't find my old sneakers. Did you throw **them** away?
Nouns can go between the verb and particle or after the particle.
I threw the **sneakers** away. I threw away the **sneakers**.

A. Complete the sentences using the verbs in parentheses with pronoun objects.

I took off my sneakers and *put them away* in the locker. (put away)

1. When I received the form, I _____. (fill out)
2. I finished reading the book and _____ to the library. (take back)
3. His hair was too long, so he _____ for his passport photo. (cut off)
4. The magazines were old. That's why I _____. (throw away)
5. When you finish using the computer, please _____. (turn off)

3 Grammar

Modal Auxiliaries: *Should, Ought To, Might, Could*

- Go over the material in the grammar chart. Remind students that *shouldn't* is the contracted form of *should not*, and that there is no contracted form for *ought to*.
- Explain that *might* and *could*, when used to give advice, express suggestions or possibilities. They are less strong than *should* and much less strong than *ought to*. They are usually used to express ideas rather than give advice.
- Explain that the negative form of *ought to* is considered formal and is usually only used in formal speech and writing.
- Ask questions with *should* to request advice. Have one student give an affirmative response, and have another student give a negative response with *shouldn't*. For example:

  You: Should I give you more homework?

  A: Yes, you should. I want to study harder.

  B: No, you shouldn't. I'm too busy already.
- Then have pairs of students ask for and give advice to each other.

Had Better

- Go over the material in the grammar chart.
- Remind students of the contracted forms of *had* with all the subject pronouns: *I'd, you'd, he'd, she'd, it'd, we'd,* and *they'd*.
- Ask *yes/no* questions, and have students respond, giving advice with *had/'d better or had/'d better not*. For example:

  You: Should we skip the school assembly?

  A: Yes, we'd better. We need to work on our projects.

  B: No, we'd better not. Everyone in the school should go.
- Then students work in pairs to ask for and give advice using *had better*.

Language Builder

Explain that *throw out* has the same meaning as *throw away*.

Two- and Three-Word Verbs

- Go over the material in the grammar chart. Write on the board: ***His book fell off the table. He put off the meeting until next week.*** Review that in the first sentence *off* is a preposition, whereas in the second sentence *off* is a particle, and it is part of the verb.
- Explain that all of the two-word verbs are separable. That is, the object can go after the particle or between the verb and the particle. For example, write on the board: ***They put off the meeting. / They put the meeting off.*** With separable two-word verbs, we can replace the noun object with a pronoun. For example: ***They put it off.***
- Explain that with three-word verbs the object always goes after the preposition. For example, write on the board: ***Ali gets along with Omar. He gets along with him.***
- Write sentences on the board with an object. Have students restate the sentences, replacing the object with an object pronoun. For example: ***He's going to take up karate.*** (He's going to take it up.)
- Say or write on the board sentences using synonyms of the three-word verbs in the chart. Have students restate the sentences using the correct three-word verb. For example:

  You: He told him he exercises every day.

  Class: He works out every day.

  You: They are friendly with each other.

  Class: They get along with each other.

  You: He couldn't accept the bad working conditions.

  Class: He couldn't put up with the bad working conditions.

A

- Have students work alone to complete the sentences.
- To check answers, call on students to read their completed sentences for the class.

Answers

1. filled it out
2. took it back
3. cut it off
4. threw them away
5. turn it off

B

- Have students work individually to complete the sentences, substituting the words in parentheses with two- and three-word verbs. Alert students that they may need to add pronouns or prepositions.
- Have students work in pairs to compare answers. Then call on students to read the completed sentences for the class.

Answers

1. throw away
2. put up with
3. put off
4. take up, give up
5. don't get along, put up with

C

- Have students work in pairs to read the situations and make suggestions using *should, ought to, might, could,* and *had better.*
- Call on students to share with the class one piece of advice their partner gave for any of the situations.

Answers

Answers will vary. Sample answers:

1. You could go to a sport's club.
2. You ought to get a nicotine patch.
3. You'd better give up sweets. You ought to eat more vegetables.
4. You should have more confidence in yourself.
5. You should go out and have fun. You might volunteer to help others.

D

- Have students work alone to write their sentences.
- To check answers, call on pairs. One student reads the situation and the other reads his or her response, using *had better.*

Answers

Answers will vary. Sample answers:

1. You'd better go home.
2. I'd better take a vacation.
3. They'd better go to bed.
4. We'd better buy a new car.

WORKBOOK

Assign pages 58-60 for more practice with the grammar of the unit.

Language Builder

To *give (something) up* means to stop completely.

To *cut down on* or *to cut back on* means to reduce the amount of. For example:

He's trying to give up smoking. So far he has cut down on it. He only smokes a couple of cigarettes a day.

My brother used to play video games all night. He can't give it up, but he's cut back on it. He only plays for a few hours now.

Teaching Tip

Establish an atmosphere of trust in the classroom so that students feel relaxed practicing new language. This will enhance their confidence to use it outside the classroom. To this end, it's important to work on accuracy, and also give students opportunities for fluency practice without corrections.

Additional Activity

Activity 1: Have students work in groups. Students take turns saying a situation, and their group members offer advice. For example:

A: It takes me so long to do my homework.

B: You should try to do it right after school if you can.

C: You ought to work with a classmate.

D: You could talk to the teacher about it.

Activity 2: Write on the board the expression, ***Don't put off until tomorrow what you can do today.*** Discuss the meaning. Ask students if they know a similar expression in their language.

B. Substitute the words in parentheses with two-word and three-word verbs.

Thank you for your offer, but I'm going to have to __turn down__ (refuse) your help.

1. I need to clean my closet and _____ (discard) a lot of old clothes.
2. We have to _____ (tolerate) our neighbors' loud voices every night.
3. I have to finish my big report. Can we _____ (postpone) our meeting for tonight?
4. Samuel wants to lose weight. He ought to _____ (begin) a sport like jogging. He should also _____ (stop) eating sweets.
5. I have a new person who shares my apartment. Unfortunately we _____ (not have a good relationship). I have to _____ (accept) his messy ways.

C. Give advice. What would you say in the following situations? Share advice with a partner.

A friend is going to travel by car in a foreign country.

You ought to take a good road map.

You'd better make sure to learn the meanings of signs.

1. A friend is looking for a hobby. Where can he go to find out more about hobbies?
2. A friend is trying to give up smoking.
3. A friend wants to lose weight.
4. A friend has very low self-esteem.
5. A friend is feeling down and depressed.

D. Write sentences using ***had better***.

Laura has been sick for a couple of days.
It's time she saw a doctor. *She'd better see a doctor.*

1. It's getting late.
   It's time you went home. _____
2. I haven't had a vacation for a long time.
   It's time I took one. _____
3. The kids have been playing all day.
   It's time they went to bed. _____
4. Our car is really falling apart.
   It's time we bought a new one. _____

4 Language in Context

Read about Ali's lifestyle.
Give advice to deal with his stress using ***should, ought to,*** or ***had better***.

- Works 10 hours a day in the office
- Takes work to do at home on the weekend
- Drinks a lot of coffee
- Spends an hour and a half in traffic on his commute
- Doesn't have time to exercise
- Rarely goes out with friends
- Hasn't had a vacation in two years

5 Listening

Three teenagers are talking to Dr. Wise about their problems. Complete the chart.

	Problem	Doctor's Advice
Harvey		
Adel		
Saeed		

6 Pronunciation

A. Listen. Note that the main stress is on the second part of the two-word or three-word verb. Then practice.

put off	I put **off** my new diet.
turn down	I don't want to turn **down** a friend who asks for help.
put up with	Ahmed has put **up** with the noise for a long time. Now he has had enough.

B. Read the advice website again. Find two-word and three-word verbs. Practice reading them aloud, putting the main stress on the second part.

7 About You

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

1. What are the most common problems for the people you know?
2. Do you know people that are either easy or difficult to get along with? Why is that so?
3. Do you know anyone who eats too much junk food? How can you help?
4. Do you know anyone who suffers from anorexia? How can you help?
5. Are you weight conscious? Explain.
6. Are you concerned about your health and fitness? Explain.

4 Language in Context

- This can be done in pairs. One student makes a sentence about Ali's lifestyle; for example: *He works 10 hours a day.* The other student offers advice for Ali, using *should, ought to,* or *had better.*
- Have students take turns making the statements and offering advice.

Answers

Answers will vary. Sample answers:

He ought to work less. He shouldn't work on weekends. He ought not to drink a lot of coffee. He should move closer to work. He'd better start to exercise. He should go out with friends more. He'd better take a vacation.

5 Listening

- Remind students that knowing what information they need to listen for will make the listening task easier. Ask: ***For each person, what are you going to hear?*** (a problem and the doctor's advice)
- Play the audio twice and have students write notes in the correct columns.
- Play the audio a third time for students to check their answers.

Audioscript

1. Doctor: Now, Harvey, what seems to be the problem?

Harvey: Well, doctor, whenever I look at myself in mirror, I feel terrible. I'm putting on so much weight.

Doctor: Do you ever work out? Do you exercise?

Harvey: Not really. I spend a lot of time sitting at my desk playing games on my computer.

Doctor: What kind of food do you eat?

Harvey:I have the usual pizza, beef burgers, fries, mostly fast food, but I don't eat all that much.

Doctor: It isn't just the quantity—it's the quality. You should change your diet and eat more salads, fruits, and vegetables. And you ought to take up a sport or do some other physical activity.

Harvey: Can't you just prescribe some of those diet pills, doctor?

2. Doctor: What can I do for you, Adel?

Adel: Doctor, I have a problem with my skin. Look at my arms and hands, they're really itchy and I scratch all the time.

Doctor: Have you talked to your parents about this? Have you used a different soap or something lately?

Adel: Actually, it was my parents who suggested I come and see you. … No, I haven't used a different soap and I know we haven't changed detergent, so I don't know what it is.

Doctor: What have you been eating?

Adel: Meat and vegetables and some fruit … fries, but I've always had fries; they've never done this to me. Oh, yes, cashew nuts. I eat loads of nuts because I do a lot of training for the football team, you know…

Doctor: Well, Adel. I don't think you need to worry about anything, as long as you stop eating nuts…Yes, I know they're really nutritious but they don't seem to agree with you. And just to be on the safe side, I would advise you to stay away from all types of nuts and salty snacks…

3. Doctor: So, Saeed, what's the matter with you?

Saeed: I'm not sure. Every time I exercise or run I feel really weak. The other day I nearly fainted at school. And the strange thing is, I eat well and I watch what I eat. I try to avoid junk food, I don't eat any sugar. I don't use salt.

Doctor: I've known you since you were a kid and you never had a problem. What made you give up salt and sugar completely? Did anyone encourage you to avoid them?

Saeed: Well, actually, no but I read some articles on the web and they said that if you are a man it's a good idea to be careful with food and to get regular exercise, as prevention against high blood pressure.

Doctor: you're a young man. You've been strong and healthy since you were a baby. No, wonder you've been feeling faint. You use up a lot of energy and you need calories, fuel for your system. Start with salt in your food. By the way, a little sugar won't hurt you especially before or after practice. Your body needs it. The articles you read were probably addressed to older men, not teenagers like yourself. And don't believe everything you read, at least not yet…

Answers

Answers will vary. Sample answers:

1. Harvey
Problem: He's gaining weight.
Doctor's Advice: He should change his diet and take up a sport or do some other physical activity.

2. Adel
Problem: He has a problem with his skin.
Doctor's Advice: He should stop eating nuts..

3. Saeed
Problem: He feels weak every time he exercises.
Doctor's Advice: He should start having salt in his food again.

6 Pronunciation

A. Have students listen to the audio twice and repeat the phrasal verbs and sentences.

B. Have students work alone to find words. Go over the task as a class.

7 About You

- Have students work in small groups or pairs to discuss the questions.

8 Conversation

- Have students look at the photo and describe who they see. Ask: ***What do you think their relationship is? How do you know?***
- Have students scan for two-word, three-word verbs, words, and expressions that are unfamiliar. Elicit and write them on the board. Encourage students to try to understand the words through context, or ask other students to explain the meanings if they know them. Some words that might be new include: *give up* (quit), *well-being* (feeling healthy and happy), *open* (relaxed and honest).
- Have students listen to the audio with books closed.
- Play the audio again, and have students read along silently.

Real Talk

- Explain that we can use *feeling down* to mean depressed, and can also use *feeling up* to mean happy.
- Explain that when someone says *you should look out for yourself,* they usually mean that you should care about yourself instead of being concerned about other people..

About the Conversation

- Have students work in pairs to ask and answer the questions. Encourage students to answer in their own words rather than reading from the Conversation.
- Call on pairs to present to the class.

Answers

Answers will vary. Sample answers:

1. Mohammed's classmates keep calling him to ask questions or ask him to help them prepare for the exams.
2. He says that Mohammed ought to talk to their classmates and explain that he has to work/study as well so they can't expect him to be free all the time.
3. They think Mohammed knows everything and doesn't need time to study.
4. To find out what kind of mood Mohammed is in before they call him.
5. He is fed up with people calling him and has run out of things to say. He wants Mohammed to talk to their classmates and explain that he needs time to prepare before the exams as well.

Your Turn

- Have students work in pairs to create their conversation. One student asks for advice about a relationship and the other offers advice. Explain that they can choose any type of relationship: parents, a brother or a sister, a co-worker, a friend, or a team member on a sports team. In any case, advice is needed because there is a problem in the relationship.

WORKBOOK

Assign page 61 for additional reading practice.

Teaching Tip

Modify activities to meet the needs of your students. For example, in some classes, students may need to concentrate more on accuracy and grammar practice than on fluency skills that they develop through discussions. It's important to gauge the needs of a class, and how those needs may change over time.

Additional Activity

Activity 1: Have students work in groups of 4 to 6 to role-play a TV advice show. One student is the moderator, one is the guest who has a problem, and the other students are experts there to offer advice. Encourage students to disagree about the advice they offer, and to give reasons for their point of view.

Activity 2: Have students work in small groups. Students take turns asking for advice about a problem. The other students give a range of advice, starting with suggestions using *might/could*, and working up to *should/had better*.

fun facts

- Ann Landers was an advice columnist for 45 years. Her column was a regular feature in newspapers across the United States. People would write to her, and she would publish her responses in her column. After she died, her column became "Annie's Mailbox," written by others because they knew many people still wanted advice!
- Judith Martin, Miss Manners, is known as an authority on polite behavior. She offers advice in her newspaper column on the most polite way to deal with situations and social dilemmas people face each day, such as noisy neighbors, problems with friends, and co-workers who are hard to put up with.

8 Conversation

Underline the two-word and three-word verbs. Practice reading the conversation with a partner stressing the second part of the two-word and three-word verbs.

Hussain: Hey, Mohammed. You look upset. What's the matter?

Mohammed: I'm feeling down. It's all these exams coming up. There's so much pressure and everyone's calling me all the time, to ask about this or that. When I'm out they're constantly calling me on my cell phone to ask for help. If I say I can't speak, they want to know what time I will be available and where I will be so they can come over or call again. Why don't they call someone else?

Hussain: You ought to talk to them and explain that they can't expect you to be free to help everyone all the time. You have work to do as well.

Mohammed: I tried talking to them, but they say I'm being selfish, and looking out for myself and nobody else. Oh, I give up!

Hussain: They probably think you don't need to study; you know it all anyway.

Mohammed: Seriously? Of course, I need to study. I don't remember everything we've done. Do you get calls from classmates?

Hussain: Sure. They're pretty nervous about calling you, so they call me first to find out what kind of mood you're in. To be honest, I would be really happy if you talked to them. I don't know what to say to them anymore.

Real Talk

feeling down = feeling depressed
look out for myself = think only about yourself and not care about other people
To be honest = an expression used to make a statement stronger

About the Conversation

1. What's Mohammed's problem with his classmates?
2. What advice does Hussain give him?
3. Why does Hussain think their classmates keep on calling Mohammed?
4. Why do the other students call Hussain?
5. How does Hussain feel? What does he want Mohammed to do?

Your Turn

Work with a partner. Prepare a conversation in which a friend asks for your advice about a problem. Present the conversation to the class.

9 Reading

Before Reading

1. Write down what you think are the main ingredients that attract people to junk food. Share your answers with the class.
2. List the factors that normally lead people to become addicted to junk food. Share your answers in groups.

Good eating habits contribute to health and fitness and make you feel strong. "What is so good about a diet of vegetables and fruit combined with lean meat, preferably chicken or fish?", you might ask. If you are very tired, hungry, and upset there is nothing better than a juicy beef burger with fries or a giant pizza, you think. That's probably true if your brain has gotten used to the pleasure felt when tasting junk food. But is it good for you? Does it help you stay fit and control your weight? How do you feel after you've had a meal? Are you sure it's not time to break the habit?

Breaking the habit—Getting healthy

The following is a checklist to help you decide if it's time for you or a friend to change eating habits. Just ONE "warning sign" should be enough reason to take action.

- ✓ You shouldn't think 'junk food' the minute you start feeling hungry. There never is an acceptable reason for this. It is a definite sign of a habit that is on the way to becoming an addiction.
- ✓ Comfort eating is usually associated with junk food and in general, high calorie food that is also high in carbohydrates [starch and sugar] and saturated fat. If you run to the nearest fast food chain every time you feel down, you know it is out of control.
- ✓ A healthy, nutritious meal does not have to be bland and boring. When pushed you can picture appetizing dishes that do not contain fries or fatty ingredients but you still prefer to get hold of a beef burger or a pizza. You know it's not the best food for you. You know that you are going to feel sleepy and tired after you have eaten.
- ✓ To be honest, healthy is a relative term. It all depends on what your alternatives are. There are 'healthier' choices you can make even at a fast food restaurant. You might, for example, order salad as a side dish instead of a second helping of fries. You could avoid condiments such as ketchup or mayonnaise, or eat a chicken burger. You know all this, you have promised yourself to do it next time you are there, but somehow it never happens. You keep on insisting that those dishes take longer to prepare.

But breaking a habit can leave you feeling down. Don't worry, this is quite common; and it shouldn't last very long if you stick to your decision to give up junk food.

- You ought to decide on your own if it's best to cut down on the amount of junk food you eat, gradually over a period of time, or whether it's best to stop altogether for some time.
- You should allow yourself some time to do it successfully
- You shouldn't give up simply because you were with friends and joined them for dinner at a fast food restaurant, or because you helped yourself to a few fries.
- Pick up some menus from different restaurants and read them carefully, paying attention to the ingredients of each dish. Then highlight the dishes that you find interesting.
- You might go to the supermarket and wander around making a list of all the food and ingredients that you find attractive.
- If a friend insists on offering you junk food, turn down the offer and treat yourself to something nice. The important thing is to regain control and only eat junk food when nothing else is available or very occasionally for a change.
- Make a list of all the things you enjoy doing but had to give up because you gained weight or do not feel energetic enough. Decide what you would like to do again and when. Set yourself goals that are achievable and enjoyable. Treat yourself right!

9 Reading

READING STRATEGY Listing ideas about a topic

Explain to students that listing ideas about a topic before reading can help them predict the language they will encounter. In addition, listing what they know about the topic can either reinforce what they already know or point out contradictions to what they thought was true.

- Ask the **Before Reading** question. Have students work alone and then share their ideas in groups.
- Have a general class discussion about healthy eating. Ask students to summarize their ideas and compile them on the board.
- Have students read the title and look at the photos. Have a class discussion about the meaning of the title: *Breaking the habit-Getting healthy.*
- Point out the organization of the article. It's divided into three sections. Ask students to scan and tell you what each section is about. (1st section: Good eating habits; 2nd section: Reason to change eating habits; 3rd section: ways to stick to your decision)
- Have students read the article on their own. Tell them to pause after each point and ask themselves: *What is the main idea?* For example, for the first item, a student might decide the main idea is *you have to break the habit that doesn't help you stay fit and control your weight.* Have students work alone and tell themselves in their own words the main ideas of what they just read.
- Play the audio as students follow along in their books.
- Play the audio again as students underline words and expressions that are unfamiliar.
- Have students work in pairs to tell each other the main idea of each item in the checklists. Encourage them to use the context to help each other with new vocabulary.
- Help students with any vocabulary they still have questions about. Words that may be new to students include:

  ingredients = the things that are used to make a particular food.

  Comfort eating = having unhealthy food often when we feel stressed, bored, or lonely.

  Addicted = liking to do something so much you don't want to stop it.

After Reading

A

- Have students work individually to write *true* or *false* for each statement.
- Check answers as a class. Have students read aloud the information in the reading that supports their answers.

Answers

1. true **3.** false
2. true **4.** false

B

- Have students work alone or in pairs to complete the sentences based on information in the reading. Call on more than one student to give an answer for each sentence. Tell the class to listen carefully and not repeat what's already been said.

Answers

Answers will vary. Sample answers:

1. worry
2. turn down the offer
3. cut down food gradually or altogether
4. change your eating habits
5. give up

Discussion

- Have students work in groups and use the questions to hold a discussion. Have one student in each group take notes.
- Have each group present a summary of their discussion. Choose students other than the note-takers to report back.

WORKBOOK

Assign pages 62-63 for additional writing practice at word and sentence level.

Teaching Tip

Encourage students to keep a vocabulary log of new vocabulary they encounter. Encourage them to review it, add to it, and try to use the new words in their conversations and writing.

Additional Activity

Activity 1: Have students create role plays about someone who eats mostly fast food. Use the advice in the reading. For example, one friend feels tired and drowsy every time he eats, and the other friend is trying to get him to change his eating habits and take up a sport.

Activity 2: Have students work in pairs to make a list of ten two- or three-word verbs that start with *take, look, get,* or *turn*. Allow them to use dictionaries. Have them write sentences using these words, and then form groups to share their words and sentences.

After Reading

A. Answer ***true*** or ***false*** according to the information in the reading.

1. ____ Eating habits can probably affect the way one's brain operates.
2. ____ Associating hunger with fast food is a sign of addiction.
3. ____ Comfort eating is associated with healthy food.
4. ____ If you cannot stop eating junk food immediately, there is no hope of ever breaking the habit.

B. Complete the following sentences based on the reading.

1. Breaking your own rules occasionally should not make you _____.
2. If a friend insists on treating you to fast food _____.
3. You should decide if it's better for you to _____.
4. If you feel tired and drowsy after you eat, then you'd better _____.
5. Breaking a habit is difficult and makes you feel down; therefore you shouldn't _____.

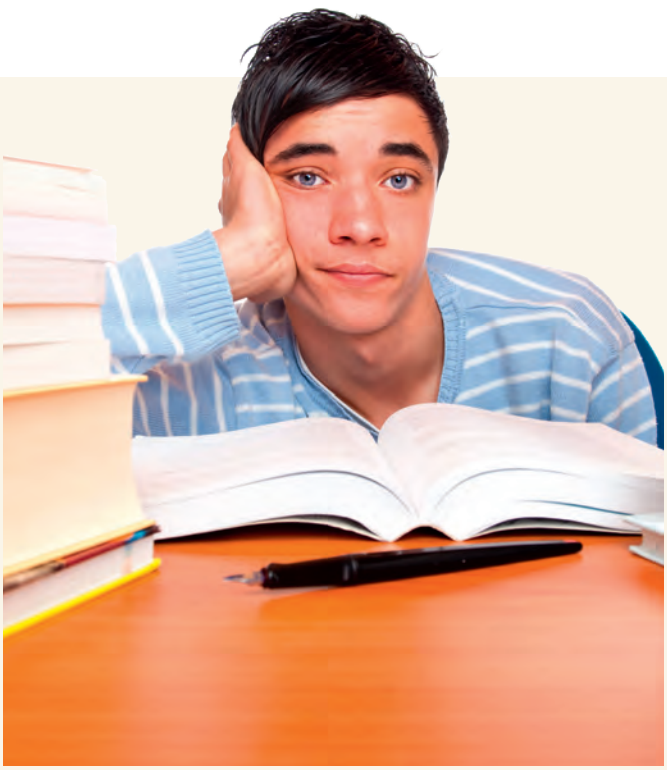
Discussion

1. Do you think there are other reasons for giving up junk food?
2. Do you agree with the advice in the reading?
3. Have you ever tried to change your eating habits? Was it easy or difficult? Why?
4. What advice can you give someone who wants to change their eating habits or daily routine in order to get fit?

10 Writing

A. Consider the following and discuss with a partner.

1. Do you have friends who live in another city or country? Do you write to them? Do you know anyone who does?
2. Would you like to move to another place? Why?
3. What would you miss if you moved to another town, city or country?
4. Read the letter and identify the problem.



Dear Faisal,

I hope you have had a good school year. I am sorry I haven't written sooner but it has been very busy and difficult for all of us. Moving to a different city has not been easy. I miss you and all our friends.

I have made some friends at my new school but I am still considered 'the new student' so I never get invited anywhere. I tried to invite some of my classmates during the holiday but only one turned up. The rest didn't even call to let me know that they couldn't come.

I have tried to be nice to everyone and give them and myself time to get to know each other but nothing has come of it. I have been feeling down for some time and I can't concentrate. My grades have dropped and I have gained a lot of weight because I get no exercise. They won't let me play football with them.

I feel like giving up on everything. All I do is go to school, come back home, do my homework, and play video games on my own. I don't know what to do.

If you have any tips, please write and tell me what to do and what not to do. I can't think straight any longer.

Hope to see you soon,

Nasser

10 Writing

A

- Direct students' attention to the picture. Elicit ideas from students about who the person is, where he is and how he is feeling. Ask students to speculate on why he's feeling this way. Call on volunteers to report their answers in class.
- Read the directions for 1 and 2 with the class. Have students work in pairs asking and answering the questions and comparing information and ideas.
- Call on pairs to report answers/ideas for the class. List the ideas on the board.
- Have students read directions for tasks 3 and discuss in groups. Call on a students from each group to report their answers.
- Read the directions for 4. Have students read the letter individually and identify the problem. Ask them to make a note of the problem.
- Play the audio and have students listen to the letter. Tell them to add information and/or details to their notes about the problem.
- Call on volunteers to present the problem for the class. Ask them to mention what they used as clues in the letter.
- Hold a class discussion on all the issues mentioned in the letter. For example:
  He misses all his friends.
  He is considered "the new student" and excluded from the group.
  He is not invited anywhere.
  When he invited classmates over to his house only one turned up the rest ignored him.
  They won't let him participate in the football team.
- Have students summarize the problem. For example:
  He feels isolated. He is very unhappy and bored.
  He can't concentrate not think straight.
  He can't function well at school.
- Organize students in groups and have them discuss the situation that the boy is in.
  Ask them questions such as these:
  How would you feel if you were in this position?
  What would you do to get people to accept you?
  Why do you think he has gained weight?
  What do you think he should do?
  What do you think he means when he says "I feel like giving up on everything."?
- Circulate and monitor groups to make sure that students are participating.
- Call on volunteers to report their groups suggestions/ ideas in class.

Additional Activity

Have students draft a brief email to their partner presenting a real or imaginary problem and asking for advice. Exchange emails and reply.

- Go through directions for task 5 and have students make notes in the organizer as they read alone. Encourage them to use their notes and ideas from the discussion they had in their groups.
- Have them compare with a partner.
- Call on volunteers to report their answers.

Sample answers

The problem	
He is very unhappy and bored. He misses his friends. He can't adjust to his new school.	
The cause of the problem	**Your advice or solution to the problem**
He has not been accepted by his classmates in his new school	(Students' own answers)
He is the "new student"	
He is not invited anywhere	
He is not allowed to participate in the football team/ or play football at school	
He is ignored and rejected by his classmates	
Only one person turned up when he invited them	

- Accept different answers from students if they make sense. Some students might list some of the causes as the problems and the move as the main cause of the problem/s.
- Direct students to the Writing Corner. Tell them that they are going to write a letter of advice. Have volunteers read each point in class. Discuss each point in class and encourage students to suggest examples from their own experience. For example, when repeating the problem, you show that you have been listening very carefully and thinking about what the person is saying. Everyone likes to be heard and when there is a problem most people need someone to talk to who will listen to them and pay attention to what they are saying.
- Have students think about each point in the box and use their own experience and feelings to comment. Elicit and discuss ideas in class.
- Have students read the section on appropriate words and expressions when giving advice. Then have them read and respond to the statements at the bottom of the Writing Corner box, using words and expressions from the list.
- Have students practice in pairs through speaking. Call on some pairs to act out for the class.
- Have pairs repeat the exchange in written form. Ask each person to take on one of the problems and write a brief email to their partner outlining the problem. Ask them to exchange emails and reply.
- Have pairs read their replies to each other and evaluate them. Ask them to give reasons for their answer.
  Are they helpful?
  Are they patronizing?
  Is the writer judging the recipient?
- Organize students in pairs and have them write a reply to the writer of the letter. Ask them to organize their letter first and decide on how they are going to begin, what they are going to include first, second, third.
- Have them write the reply individually and then compare with their partner and edit. Remind them to use phrases from the Writing Corner.
- Call on pairs to read their letters aloud. Post the letters on the board and ask students to stand up and read them. Ask them to choose the best letter. Tell them to use the same criteria/questions as the ones above.

Additional Activity

Have students write an email to three people about a problem that they are having. You will need three copies of the text for this activity. The recipients need to reply without talking to each other. Organize students into writers and recipients for this activity. You might wish to ask them to write the reply at home.

Workbook

Assign page 64 for additional writing practice above word and sentence level.

5. Read the letter again and make notes in the organizer.

The problem:	
The cause of the problem	Your advice or solution to the problem

6. Write your letter of advice to the person with the problem.

Writing Corner

When you write a letter of advice make sure you:

- **Repeat/echo** each problem in your own words to show the person that you have been "**listening**" and you **understand** what they are talking about.
- Put yourself in the person's place and **acknowledge feelings**.
- **Do not judge** the person, try to **help**.
- **Do not dictate** or patronize. Show empathy with the person. Make helpful suggestions about how they can improve their situation.
- Always close on a **hopeful note**, e.g. I am sure things will get better soon; they usually do. OR I believe you will deal with this in your own wonderful way; I've seen you do it before.

Make sure you use words and expressions such as:
I am really sorry to hear … / I understand how you feel/ I would feel the same way/ I don't understand why people do this sort of thing…
I think, maybe, you should … / How about … ing/ Have you tried … / I would … but then again, you know best/ It's hard to imagine what it feels like …/ I wouldn't like to be in your place …

Practice using some of this language by responding to these statements.

1. My computer crashed and all my emails were deleted. I don't know what to do.

   _____

   _____

2. My friend wants to borrow my camera. I've only had it for a month and it's a very expensive, sensitive camera that needs to handled carefully. I don't know what to say.

   _____

   _____

11 Form, Meaning and Function

Question Words: *How many, How much …?*

To ask about the quantity of something we use *How much/ How many …?* We use *How much … ?* with noncount nouns, and we use *How many…?* with plural count nouns.

Q: How much exercise do you do? **A:** I go to the gym twice a week.

Q: How many sisters do you have? **A:** I have three sisters.

Quantity Expressions: *much, many, a lot of, lots of, a few, a little*

Q: How **much** fruit do you usually eat? **A:** I eat **a lot of (lots of)** fruit every day.

Q: How **many** vegetables do you eat? **A**: I eat **a few** green vegetables every day. /I **don't** eat **many** vegetables.

Q: How **much** salt do you eat? **A:** I eat **little** salt. It's not good for you. / I **don't** eat **much** salt. It's not good for you.

A. Read the conversation between the doctor and Ahmed. Complete the gaps with a quantity expression. Add your own ideas.

Doctor: So, Ahmed, what's the problem?

Ahmed: I'm not feeling very well. I have a stomachache and I feel tired and dizzy.

Doctor: I see. You don't have a temperature. What's your diet like?

Ahmed: Well, I love ice-cream! I eat ice cream every day. I don't eat (1) _____ fruit or (2) _____ vegetables. I eat a (3) _____ carrots once or twice a week ….

Doctor: How much water do you drink?

Ahmed: I don't like water. I prefer fizzy drinks. I drink (4) _____ lemonade. That's my favorite!

Doctor: Hmmm…I see. How (5) _____ hours do you exercise a week?

Ahmed: Oh… I don't spend (6) _____ time at the gym. I prefer ….

B. Work with a partner. Role-play the conversation in exercise **A**. Add some ideas of your own.

C. Work with a partner. Ask and answer.

1. How much do you exercise?
2. How much water do you drink?
3. Do you eat junk food?
4. How much fruit do you eat?
5. How often do you go the doctor?

11 Form, Meaning and Function

Question Words: *How many, How much …?*

- Explain that we use *How many* to ask about the number of people or things we can count. For example: friends, brothers, riyals and so on. We use *How much* to ask about the quantity of something we can't count. For example: *family, money, exercise* and so on.
- Have volunteers read aloud the questions and answers in the presentation. Students should then work with a partner and take it in turns to ask and answer the questions about themselves. For example:
  A: How much exercise do you do?
  B: I play a lot of football. How about you?
  A: I go to the gym three times a week.

Quantity Expressions: *much, many, a lot of, lots of, a few, a little*

- Before students read the presentation, write the following words on the board in two columns. Write *vegetables, carrots, bananas, egg* in the first column; and *bread, salt, milk, fruit* in the second column. Ask: How are the words in each column similar? Elicit that the words in the first column are count nouns and the words in the second column are noncount nouns.
- Explain that the words *much* and *many* mean *a lot of* (or *lots of*). If a noun is in singular, we use *much*. For example: *much fruit*. If a noun is in plural, we use *many*. For example: *many vegetables*.
- Call on volunteers to read the questions and answers in the presentation. Elicit the quantity expression a *few* for count nouns and the quantity expression *a little* for noncount nouns. Then elicit the quantity words for both count and noncount nouns.

Language Builder

Explain the importance of using the indefinite article *a* with the quantity expressions *a few* and *a little*. Point out that without the article, the meaning changes. For example,

Aisha eats a few carrots every day. = Aisha eats two or three carrots every day.

Aisha eats few carrots. = Aisha doesn't usually eat carrots.

A

- Direct students' attention to the picture of 'Ahmed' sitting on the couch. Have students describe what they see in the picture and make guesses about Ahmed's lifestyle and diet. Ask: *Does Ahmed do much exercise? Does Ahmed eat much fruit? Does Ahmed eat a lot of vegetables?* and so on.
- Tell students to read the conversation between Ahmed and his doctor and see if their guesses were correct.
- Students complete the exercise alone and then compare their answers with a partner.
- Elicit or give students the correct answers.

Answers

1. much	**3** few	**5.** many
2. many	**4** a lot of / lots of	**6.** much

B

- Have students work with a partner and continue the conversation.
- Call on volunteers to role-play the conversation for the class.

Answers

Students' own answers.

C

- Have students work with a different partner and take it in turns to ask and answer the questions.
- Tell students to use quantity expressions and any other useful language from the model in exercise A.
- Call on volunteers to role-play the conversation for the class.

Answers

Students' own answers.

Teaching Tip

Encourage students as much as possible to write personalized sentences using the grammar structures and functional language presented in the lesson. This gives them practice in the form and help them understand the meaning and use. By doing this, students are much more able to apply this language in their daily life outside of the classroom.

Words Connected with Medicine and Clauses with *When*

- Have individual students read the questions and answers. Point out the question asks about what the person usually does in certain situations. Remind students not to forget to include a subject and verb after a clause with *when*.

D

- Have two students read aloud the example conversation. Then have a student ask you the first question. Answer truthfully.
- Have students do the exercise in pairs, taking turns to ask and answer the questions. Alternatively, one student can ask about numbers 1–4 and the other student can ask about numbers 5-8.
- Tell the student who asks the question to respond with how he or she feels as well. For example:
  A: How do you feel when you exercise?
  B: I feel great.
  A: Me too. (OR Really? I feel tired!)

Answers

Answers will vary. Possible answers.

1. **A:** How do you feel when you exercise?
   B: I feel strong / great / happy / tired.
2. **A:** How do you feel when you eat a lot?
   B: I feel bad / great / sick / sleepy.
3. **A:** How do you feel when you need to go to the dentist?
   B: I feel nervous / afraid / sick / terrible / fine / OK.
4. **A:** How do you feel when don't sleep well?
   B: I feel tired / sleepy / terrible.
5. **A:** How do you feel when you have a headache?
   B: I feel bad / terrible.
6. **A:** How do you feel when you need to make an excuse?
   B: I feel bad / fine / OK.
7. **A:** How do you feel when you travel by plane?
   B: I feel excited / happy / great / relaxed / wonderful / afraid.
8. **A:** How do you feel when you need to say goodbye to a friend?
   B: I feel sad / fine / OK.

E

- Have students work in different pairs and tell them to take it in turns to ask and answer the questions with: *What do you do when?*
- Call on volunteers to role-play their short conversations in front of the class.

Answers

Answers will vary. Possible answers.

1. **A:** What do you do when you have a backache?
   B: I stay in bed.
2. **A:** What do you do when you have a rash?
   B: I use a cream
3. **A:** What do you do when you have flu?
   B: I take medicine and stay in bed.
4. **A:** What do you do when you feel stressed and anxious?
   B: I try to relax.
5. **A:** What do you do when you have a cough?
   B: I take some a cough syrup.
6. **A:** What do you do when you feel tired?
   B: I have an early night./ I go to bed.

Workbook

Assign pages 65-66 for more practice with the form, function and meaning of the structures in the unit.

Language Builder

Many of the adjectives in exercises D and E can be used with the verb *be*, as well as *feel*. It is common to use *be* or *feel* with: *sick, hungry, thirsty*, and *sleepy*.

Teaching Tip

A good way to reinforce vocabulary is to play a memory or concentration game. Use a set of index cards and a list of the target vocabulary. Write each vocabulary word on two cards. Then shuffle the cards and place them face down on the table. Each student turns over two cards and says each word. The student who makes a match takes another turn.

Before giving a test, it's a good idea to review the most important material and to give students an idea of what areas to focus on when they study. No student is able to remember everything learned during class. Reviewing for a test will allow them to prepare adequately and to really show how much they have learned.

Words Connected with Medicine and Clauses with *When*

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

A: I usually take some aspirin.

Q: How do you feel **when** you exercise?

A: I feel great!

D. 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.

afraid	bored	glad	nervous	sick	terrible
angry	excited	great	relaxed	sleepy	tired
bad	fine/OK	happy	sad	strong	wonderful

How do you feel when…

1. you exercise?
2. you eat a lot?
3. you need to go to the dentist?
4. you don't sleep well?
5. you have a headache?
6. you need to make an excuse?
7. you travel by plane?
8. you need to say goodbye to a friend?

E. Now tell your partner what you do in these situations. Ask and answer with *What do you do…?* Use the words in the box.

A: What do you do when you have a headache?

B: I take a painkiller.

take a painkiller	take vitamins	stay in bed
take medicine	take a cough syrup	use a cream
drink warm tea or milk	relax	get some sleep

What do you do when …

1. you have toothache?
2. you have a rash?
3. you have flu?
4. you feel stressed and anxious?
5. you have a cough?
6. you feel tired?

12 Project

1. Research and find Saudi Arabian organizations in your community that provide services. Work in groups. You can try to collect information through the Internet, books and newspapers, and/or talk to adults.
2. Write the information in the chart.
3. Prepare a poster presentation on the organization/organizations that you have researched. Try to include photos.
4. Present your finding to the class.

Name of the organization	Service the organization provides	Where it is located	When it was started	Why your community needs the organization's services

12 Project

- Have students look at the photos and think about where the people are and what they are doing. Ask them to give reasons for their answers. Elicit answers from volunteers and list ideas on the board.
- Organize students in groups and have them brainstorm on organizations that offer community, health and other services in their country. Suggest that they think about areas such as, health, housing, energy, education, technology, childcare, career orientations etc.
- Read directions for tasks 1 and 2 and have students write as much information as they can in the organizer. Encourage them to research add information from the internet or other sources. If students know people who are involved in any of the organizations, advise them to interview them.
- Ask students to download and print information that they find on the internet as well as any promotional material or leaflets with information about the organizations. Tell them to include material in Arabic if they need to get more information.
- Go through directions for tasks 3 and 4. Elicit ideas and guidelines about poster presentations from volunteers. Have students work in groups to compile a list of DOs and DON'Ts for the preparation of poster presentations based on their experience this year. Ask students to write their list on a large sheet.
- Call on a student from each group to present the group's ideas for the class.
- Have groups make decisions and assign tasks to members of the group. Encourage them to communicate after school in order to talk to each other about what they found and coordinate the next stage in their preparation.
- Remind students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Tell them that they can use any color they want and choose pictures or draw their own. Tell them that sometimes people even attach small objects to the posters to make them three-dimensional. Remind them that they will need short texts and captions for their poster as well as the logos of the organizations.
- Allow students to decide if they want to research and present one or more organizations per group.
- Allow time for research. This means that if students don't have access to the internet or a library they might not be able to collect the information and/or photos they need. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete the poster in the next lesson.
- Call on each group to present their poster. Suggest that they take turns presenting each item that they have researched and collected information about.
- Display the posters on the wall if you can. Have students choose the poster they like best.

Additional Activity

Have a class discussion on each organization. Consider the work it does and who benefits from it. Does the organization offer an indispensable service to the community? What other type of organizations do you think would be beneficial to your community? Give reasons for your choice.

Have students brainstorm and collect their thoughts in groups and then call on students to present their suggestions in class.

13 Self Reflection

- Write 'Take My Advice' on the board and elicit as many ideas and words as possible from the class.
- Have students scan pages 82 and 83. Use questions to help them remember. For example:
  Why should people say NO to junk food?
  What kind of problems can cause eating disorders?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Direct students to pages 84, 85. Have some of the students describe a problem and ask the rest of the class to listen and give advice. Discuss the grammar of the unit with the class.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 86, 87. Have them say what they remember from this section and make notes in the chart.
- Write *Breaking the habit-Getting healthy* on the board and brainstorm on language and information that students remember.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about letters of advice.
- Have students scan pages 90 and 91 and make notes as before.
- Direct students to the 12 Project page and hold a class discussion about project work. Allow time for students to make notes individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

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.
discuss common problems			
ask for and give advice			
use the modal auxiliaries *should, ought to, might,* and *could* in questions and in the affirmative and negative			
use *had better* in questions and in the affirmative and negative			
use two-word and three-word verbs			
use question words: *How many, How much ...?*			
use quantity expressions: *much, many, a lot of, lots of, a few, a little*			
form clauses with *when*			

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

EXPANSION Units 4–6

1 Language Review

A. Give your advice or opinion about the following. Use ***should*** or ***shouldn't***.

You don't think it's a good idea to talk on the cell phone while you're driving.
You shouldn't talk on the cell phone while you're driving.

1. You think it's a good idea for your friend to take a math course.
   _____
2. You don't think it's a good idea for Saif to skate without a helmet.
   _____
3. You think it's a good idea for the police to do something more about crime.
   _____
4. You don't think it's a good idea for your friends to travel without a hotel reservation.
   _____

B. Now rewrite the sentences above using ***had better***.

You'd better not talk on the cell phone while you're driving.

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

C. Complete the sentences or write sentences using ***ought to***.

It's really a very good show. *You ought to see it.*

1. She has an important exam tomorrow, so _____.
2. Faisal, aren't you freezing in that T-shirt? _____.
3. It's past midnight. Don't you think _____?
4. That car just went through a red light. _____.

D. Complete the sentences with reflexive pronouns.

1. I finished the project all by _____. Nobody helped me.
2. If you want to make sure that nothing goes wrong, do it _____.
3. The students organized the project _____.
4. The president _____ said he was going to solve the problem.
5. The airbag _____ was OK, but the triggering mechanism didn't work.
6. We painted the house _____, so we didn't have to spend any money on labor.

Unit Goals

- **Language Review**
- **Reading**
  Teenage Stress
- **Writing**
  Write about stress and give advice
- **Chant-Along**
  Flip-Flops
- **Project**
  Prepare a jingle for a product

1 Language Review

A

- This exercise reviews using *should* or *shouldn't* to give advice. Referring back to Unit 6, remind students that *should* and *shouldn't* are stronger than *might* and *could*, which are used more to make suggestions.
- Have students work alone to rewrite the sentences, using *should* or *shouldn't*.
- Call on students to read their sentences.

Answers

1. You should take a math course.
2. You shouldn't skate without a helmet.
3. The police should do more about crime.
4. You shouldn't travel without a hotel reservation.

B

- This exercise reviews using *had better*. Referring back to Unit 6, remind students that *had better* is used to give advice, and that it's stronger than *should* and *ought to*. Write on the board and elicit the difference between these two sentences:

  You should call him.

  You had better call him.
- Have students work alone to rewrite the sentences in **A**, using *had better*.
- Call on students to read their answers aloud.

Answers

1. You'd better take a math course.
2. You'd better not skate without a helmet.
3. The police had better do more about crime.
4. You'd better not travel without a hotel reservation.

C

- This exercise reviews using *ought to*. Referring back to Unit 6, remind students that *ought to* is stronger than *should, might,* and *could*, but not as strong as *had better*.
- Go over the example and point out that there is more than one way to complete each sentence. For example: ***You ought to see it. You ought to go this weekend. You ought to check it out.***
- Have students complete the sentences and then check answers in pairs.
- To check answers as a class, have one student read the first part of a sentence and another complete it.

Answers

Answers will vary. Sample answers:

1. she ought to study for it tonight
2. You ought to put on a jacket
3. you ought to go home
4. The driver ought to get a ticket

D

- This exercise reviews reflexive pronouns. Referring back to Unit 5, remind students that reflexive pronouns are used when the subject and the object of the sentence are the same person. Remind them that the reflexive pronoun *myself* is used to emphasize that you did something without anyone's help.
- Have students complete the sentences and then check as a class.

Answers

1. myself
2. yourself
3. themselves
4. himself
5. itself
6. ourselves

E

- This exercise reviews two-word verbs. Referring back to Unit 6, remind students that the meaning of a two-word verb is often very different from the meaning of the words taken separately. Review that pronouns can go between the verb and particle; and nouns can go between the verb and particle, or after the particle.
- Write on the board:

  Where is my magazine? Did you throw* it *away?

  I threw* the magazine *away.

  ***I threw away* the magazine.**
- Have students work in pairs to complete the sentences, using the appropriate two-word verbs. Circulate and review vocabulary, as needed.
- Review the meaning of any two-word verbs with the class, as needed.
- Call on volunteers to read their completed sentences.

Answers

1. gave up
2. took up
3. turned down
4. put off
5. didn't get along
6. throw away
7. broke down

F

- This exercise reviews the passive. Referring back to Unit 4, remind students that the passive is used to emphasize what was done instead of who did it. Also remind them that a phrase with *by* following the passive verb indicates who performed the action.
- Have students work in pairs to fill in the correct passive form of each word in parentheses.
- Call on volunteers to read the ad aloud.
- Discuss with students any unfamiliar vocabulary. Encourage students to use the context to get a general understanding of the meanings.

Answers

1. is located
2. was built
3. are offered
4. are decorated
5. is surrounded
6. is dedicated
7. are prepared
8. are used
9. will be designed
10. will be created
11. will be improved
12. will be reduced

Workbook

Assign pages 67-69 for review of vocabulary and grammar presented in Units 4–6.

E. Substitute the words in parentheses with one of the following two-word verbs: **break down, get along, give up, put off, take up, throw away, turn down**.

1. His friend _____ smoking several years ago. (stopped)
2. I _____ swimming in order to keep fit. (started)
3. Mr. Johnson _____ an offer to work in Paris. (refused)
4. The meeting was _____ until further notice. (postponed)
5. My business partner and I _____, so we went our separate ways . (were not friendly)
6. Don't _____ your old bottles! Give them to us for recycling. (discard)
7. The president arrived late for the opening ceremony because the limo _____. (stopped running)

F. Complete the ad using the correct passive form of the verbs in parentheses.

Paradise Resort

Hotel and Spa

This award-winning resort _____ (**1.** locate) on Paradise Island and _____ (**2.** build) only recently. Guests _____ (**3.** offer) a unique setting and a wide choice of rooms that _____ (**4.** decorate) magnificently. The hotel is on a quiet beach, and it _____ (**5.** surround) by palm trees. Our staff _____ (**6.** dedicate) to meeting your every need. Exquisite gourmet dishes _____ (**7.** prepare) for our guests by our international chefs. Paradise Resort focuses on the exotic. Relaxation and healing techniques from cultures around the globe _____ (**8.** use) to help guests renew themselves.

Personal Fitness Training

A program to develop your endurance, strength, and flexibility for your mind and body _____ (**9.** will–design) for you personally by our highly qualified fitness experts.

Nutritional Consultation

In order to benefit from a complete fitness program, a healthy diet _____ (**10.** will–create) for you by one of our nutritionists. With our program, your concentration _____ (**11.** will–improve), and your stress _____ (**12.** will–reduce).

2 Reading

Before Reading

Make a list of things that make you feel stressed. Tell a partner.

Teenage Stress

Definition

Stress—the mental and physical strain or the nonspecific response of the body to any demand made upon it. Stress is a chemical reaction that takes place inside the body when there is a basic need to adapt to or resist changing internal or external influences. It is a response meant to return the body and mind to a state of equilibrium and balance.

The Causes of Stress

Although adolescence is often viewed by parents as a carefree period of life, some studies show that teenagers experience the most stress of all people. They can experience stress related to money, family problems, self-esteem, acceptance by their peers, getting accepted into college, choosing a career, and pressure to do well in school, sports, or clubs.

According to experts, one of the main reasons for stress is that childhood has gotten shorter, and the perception of children has changed. Since TV is available to all audiences, children can get messages that were probably meant for adults, and the dividing line between childhood and adulthood is less and less clear. Children do not play as many of their own games as they used to, and most of their games and sports nowadays are those preferred by adults. Youngsters wear similar clothing to that of adults, and they use adult language that was once never to be heard from a child. Young people these days are under tremendous pressure to achieve, to please, and to succeed. They are expected to adjust to social changes that past generations have never had to deal with. The demands made on preteens and teens by modern life have definitely increased the level of stress.

Tips for Dealing with Stress

All humans experience stress. It is a necessary part of life. The response to stress is what often needs to be controlled. A person's feelings, attitude, and outlook on life affect his or her ability to deal with stress.

- You should avoid unnecessary worry. Thinking about a problem in order to arrive at a solution can be positive, but constant worry is not constructive, and it accomplishes nothing. It usually just makes situations more stressful.

2 Reading

- Ask students to open their books and look at the picture of the teenage boy. Ask students to describe them. For example, ask: ***How do you think they feel? What's going on? Do you ever feel like that?***
- Organize students into pairs. Ask the **Before Reading** question: ***What do you know about stress?*** Give pairs a few minutes to talk about their ideas.
- Point out the title: *Teenage Stress*. Read aloud, or call on a student to read aloud, the definition of *stress* on page 98. Make sure students understand the following words:

  strain = severe, tiring pressure

  demand = urgent, pressing requirement

  adapt = change to fit a certain condition or situation

  equilibrium = state of balance

- Play the audio for *The Causes of Stress*. Have students close their books and just listen.
- Help students with new vocabulary. Have students scan the article quickly and say which words and expressions are new to them. Write the elicited words on the board. Encourage students to use the context to understand the meanings before you explain them. Words and expressions that might be new include:

  adolescence = teenage years

  carefree = without worries or anxiety

  peer = person equal to another in age, abilities, etc.

  expert = specialist

  perception = understanding, insight

  achieve = accomplish

  adjust = adapt to

  deal with = attend to, take care of

- Play the audio for *The Causes of Stress* again and have students follow along in their books.
- Give examples of how we use the word *stress* in everyday conversation. Explain that *stress* can be a noun. For example: ***I am under a lot of stress this week.*** It can also be a verb. For example: ***Having two part-time jobs plus school is making him feel stressed.*** We can say that a person who is feeling stressed is *stressed out*. For example: ***Aisha is stressed about her exam. / Aisha is stressed out about her exam.*** We can also say ***The exam next week is stressing her out.***

Tips for Dealing with Stress

Play the audio for *Tips for Dealing with Stress*, as students follow along in their books.

- Have students reread the first tip silently. Then ask volunteers to say in their own words the main ideas of that tip. (Possible answer: *Try not to worry. It's good to find a solution to a problem, but worrying doesn't help to solve it.*) Continue with the next three tips in the same way.

  (Possible answer for Tip 2: *Always remember that you will find guidance in the Quran. Prayer will remind you of what is important and help you see things from a different perspective, so you can appreciate what you have been given.*)

  (Possible answer for Tip 3: *Get organized and do your activities one step at a time. You'll feel good about meting your goals.*)

  (Possible answer for Tip 4: *Know signs of stress, like feeling moody, not being able to sleep well, getting sick a lot, not eating like you normally do.*)

  (Possible answer for Tip 5: *Don't expect to get rid of stress problems overnight. Do it in steps.*)
- Have students read the Conclusion on page 98 and summarize the main ideas in their own words. Begin a class discussion by asking the following questions: ***Is it possible to smile and laugh if you're under stress? Can you smile and laugh if you really don't feel like it? Why would a doctor recommend that you try to smile and laugh? Do you agree that this helps? Why or why not?***

After Reading

A

- Have students work alone or in pairs to match the words and their meanings. Students should refer to the reading to see how the words are used in context.

Answers

1. d	**4.** e
2. f	**5.** a
3. c	**6.** b

B

- Have students work in pairs to answer the questions based on the information in the reading.
- Check answers as a class by calling on students to summarize their answers.

Answers

Answers will vary. Sample answers:

1. Teens can experience stress related to money, family problems, self-esteem, acceptance by peers, getting accepted into college, choosing a career, and pressure to do well in school, sports, or clubs.
2. Stress among teens is more common nowadays because childhood has gotten shorter, and the line between childhood and adulthood is less and less clear.
3. You should avoid unnecessary worry and become better organized. You should see if you have a problem with stress and you should try to deal with your problems one step at a time.

Discussion

- Organize students into small groups to discuss what they think causes stress for their age group. The causes may be the same as what is listed in the reading, or there may be other stresses specific to your students' age group and where they live.
- Encourage students to think about their own community. Tell them they do not need to share any personal information in this activity unless they choose to.
- Have one student from each group report back to the class. Compile a list on the board of the things they think cause stress for them.

3 Writing

- Have each student choose two important causes of stress in their peers to write about. Have them give some advice on how to avoid and handle it.
- Students can write in class or for homework. When finished, have them exchange papers and read each other's writing. Tell them to offer suggestions, make comments, and ask questions about anything that isn't clear.
- Have volunteers read their writing for the class.

Workbook

Assign pages 70-71 for additional writing practice at word and sentence level.

- Read and listen to the Qur'an. It will help refresh your heart and mind. Remember that prayer and patience can combat stress and anxiety.
- Be thankful for what you have and start each day on a positive note. Remember that each day is a gift. Thank Almighty for the gift of life and greet the day with optimism and gratitude. Remember that you are not alone.
- Become better organized. Plan activities a step at a time so that parts are accomplished. This gives you more self-esteem and more reasonable deadlines.
- You should be aware of the symptoms of stress. Some symptoms are:
  moodiness; insomnia or other sleeping disorders; lowered body resistance to colds, flu, or other diseases; preoccupation with negative/angry thoughts or feelings; unusual behavior patterns; loss of appetite, or eating disorders such as anorexia or bulimia.
- When you know you have a problem with stress, try to solve it one step at a time. Part of the problem could be trying to do too much at once. You should take it in easy stages.

Conclusion

Stress doesn't need to be negative. Some doctors say that you should laugh and smile more frequently to help deal with stress. When you laugh and smile, your body relaxes, and the result is an overall positive reaction. Don't forget that it is the effort that counts more than the result.

After Reading

A. Match the words with the meanings.

1. _____ strain	**a.** person of the same age group
2. _____ adapt	**b.** opinion, often based on observation
3. _____ carefree	**c.** without worry
4. _____ self-esteem	**d.** worry, anxiety
5. _____ peer	**e.** feeling of personal worth
6. _____ perception	**f.** to change to fit a new situation

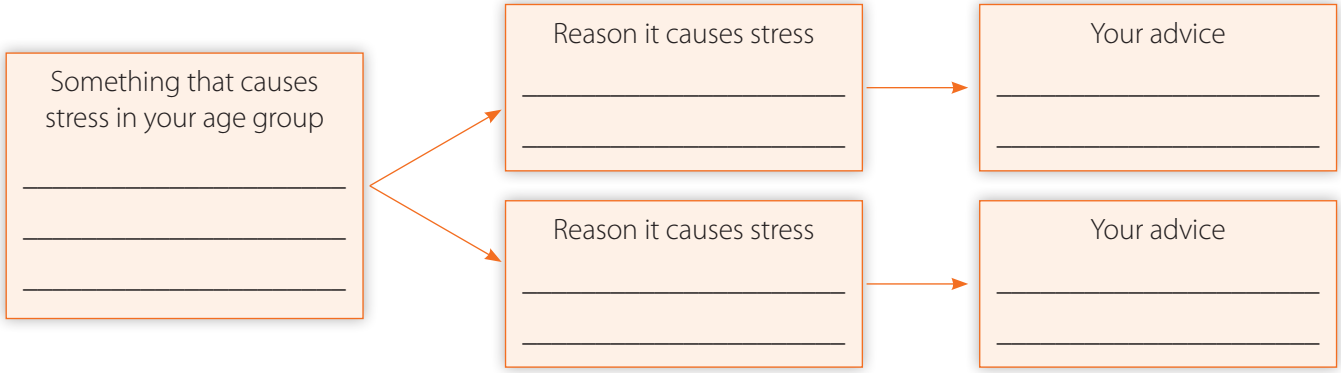
B. List the causes of stress for teens.

Discussion

Look at the list you made of things that make you feel stressed. In groups, ask others if the same things stress them out.

3 Writing

Write two or more important things that cause stress in your peers. Give some advice for handling these things. Copy the organizer below into your notebook and write your notes in it. Then use it to help you write.



4 Chant Along

Flip-Flops

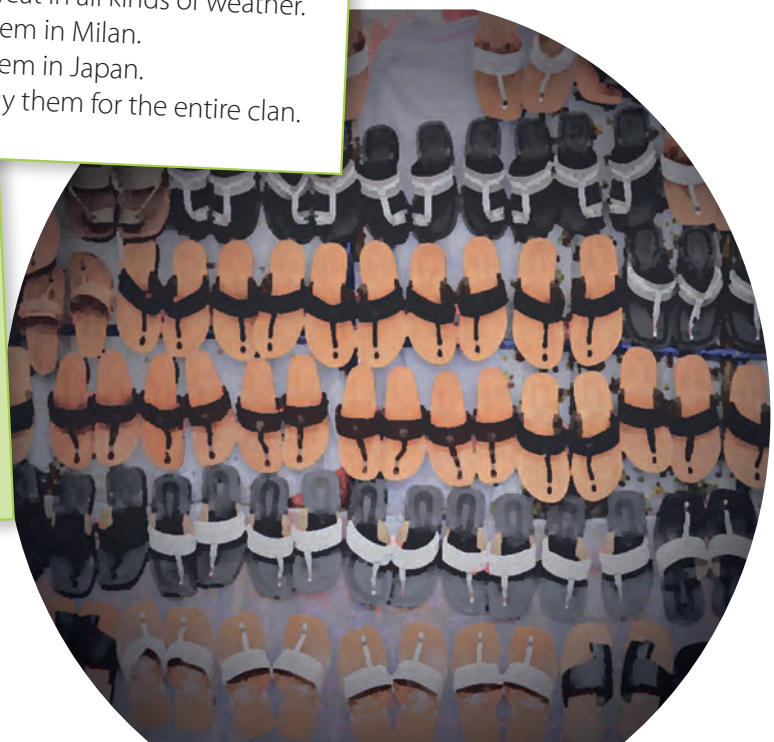
Flip-flops—
They're the latest fad—
Good for the kids, for mom and dad.
Flip-flops here,
Flip-flops there,
Everyone is flippin' with
flops everywhere.

They come in all colors, sizes, and styles.
You can walk around the block,
Or you can walk for miles.
They're lighter than air—
Just get yourself a pair.
You can wear them to the beach.
You can wear them anywhere.

Flip-flops—
They're the latest fad—
Good for the kids, for mom and dad.
Flip-flops here,
Flip-flops there,
Everyone is flippin' with
flops everywhere.

They're made of rubber, plastic, or leather.
Flip-flops are great in all kinds of weather.
People wear them in Milan.
People wear them in Japan.
The Scottish buy them for the entire clan.

Flip-flops—
They're the latest fad—
Good for the kids, for mom and dad.
Flip-flops here,
Flip-flops there,
Everyone is flippin' with
flops everywhere.
Flip-flops, they're TOPS!



4 Chant-Along

- Tell students that they are going to hear a chant called *Flip-Flops*. Ask students to cover the chant lyrics. Direct their attention to the photos of flip-flops. Ask students to describe the different flip-flops they see. This is a good opportunity to review comparative and superlative adjectives. For example, ask: ***Which flip-flops do you like better, the first pair or the second pair? Which do you like the best?***
- Explain that the chant *Flip-Flops* is for an advertisement. If possible, present a chant for an ad that is currently popular with your students.
- Ask: ***What do you think* Flip-Flops *is about?*** Elicit ideas and write them on the board.
- Play the chant as students follow along silently in their books.
- Have students read the lyrics to the chant. Ask: ***What is* Flip-Flops *about?***
- Ask them to scan for comparative and superlative adjectives. (*latest, lighter*)
- Remind students that this is an ad. Ask students to scan the chant and identify the lines that say why someone should buy flip flops. For example: *good for the kids, for mom and dad; they come in all colors, sizes, and styles.*
- Ask students which lines are repeated. (*They're the latest fad; Good for the kids, for mom and dad; Everyone is flippin' with flops everywhere.*)
- Play the chant a second time so that students can learn the tune. Then play it again, pausing after certain lines to have students supply the next line.
- Play the complete chant one more time and encourage everyone to participate.
- Ask students their reaction to the chant. Ask: ***Does the chant* Flip-Flops *make you want to go buy some flip-flops? What lines, in particular, make you want to buy some?***
- Then ask students their opinion of the chant. Ask: ***What makes this a good chant for an ad?***

Vocabulary

A

- Discuss the expressions with the class. Point out that in Scotland *clan* is the term used to refer to a large extended family. Then have students write their own definitions.

Answers

Answers will vary. Sample answers:

1. something that is currently very popular, such as a fashion or a type of clothing
2. the entire family; a large group of people who are often together
3. they're the very best

B

- Call on students to say their answer. Encourage them to use lines from the chant to support it.

Answer

b

Comprehension

A

- Have students work in pairs to ask and answer the questions.
- Go over the answers as a class by calling on pairs.

Answers

Answers will vary. Sample answers:

1. The latest craze is to wear flip-flops.
2. They are made of rubber, plastic, or leather.
3. Everyone wears them.
4. They can be worn anywhere.

Discussion

- Read the questions aloud. Have students work in pairs or small groups to discuss their answers. Check understanding of the phrase *stuck in your head*. (It's something you keep hearing in your mind.) Encourage them to mention specific ads and chant to support their answers to questions 2 and 3.
- Take a class survey to find out how many students wear flip-flops.

5 Project

- Direct students' attention to the ads. Ask them to say what the ads are for.
- Organize students into groups to prepare a chant for a product of their choice. Tell them they can choose one of the products in the book or another product. Tell them to write down their chant and prepare an illustration to go with it.
- Call on groups to present their chants to the class.

Workbook

Assign page 72 for additional writing practice above word and sentence level.

Vocabulary

A. Guess the meaning of the following words and expressions.

1. the latest fad _____
2. the entire clan _____
3. they're tops _____

B. What does the expression "Everyone's flippin' with flops everywhere" mean? Choose the answer.

a. everyone is walking **b.** people are crazy about flip-flops **c.** everyone turns upside down

Comprehension

Answer the questions about the chant.

1. What is the latest craze?
2. What are flip-flops made of?
3. Who wears them?
4. Where can they be worn?

Discussion

1. Do you wear flip-flops? Do people wear them in your country?
2. Discuss chants that you've heard on the radio or on TV and that have stuck in your head.
3. Do you think a good chant helps to sell a product?

5 Project

In a group, prepare a chant to advertise a product.
Present your chant to the class. Copy the organizer below in your notebook and write your notes in it. Then use it to help you write.

Product you are going to advertise	Words that answer your question	Words that end with the same sound
Who uses the products		
Where is the product used?		
Why do people like the product?		

Vocabulary

1 Big Changes

VOCABULARY

Nouns

biologist
citizen
currency
exploration
federation
government
infrastructure
reunification
satellite
transmission

Nouns—Global issues

disease
economy
endangered species
fresh water
globalization
global warming
natural disaster
overpopulation
pollution
poverty
security
terrorism
traffic
unemployment

Verbs

affect
establish
initiate
launch
lose touch
obtain

Adjective

accessible
legendary
numerous

EXPRESSIONS

Idiom

take for granted

Real Talk

by the way
fit in
in fact
you see

2 Careers

VOCABULARY

Nouns

animation
animator
computer generated imagery (CGI)
flavor
microscope
qualification
sculptor
sculpture
showroom
staff
test tube
trend

Nouns—Personal qualities related to jobs

adaptability
analytical skills
flexibility
honesty
initiative
integrity
motivation
teamwork skills
work ethic

Verbs

design
end up
expand
experiment
visualize

Adjectives

challenging
creative
crucial
efficient
hands-on
hardworking
lucky
miniature
permanent
reliable
sociable
stuck

EXPRESSIONS

Real Talk

bored to death
day after day
day in and day out
luckily
talk someone out of it

3 What Will Be, Will Be

VOCABULARY

Nouns

appliance
character
exploration
glass
haircut
novel
prediction
robot
rocket
shard
shipwreck
skyscraper
steel
submarine
tentacle
vision
visionary
whale

Verbs

activate
attach
dive
monitor
optimize

Adjectives

gas-powered
high-speed

EXPRESSIONS

Real Talk

certainly
No kidding?

EXPANSION Units 1–3

VOCABULARY

Nouns

access
cell
composition
disinfectant
immune system
infection
lead
literacy
molecule
property
range

Verbs

attach
carry out
concoct
ward off

Adjectives

adept
articulate
conventional
integral
preventive
striking

4 The Art of Advertising

VOCABULARY

Nouns
brick
classic
combination
compact car
frame
fuel
legend
option
pedal
provider
triumph

Verbs
conduct
customize
devise
opt

Adjectives
bulky
portable
renewable
smooth
substantial
surgical
wireless

EXPRESSIONS

Real Talk
What are you up to?
What on earth . . . ?

5 Did You Hurt Yourself?

VOCABULARY

Nouns
badge
equipment
fog
helmet
injury
intersection
knee pad
ostrich
risk
shock
snowstorm

Verbs
adjust
avoid
crash
encounter
misjudge
obey
occur
pay attention
prevent
release
skid
speed
swerve
tailgate
weave

Verbs for injuries
break
burn
cut
die
fracture
poke
scar
slip
sprain

Adjectives
aggressive
cautious
distracted
drowsy
injured
rude
severe
unconscious

Reflexive pronouns
herself
himself
itself
myself
ourselves
themselves
yourself
yourselves

Conjunctions
because
so

EXPRESSIONS

Real Talk
I guess
look at it this way
lucky day
stuck in

6 Take My Advice

VOCABULARY

Nouns

anorexia
appetite
carbohydrate
counselor
eating disorder
fitness
peer pressure
principle
self-worth
substance
well-being

Verbs

avoid
gain weight
lose weight
regain

Adjectives

achievable
bland
depressed
illegal
lean
nutritious
old-fashioned
slim

Verbs and expressions for advice

could
had better
might
ought to
should

Two-word verbs

give up
put off
take up
throw away
turn down

Three-word verbs

cut down on
get along with
put up with

EXPRESSIONS

Real Talk

feeling down
look out for myself
to be honest

EXPANSION Units 4–6

VOCABULARY

Nouns

acceptance
adolescence
adulthood
attitude
childhood
clan
deadline
demand
equilibrium
expert
fad
flip-flop
influence
insomnia
leather
moodiness
outlook
perception
plastic
pressure
reaction
resistance
rubber
self-esteem
stage
strain
stress

Verbs

adapt to
combat
deal (with)
resist

Adjectives

carefree
constructive
external
internal
tremendous

EXPRESSIONS

Idioms

be aware of
related to

Irregular Verbs

Base Form	Simple Past	Past Participle
be	was/were	been
become	became	become
break	broke	broken
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sew	sewed	sewn
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written

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Audio Track List

CD1

Track	Unit	Student Book Section	
2	Intro	**1**	Listen and Discuss
3	Intro	**3**	Conversation
4	Intro	**4**	Pronunciation
5	Intro	**5**	Listening
6	Intro	**7**	Pronunciation
7	Unit 1	**1**	Listen and Discuss
8	Unit 1	**2**	Pair Work
9	Unit 1	**5**	Listening
10	Unit 1	**6**	Pronunciation
11	Unit 1	**8**	Conversation
12	Unit 1	**9**	Reading
13	Unit 1	**10**	Writing
14	Unit 2	**1**	Listen and Discuss
15	Unit 2	**2**	Pair Work
16	Unit 2	**5**	Listening
17	Unit 2	**6**	Pronunciation
18	Unit 2	**8**	Conversation
19	Unit 2	**9**	Reading
20	Unit 2	**10**	Writing
21	Unit 3	**1**	Listen and Discuss
22	Unit 3	**5**	Listening
23	Unit 3	**6**	Pronunciation
24	Unit 3	**8**	Conversation
25	Unit 3	**9**	Reading
26	Unit 3	**10**	Writing
27	EXPANSION	**2**	Reading
28	Units 1–3	**4**	Chant Along

CD2

2	Unit 4	**1**	Listen and Discuss
3	Unit 4	**2**	Pair Work
4	Unit 4	**5**	Listening
5	Unit 4	**6**	Pronunciation
6	Unit 4	**8**	Conversation
7	Unit 4	**9**	Reading
8	Unit 4	**10**	Writing
9	Unit 5	**1**	Listen and Discuss
10	Unit 5	**2**	Pair Work
11	Unit 5	**5**	Listening
12	Unit 5	**6**	Pronunciation
13	Unit 5	**8**	Conversation
14	Unit 5	**9**	Reading
15	Unit 5	**10**	Writing
16	Unit 6	**1**	Listen and Discuss
17	Unit 6	**2**	Pair Work
18	Unit 6	**5**	Listening
19	Unit 6	**6**	Pronunciation
20	Unit 6	**8**	Conversation
21	Unit 6	**9**	Reading
22	Unit 6	**10**	Writing
23	EXPANSION	**2**	Reading
24	Units 4–6	**4**	Chant Along

Key to Phonetic Symbols

Vowels		Consonants	
Symbol	**Sample Word**	**Symbol**	**Sample Word**
/iy/	w**ee**k	/b/	**b**ike
/ɪ/	g**i**ft	/p/	**p**ool
/ɛ/	b**e**d	/g/	**g**ive
/æ/	b**a**d	/k/	**c**ar
/ɑ/	f**a**ther, b**o**x	/d/	**d**ay
/ə/	m**o**nth, b**u**s	/t/	**t**en
/ɔ/	sm**a**ll, d**oo**r	/z/	**z**ero
/u/	r**oo**m	/s/	**s**on
/ʊ/	b**oo**k	/ʃ/	**sh**oe
/eɪ/	n**a**me	/ʤ/	**j**ust, gara**g**e
/aɪ/	l**i**ne	/ʒ/	televi**s**ion
/ɔy/	b**oy**	/tʃ/	**ch**eck
/aʊ/	t**ow**n	/v/	**v**ery
/oʊ/	**o**ld	/f/	**f**ine
/ər/	f**ir**st	/w/	**w**ife
		/y/	**y**ard
		/h/	**h**ere
		/ð/	**th**is
		/θ/	**th**ousand
		/m/	**m**ap
		/n/	**n**ow
		/ŋ/	ri**ng**
		/l/	**l**eft
		/r/	**r**ight

1 Photocopiable Activity

Exercise 1

Sample answers:

1. Yes, I am / No, I'm not.
2. I'm having difficulty with Math and Science (or another subject)
3. Yes, I am / No, I'm not.
4. I usually walk to school. / My father usually drives me to school / I usually go to school by bus . / Yes, I am. / No, I'm not.
5. They're doing the exercise. / They're studying.
6. I'm answering the questions. / I'm writing.
7. I'm going on a picnic. / I'm watching the football game.

Exercise 2

1. She has gotten married.
2. She has had three children.
3. She has completed her studies.
4. She has gotten her degree.
5. She has learnt three languages.
6. She has attended many seminars.

Students' own answers.

Exercise 3

1. is studying/ wants – is relocating/is trying
2. is submitting/ are applying/ prefers
3. are researching/ work
4. is enrolling/ is thinking

Exercise 4

	results	health	situation	food	boat	rocket
affect	✓	✓	✓	✓	✓	✓
launch					✓	✓
establish			✓			
take for granted	✓	✓	✓	✓		
transform		✓	✓		✓	✓
ration				✓		

Sentences will vary.

Exercise 5

1. elaborate
2. transformed
3. launched
4. rationed
5. flooded
6. tumbling

2 Photocopiable Activity

Exercise 1

1. Saeed has been studying since 12.00/ for 3 hours.
   He has read 145 pages.
2. Faisal has been working at the bank for two years/since …. / He's been writing reports about businesses. / He has written 90 reports.
3. Asma has been trying to get through to her friend for an hour.
   She has called 10 times. / She has made 10 attempts. / She has tried 10 times.
4. Imad has been using the same laptop for three years. / Imad has had his laptop for three years. / He has backed up 2000 files.
5. Hanan has been reading English books for five years.
   She has read 100 books.

Exercise 2

Answers will vary:

Exercise 3

a/ 4 or 1	c/2	e/1 or 4	g/6
b/3	d/8	f/ 7	h/5

Exercise 4

Answers will vary.

3 Photocopiable Activity

Exercise 1

Answers will vary:
Sample answer.

When I get my High School Diploma I will apply to university to study medicine. I have always wanted to become a doctor. When I graduate I will move to another country to specialize in microsurgery and work as a surgeon at one of the best hospitals.

Exercise 2

1. I'm going to see my dentist at 5:00 pm.
2. Maybe I'll invite him/her over.
3. I'm going to have a class in two hours/at 10 o'clock.
4. Someone is going to deliver a package between 10.00 and 11.00 am.
   A package is going to be delivered between 10.00 and 11.00 am.
5. I am going to do my homework tomorrow. / I am not going to forget my homework again.

Exercise 3

1. This time tomorrow I will be flying to London.
   A week from today I will be flying to Scotland/ I will be arriving in Scotland.
2. Before the end of the week, Fahad will be flying to Qatar./ will be in Qatar.
   A week from today, he will be starting in his new job/ he will be working in a large construction company.
   Two weeks from today, he will be moving into his new apartment.

Exercise 4

1. cure
2. visionaries
3. equipped
4. high-speed
5. monitor
6. optimize
7. vision

Exercise 5

Answers will vary:
Sample answer.

1. Schools will be in 'clever' buildings with 'clever' classes.
2. They will be fully equipped with surveillance systems, electronic boards, virtual keyboards and robots.
3. Teachers will teach online. Occasionally, there will be a face-to-face class.
4. The cleaning will be done by robots and automatic self-cleaning systems.
5. Classes will be like virtual worlds where everything will be demonstrated electronically.
6. Students will use microchips and micro-computers to study and write.

4 Photocopiable Activity

Exercise 1

Answers will vary.

Exercise 2

1. The students are gathered in the school yard.
2. They are led to their classrooms.
3. The teachers are greeted when they enter.
4. Attendance is taken.
5. Assignments are collected.
And the students' ideas.

Exercise 3

renewable source of energy
wise option
portable device
compact car
bulky style
brick building
popular style

Exercise 4

1. unimaginable
2. inconvenient
3. transformed
4. status
5. cash

5 Photocopiable Activity

Exercise 1

1. So do I. / I never forget to take my keys. / I always take my keys.
2. Nor have I. / I have
3. So did I / I didn't.
4. So are we/ So am I./ I won't.
5. So do I/ I never do/ I don't
6. So will I/ I won't
7. So do I/ I do.
8. So am I/ I'm not.
9. Neither am I./ I am
10. Neither did I/ I did.

Exercise 2

1. herself
2. himself
3. yourself
4. themselves
5. himself
6. ourselves
7. himself
8. myself

Exercise 3

	my hand	my eye	my shoulder	the window	my ankle	the food	myself
break	✓	✓	✓	✓	✓		
burn	✓	✓	✓	✓	✓	✓	✓
cut	✓	✓	✓	✓	✓	✓	✓
fracture	✓		✓		✓		
poke	✓	✓	✓		✓		✓
sprain	✓		✓		✓		
injure	✓	✓	✓		✓		✓
hurt	✓	✓	✓	✓	✓		✓

Exercise 4

1. injured
2. burst into
3. explosion
4. damaged
5. blast
6. struck
7. avoided
8. survived
9. struck
10. recover
11. swerved

6 Photocopiable Activity

Exercise 1

B: Should/had better
A: should
B: ought to
A: could/should
B: could/ ought to /had better
A: had better
B: should/ should

Exercise 2

1. He'd better stop being aggressive then./ He should calm down
2. We'd better go back and buy what we forgot.
3. You shouldn't eat it/ You'd better send it back.
4. he shouldn't be upset he can retake it.
5. You shouldn't worry. Put yourself on a diet
6. You shouldn't worry about flying.

Exercise 3

Answers will vary.

Exercise 4

1. put off
2. turn it down
3. took up
4. give up
5. throw away
6. turn them in
7. turn off

Exercise 5

1. B
2. B
3. B
4. A
5. B
6. B
7. B

Examples will vary

1 Big Changes

Page 1

A

1. overpopulation
2. global warming
3. fresh water
4. security
5. traffic
6. pollution
7. natural disaster
8. endangered species
9. economy

Page 2

B

1. is
2. live
3. am
4. have
5. watch
6. do
7. is
8. am
9. affects
10. wants
11. is
12. take
13. makes
14. cut down
15. burn
16. means
17. is
18. affects
19. talk
20. want
21. know
22. is
23. needs

C

1. She lives in Blumenau, Santa Catarina, Brazil.
2. Carolina's sister, brother, and father watch TV every evening.
3. She is interested in global warming.
4. They talk about the rain forests and global warming.
5. The whole world needs to help reduce global warming.

Page 3

D

1. is
2. is
3. think
4. is finishing
5. are / doing
6. am making
7. Are
8. am
9. are meeting
10. don't know
11. is
12. lives
13. is visiting
14. is
15. are / going
16. is
17. want
18. want
19. love
20. don't / come
21. is
22. have

E

1. are they meeting
2. is Sierra
3. do they want to go
4. are they going

Page 4

F

1. used
2. had
3. launched
4. increased

G

1. has wanted
2. have affected
3. has lived
4. have lost

H

1. went
2. saw
3. have been
4. loved
5. were
6. were
7. sat
8. ate
9. learned
10. has been

Page 5

I

1. F
2. T
3. T
4. T
5. T
6. F
7. F
8. T

Page 6

J

Answers will vary. Sample answers:

1. A: I live in Jeddah/ In Jeddah
2. A: No, I'm not.
3. A: Germany and France/ I have visited Germany and France.
4. A: On business. /I have been out of the country on business.
5. A: For 20 days/ I've been out of the country for 20 days.

K

Answers will vary. Sample answer:

Work: People can access files without having to move. They can communicate through email and have meetings through video conferencing

Home: People have access to information on the internet. Online television has gained ground.

School: Students can take computer-based tests Interactive boards have been introduced in a lot of schools.

Page 7

L

Answers will vary. Sample answers.

1. I went about a month ago.
2. I stayed for about two weeks.
3. I visited the Jumeirah Mosque and Sheikh Saeed's House.
4. I went shopping and driving in the desert.
5. I saw new skyscrapers, and interesting artwork.
6. fascinating, exciting, fabulous, fun, interesting, adventurous, unique, luxurious

Page 8

M

Answers will vary.

Page 9

N

1. didn't go
2. wanted
3. waited
4. lived
5. was
6. damaged
7. caused
8. didn't arrive
9. decided
10. didn't think
11. tried
12. reached
13. watched
14. talked
15. made
16. discussed
17. sat
18. completed
19. wanted
20. didn't want

O

1. He wanted to write a report (about natural disasters).
2. They lived in the same town.
3. It damaged the road (and caused a traffic problem).
4. No, they didn't. They went by bicycle.
5. No. they didn't. They watched a documentary.
6. He completed it last night.
7. Yes, he did.

Page 10

P

1. f
2. d
3. e
4. c
5. b
6. a

Q

1. was sleeping, flooded
2. heard, was
3. weren't rationing, started
4. located, was studying
5. Was … traveling, made
6. was representing, flew

R

1. Ahmed Zewail was teaching in California when he won the Nobel Prize.
2. They were crossing the border from Iraq when the earthquake happened.
3. The water supply was running out when the rescue team arrrived. arrived
4 Was Sabah doing medical research when the Internet went down?

2 Careers

Page 11

A

1. initiative
2. work ethic
3. honesty / integrity
4. teamwork skills

Page 12

B

1. Yes. He has been taking computer science for three years.
2. Yes. He has been speaking Spanish for three years.
3. Yes. He has been studying French for two years.
4. Yes. He has been playing basketball for four years.
5. Yes. He has been working in a restaurant for two years.
6. Yes. He has been answering phones for two years.

C

Answers will vary. Sample answers:

1. I have been studying English for four years.
2. I have been working at a bookstore for one year.
3. I have been playing football for ten years.

Page 13

D

1. have been doing / has won / have been working / has told
2. have been working / have been doing / have sent / have kept
3. have been doing / have met / have been working / have traveled

Page 14

E

1. interested in working
2. good at using
3. good at speaking
4. good at writing
5. interested in using
6. good at studying
7. good at finding
8. good at finding
9. interested in having

Page 15

F

1. He has been working with snakes since he was a little boy.
2. Tony's father has been handling snakes for twenty years.

3. He's handled nearly 1,000 snakes.
4. He's been earning his living from snakes for five years.
5. Tony is so comfortable around snakes because he has been working with them since he was a little boy.

Page 16

G

Answers will vary. Sample answers:

1. Hameed has written more than 150 reports and countless emails.
2. He has been a sales manager for the last two years.
3. He is interested in signing new contracts.

1. Mike has been studying for the last ten years.
2. He has been doing his internship in a hospital in Dubai.
3. He has spent more than 12 years of his adult life studying and specializing.

H

Answers will vary. Sample answer:

1. How did you find out about the job?
2. Why are you applying for it?
3. What are some of your strengths?
4. How do you feel about teaching large classes?
5. Have you taught teenagers before?

Page 17

I

Answers will vary. Sample answers:

1. The man on the left is an architect or perhaps a civil engineer. The man on the right is a researcher/ X-ray specialist.
2. The civil engineer needs to check the blueprints and supervise work at the construction site.
   The researcher needs to make appointments for interviews and search for information on the web.
3. There are some dangers in the first man's job because he needs to spend time in and around buildings under construction and construction sites. The X-ray specialist needs to protect himself from harmful radiation.
4. Architects and civil engineers work in and out of the office. They have a creative and challenging job.
   An X-ray specialist works in comfortable surroundings with other medical specialists. He is also specializing in other types of medical equipment and technology.
5. demanding, creative, challenging, interesting, rewarding, methodical, systematic, detailed, crucial

Page 18

J

Answers will vary.

Page 19

K

1. What does Rana do? She's a nurse.; Where does she work? She works in a hospital.
2. What do you do? I'm a chef.; Where do you work? I work in a hotel restaurant.
3. What do your uncles do? They are lawyers.; Where do they work? They work in an office.
4. What does Aisha's father do? He's a sales manager.; Where does he work? He works at the shopping mall.
5. What does Faisal do? He's a car mechanic.; Where does he work? He works in a garage.

L

1. work	**6.** I do	**11.** to
2. do you do	**7.** do they do	**12.** in
3. on	**8.** play	**13.** at
4. doesn't work	**9.** When	**14.** don't
5. have	**10.** on	

Page 20

M

1. who	**3.** which	**5.** who
2. which	**4.** who	**6.** who

N

1. Some passengers were sleeping while the pilot was landing the plane.
2. The baby was crying while Nawal was talking on the phone.
3. It was raining while we were driving home. playing tennis
4. Faisal was working on the weekends while he was studying at university.
5. I was doing my science homework while my sisters were watching a film.
6. Dan was organizing the conference while you were preparing your speech.

O

1. was	**4.** who	**7.** who/that
2. while	**5.** was	
3. were	**6.** which/that	

3 What Will Be, Will Be

Page 21

A

1. Will / tell
2. Of course
3. will be
4. Will / work
5. I hope not
6. will not work
7. will have
8. Will / spend
9. I hope not
10. will not need
11. will live
12. will be able to
13. will feel

B

1. Are / going to become
2. I think so.
3. are going to sell
4. Are / going to be
5. are going to pass
6. are going to have
7. am going to go
8. am not going to know

Page 22

C

Answers will vary. Sample answers:

1. Cars won't have wheels.
2. Cars are going to fly.
3. Robots will carry things.
4. Cities in the future won't have trees.
5. There will be steel sidewalks.
6. Cities won't have bus stops.

Page 23

D

1. am going to travel
2. will visit
3. Will you go / Are you going to go
4. will spend
5. Will you stay / Are you going to stay

E

1. am going to fly
2. am going to go
3. are going to spend
4. will take
5. will buy
6. will be/ is going to be
7. will go

Page 24

F

Answers will vary. Sample answers:

1. I will be writing a report for class next week.
2. I will be visiting some relatives in Australia this summer.
3. I am going to be studying in college in five years.
4. I am going to be working as a biologist in 10 years.

G

1. Yes, she will.
2. Yes, they will.
3. No, we aren't. We're going to be flying in a plane.
4. Yes, they are.
5. No, I won't. I'll be launching my rocket tomorrow.

Page 25

H

Answers will vary. Sample answers:

1. There is no reason anyone would want a computer in their home.
2. He accurately predicted the moon landing.
3. He predicted that space travel would soon become common.
4. Science and technology will affect the future in very powerful ways.
5. The impact of science and technology in the future will depend on how we decide to use it.

Page 26

I

Answers will vary, but should follow the model.

He will move to a large house.
He will be travelling all over the world.
He will have two cars, one for the city and an SUV for the country

J

Answers will vary. Sample answer:

On Friday, I am going to visit my aunt and uncle. We are going to drive to their house which is about 50 km from the center of town. Maybe we will spend the night there and return on Saturday morning.

On Saturday, I am going to study and do all my homework. Then I'm going to meet my friends at the mall. We'll go shopping and then have a burger at the fast food restaurant. Then maybe we'll go to a friend's house to watch a DVD.

Page 27

K

Answers will vary. Sample answers:

1. Both the buildings show towers. In photo A, the tower is a modern skyscraper. In photo B, the tower is part of a castle.
2. These buildings are constructed from different materials. In photo A, the tower is probably made from glass and metal. In photo B, the tower was made from brick.

3. These buildings are unlikely to change significantly in the next 50 years. However, architects and engineers will probably make the modern skyscrapers 'greener' by installing wind turbines and solar panels on the roof.

Page 28

L

Answers will vary.

Page 29

M

1. c	**3.** a	**5.** c	**7.** a
2. b	**4.** c	**6.** a	**8.** a

N

1. f	**3.** a	**5.** e
2. c	**4.** d	**6.** b

Page 30

O

Answers will vary. Possible answers.

1. He's hiring a catering firm tonight to supply the food for the dinner.
2. Tomorrow afternoon, he's buying a new suit for the official opening.
3. Tomorrow evening, he's preparing the handouts for the exhibition.
4. He's updating his web blog on Tuesday morning.
5. He's collecting the handouts from the printer's on Tuesday evening.
6. On Thursday afternoon, he's meeting with the science team to discuss the plans for his presentation.
7. He's setting up the exhibition with his team on Thursday evening.
8. He's attending the official opening on Friday morning at 11am.
9. The caterers are coming to set up the dinner tables at 5pm.
10. The guests are arriving for the dinner at 7pm on Friday evening.

P

Students' own answers

EXPANSION Units 1-3

Page 31

A

1. global warming	**5.** natural disaster
2. Traffic	**6.** microscope
3. motivation	**7.** qualifications
4. steel	**8.** rockets / satellites

B

Global Issues: pollution, poverty, disease

Personal Qualities: flexibility, adaptability, integrity, honesty

Scientific Tools: rocket, satellite, submarine, microscope

Page 32

C

1. are / living	**6.** am not working
2. am living	**7.** am looking
3. are / taking	**8.** is looking
4. am taking	**9.** am going
5. Are / working	

D

1. have / been working	**7.** Have / tried
2. have been working	**8.** have been
3. have met	**9.** have been going
4. haven't made	**10.** have done
5. have / been saving	**11.** haven't spent
6. have been saving	

Page 33

E

1. will do	**5.** Will / buy
2. will be	**6.** are going to get
3. will publish	**7.** will be
4. am going to give	**8.** is going to take

F

1. My brother will be attending
2. Will you be attending
3. I am going to be working
4. Are you going to be living
5. will be saving
6. you are not going to be working

Page 34

G

Answers will vary. Sample answers:

Laura

1. She'll take her final examination next week.
2. This summer she is going to travel to Singapore to visit relatives.
3. After college she's going to work as a teacher in high school.

Edson

1. Next week, Edson is going to play basketball with his team.
2. This summer, he is going to have a vacation and then start training for the season.
3. He is going to work as a physiotherapist with athletes.

H

Answers will vary. Sample answers:

2. buy a house — He saved money
   He wants to move into the new house
3. do an MA — He got a scholarship
   He wants to study in another country
4. teach at university — She applied for a job
   She got the job.

Page 35

I

Answers will vary. Sample answers:

1. A. A civil engineer reads blueprints. He inspects roads and buildings for safety.
   B. A pharmacist distributes pharmaceuticals to customers. He gives advice on which remedies are available without a prescription.
2. A. creative, good at math, good at design
   B. organized, polite, careful, tidy
3. A. He needed to study structural engineering.
   B. He needed to study pharmacology.

Page 36

J

Answers will vary.

4 The Art of Advertising

Page 37

A

1. compact
2. customize
3. options
4. classic
5. smooth

Page 38

B

1. were made
2. were bought
3. were produced
4. were sold
5. were told
6. is spent
7. are shown
8. is not launched
9. have been asked
10. Have / been affected
11. will be spent
12. will be asked

C

1. The Longest Marriage
2. The Tallest Man
3. The Most Expensive Movie
4. The Most Valuable Slice of Cake

Page 39

D

1. more expensive / cheaper
2. more comfortable / more special
3. healthier / more refreshing
4. smaller / larger

Page 40

E

1. not as warm as
2. not as expensive as
3. as healthy as
4. as hot as

F

1. Smell
2. tastes
3. sound
4. Look

Page 41

G

Answers will vary. Sample answers:

1. They use stories and pictures.
2. They try to show people that they can meet their needs by buying products.
3. Three of the needs are friendship, success, and escape.
4. Companies are advertising during children's TV shows.

Page 42

H

Answers will vary. Sample answer:

1. was invented / were also invented
2. was invented/ patented / was made / was sold
3. was processed / used / was made / were soaked
4. are equipped / have been updated- were updated / was installed-has been installed / were trained-have been trained

I

Answers will vary. Sample answer:

1. a smart phone or laptop
2. biscuits or crisps
3. a car or motorcycle
4. a car dealer / a model car company
5. a soft drink / a gadget/ shoes
7. watches, cell phones, travel, airline
8. soft drink / vacation / hotel
9. a printer / a car

Page 43

J

Answers will vary. Sample answers:

1. Watch: reliable/ reliability, precision, quality, style
Pen: smooth, elegant, prestigious, traditional
2. Watch: scuba diving/in the water, at work
Pen: at work, at home
3. Watch: important, successful, professional, casual
Pen: knowledgeable, respectful, accomplished

Page 44

K

Answers will vary.

Page 45

L

1. That, these
2. That, an
3. This, an
4. These, those
5. A, that
6. those, -

M

1. What are these/those? They're sculptures.
2. What is this/that? It's an airplane.
3. What is this/that? It's an electric car.
4. What are these/those? They're smartphones.
5. What is this/that? It's a computer users' magazine.

N

Students' own answers (starting with imperatives)

Page 46

O

1. yours, mine
2. your, my
3. hers, her
4. your, ours

P

1. Whose
2. yours
3. my mine
4. too
5. my
6. which
7. one
8. enough
9. their
10. theirs
11. his
12. enough

5 Did You Hurt Yourself?

Page 47

A

1. d
2. a
3. e
4. f
5. b
6. g
7. c
8. h

B

1. equipment
2. avoid
3. injured
4. obey
5. helmet

Page 48

C

I myself
they themselves
we ourselves
you and I ourselves
he himself
you yourself (singular)
it itself
she herself
you yourselves (plural)

D

1. myself
2. yourself
3. himself
4. myself
5. himself
6. yourself
7. themselves
8. himself
9. ourselves

Page 49

E

1. g
2. f
3. e
4. h
5. b
6. c
7. d
8. a

F

1. so
2. because
3. because
4. so
5. so
6. because
7. because
8. so

Page 50

G

1. c
2. a
3. e
4. f
5. b
6. d

H

Answers will vary. Sample answers:

1. Neither have I.
I haven't eaten anything all day, so I can eat a lot at the restaurant tonight.
2. So did I.
I went to bed late last night because I watched a movie on TV.
3. So did I.
I visited my uncle last weekend because I wanted to give him a present for his retirement.

4. Neither do I.
   I very seldom cut myself because I'm careful.
5. So do I.
   I always brush my teeth before I go to sleep, so I don't have to go to the dentist.

Page 51

I

1. F 2. T 3. T 4. F 5. T

Page 52

J

Answers will vary. Sample answer:

The driver was trying to find his cell phone

He was not watching the road and didn't see the truck coming toward him

He could have dropped what he was holding and focus on the road.

K

Answers will vary. Sample answer:

1. I think he probably hurt himself/ He must have hurt himself badly. Maybe he didn't survive?
2. He probably suffocated/ he must have suffocated due to lack of oxygen.

Page 53

L

Answers will vary. Sample answers:

1. He is fastening the baby in the child seat.
2. If he doesn't take safety measures the baby might get hurt.
3. The child seat should be placed on the back seat of the car
4. They should ensure the child locks are activated.

Page 54

M

Answers will vary.

Page 55

N

1. must pay attention to the road
2. mustn't fall asleep at the wheel
3. must ask the driving instructor for advice
4. mustn't sit in the front seat
5. must fasten her seat belt
6. mustn't tailgate
7. mustn't run across the street

O

1. should wear
2. Should the baby sit / The baby shouldn't sit
3. should stop
4. shouldn't ride
5. shouldn't talk
6. should

P

1. well
2. badly
3. late
4. patiently
5. Luckily
6. fast
7. carefully
8. clearly
9. safely
10. hard
11. easily

Page 56

Q

1. across from 2. next to 3. between

R

Answers will vary. Possible answers.

1. It's across from the bank hotel. It's between the subway station and the pharmacy.
2. It's next to the bank. It's across from the mall.
3. It's between the pharmacy and the bookstore. It's across from the bank.

S

1. far from
2. near
3. straight
4. Take
5. across from
6. between

6 Take My Advice

Page 57

A

1. fitness
2. avoid
3. lose control
4. hungry
5. turn down
6. pressure

Page 58

B

1. should
2. could
3. might
4. shouldn't
5. should
6. ought to
7. ought to
8. might

Page 59

C

Answers will vary. .

Page 60

D

1. give up
2. put off
3. throw away
4. get along
5. turn down
6. take up
7. put up with

E

1. give up
2. threw away
3. put off
4. turned down
5. gets along with
6. take up

F

1. put it off
2. put up with it
3. throw it away
4. throw it away
5. throw them away
6. put up with you

Page 61

G

1. Eppie Lederer
2. Pauline Phillips
3. Jeanne Phillips
4. Margo Howard / Eppie Lederer's

Page 62

H

Answers will vary. Sample answer:

Hello,

Please don't worry. Email your friend and ask him/her to scan the pages you need and send them to you.

Hi,

Why don't you go ahead and tell me what you are having difficulty with. Just tell me which are the relevant pages in our Math book so I can check. I will call as soon as I work things out and help you myself.

Hello,

No need to be desperate. You left it on the shelf with the science books when Sabah turned up. Don't you remember? Anyway, I picked it up and put it in my bag. I'll give it to you tomorrow morning at school.

Page 63

I

Answers will vary. Sample answers:

Nouns: father, son, university, course, problem, decision, prospects, salary, perks, cost, size, location

Verbs: consider, think about, change, make a choice, decide.

Adjectives: careful, the best, suitable, challenging, well-paid, exciting, fast, large, spacious

Answers will vary. Sample answers:

You'd better think carefully about what you want to do.

Why don't you decide according to your skills, background and preferences?

I would advise you to search for a small flat near the university.

You should prepare for the interviews. I would be very happy to help you rehearse.

You ought to buy a car that is reliable, and not the fastest.

You don't need a spacious house until you have your own family. You'd be better off buying a smaller flat.

Page 64

J

Answers will vary.

Page 65

K

1. much
2. little
3. few
4. lot
5. much
6. much
7. lot
8. much
9. little
10. often
11. lot
12. many
13. much/often
14. few
15. lot
16. many
17. often/much
18. lot
19. often
20. often/much
21. few
22. little

Page 66

L

Answers will vary. Possible answers.

1. take cough syrup
2. use a skin cream
3. stay in bed, take medicine/painkillers
4. relax, drink warm tea or milk
5. take painkillers
6. take vitamins, relax

M

Positive: excited, fine/OK, glad, great, happy, relaxed, strong, wonderful

Negative: afraid, angry, bad, bored, nervous, sad, sick, sleepy, terrible, tired

N

Students' owns own answers

EXPANSION Units 4-6

Page 67

A

1. Cures have been discovered, for many diseases.
2. Many more cures will probably be found.
3. Soccer is played by most young people in Brazil.
4. I was surprised by his letter.
5. The package will be mailed this afternoon.
6. All the windows have been washed (by my sister).

B

1. coolest
2. smaller
3. more compact
4. lighter
5. more unbelievable
6. amazing
7. more unbelievable
8. better

Page 68

C

1. because
2. so
3. because
4. so
5. because
6. because
7. so
8. because

D

1. Abdullah burned himself on the hot stove while cooking eggs this morning.
2. Saeed and Fahad slipped on the ice, but luckily they didn't hurt themselves.
3. Hameed taught himself Spanish last year.
4. Nura saw herself in a lot of the photos that Jennifer took at the park.

Page 69

E

1. f
2. b
3. h
4. a
5. c
6. g
7. d
8. e

F

1. The bike is as old-fashioned as the car.
   The car is not as old-fashioned as the bike.
2. My cell phone is as big as my friend's cell phone.
   My cell phone is not as big as my friend's cell phone.
3. The latest *Star Trek* movie is as interesting as the other *Star Trek* movies.
   The latest *Star Trek* movie is not as interesting as the other *Star Trek* movies.

G

Answers will vary. Sample answers:

1. roses
2. a piece of chicken
3. a native speaker
4. a new car

Page 70

H

Answers will vary. Sample answers:

1. I think it's best if you don't use your phone while you are driving. It's really dangerous.
2. Why don't you tell the caller that you cannot speak now and that you will call back later.
3. Don't you feel it's safer to keep your eyes on the road?
4. Try not to resolve issues while driving, It's very distracting.

I

Answers will vary. Sample answers:

Look at the example and use the sample answers below
Presentation - stressed – nausea – dizziness
Losing my phone – worried – headache – bad vision

Page 71

J

Answers will vary. Sample answers:

1. It makes me feel anxious, and guilty for not studying enough. I feel stressed.
2. I feel like that because it reminds me of exams.
3. I close my eyes and breathe deeply and steadily.

Page 72

K

Answers will vary.

Grammar and Vocabulary Review

Exercise 1

Write answers to the questions. OR Ask and answer with a partner.

1. Are you spending a lot of time studying these days?

   _____

2. Which subjects are you having more difficulty with?

   _____

3. Are you studying another language?

   _____

4. How do you usually get to school? Are you doing the same these days?

   _____

5. What are your classmates doing at the moment?

   _____

6. What are you doing right now?

   _____

7. What are you doing this weekend?

   _____

Add your own ideas …

Exercise 2

Talk or write about achievements. Complete the texts.

I really admire Mona. She's only 22 and she has already done so much.

1. get married — She has gotten married.
2. have three children — She has had three children.
3. complete her studies — _____
4. get her degree — _____
5. learn three languages — _____
6. attend many seminars — _____

Tip:
If you want to emphasize completion of something or stress the fact that you or someone else has done something worthwhile, i.e. an achievement or accomplishment, use present perfect.

Now think of somebody that you admire. Make a note of the things he or she has accomplished. Then report to your partner or the class.

Exercise 3

Fill in the blanks with the correct form of the verbs in brackets. Use present simple or present progressive.

1. Farah (study) *is studying* very hard this semester. She (want) *wants* to get good grades. Her family (relocate) _____ to another city and she'll have to go to a new school. Farah (try) _____ her best.
2. Adel (submit) _____ his application form to the admissions office. A lot of students (apply)_____ online these days but he (prefer) _____ to do it in person.
3. A lot of students (research) _____ online courses. They need some flexibility with their schedule because they (work) _____.
4. My brother (enroll) _____ in the medical faculty today. He (think) _____ of specializing as a heart surgeon but he knows it's very demanding.

Exercise 4

Match the words to form collocations. Tick the items that can be combined.

	results	health	situation	food	boat	rocket
affect	✓					
launch						
establish						
take for granted						
transform						
ration				✓		

Choose some of the items and write sentences. Look for examples in Unit 1.

Food is usually rationed during a war.

Exercise 5

Choose words from the list and fill in the blanks. Make sure you use the right form of each word.

tumble launch transform flood elaborate ration

1. Handmade carpets with _____ patterns are sold at considerably higher prices.
2. The old part of town has been _____ . Beautiful old buildings were renovated last year.
3. Many countries have _____ communication satellites into space.
4. During dry spells in hot countries, water is _____ to make it last through the summer.
5. Chinese products _____ into markets in African, Europe, and the States.
6. The whole structure came _____ down when the earthquake hit, and buried at least 15 people.

Grammar and Vocabulary Review

Exercise 1

Read the situations and write sentences. Follow the example.

1. Saeed went to the library and started studying at 12:00. It is now 3:00 p.m. and he is still there. He was on page 5 when he started and he is now on page 150.

   Saeed has been studying since 12:00/ for 3 hours.
   He has read 145 pages.

2. Faisal got his job at the bank two years ago. He still works there. He writes reports about businesses. He is finishing his 90th report.

   _____

   _____

3. Asma is trying to get through to her friend. She started calling about an hour ago but cannot get through. This is her 10th attempt.

   _____

   _____

4. Imad bought his laptop three years ago. He still uses the same laptop because he is very happy with it. He backs up all his files. He has now got about 2000 back up files.

   _____

   _____

5. Hanan started reading English books five years ago. She reads about 20 books every year. She is in the middle of her 100th book.

   _____

   _____

Exercise 2

Think about your interests and skills/abilities. Tick the right column. Then write sentences about yourself or your partner. Follow the example

	Interested	Not interested	Good at	Not good at
learn languages				
communicate with people				
take pictures				
listen to people				
collect information				
learn about cars				
give advice				

I am not interested in learning languages but I am interested in learning about cars.
I am good at collecting information.

Add your own ideas about things you are interested in or are good at. Compare with a partner.

Exercise 3

Match the job qualities with the actions.

a. communication skills
b. teamwork skills
c. honesty/integrity
d. intitative/motivation
e. interpersonal skills
f. organizational skills
g. adaptability/flexibility
h. computer skills

1. He always manages to get through to people.
2. He always tells the truth and sticks to his beliefs.
3. He affects co-workers positively and is always happy to work with others.
4. People are always keen to talk to him and they know he listens.
5. He is adept at using word-processing and graphic design programs.
6. He can work in any type of context and adapt to conditions.
7. He is a very good organizer. He sets up systems that can be maintained by everyone.
8. He does not need to be monitored in order to work hard and do a good job. He sets his own goals and will not stop till after he has achieved them.

Exercise 4

Answer the questions. Then look at the answers and find suitable jobs/professions depending on your qualities.

1. Do you like working with other people?

_____

2. Are you willing to make decisions and act upon them or do you prefer to be told/asked what to do?

_____

3. Do you visualize ideas or do you simply put them into words using previous models?

_____

4. Do you like analyzing complex situations?

_____

5. Do you like resolving problems?

_____

6. Are you creative?

_____

7. Do you welcome challenge?

_____

8. Add some of your own ideas.

_____

Grammar and Vocabulary Review

Exercise 1

Answer the questions about yourself. Or ask and answer with a partner.
Make a note of the answers. Add more questions .

	You	Your partner/ friend
Have you made plans about your future?		
What will you do when you get your High School Diploma? Are you sure?		
Will you apply to university?		
Which faculty? Why?		
What will you do when you graduate?		
Will you move to another city/country? Why? Why not?		
Where will you work?		

Now write about yourself or your partner.

Exercise 2

What would you say in each case?

1. You've arranged to see your dentist at 5:00 pm.
   I'm going to see my dentist at 5:00 pm.
2. You want to invite your friend over but you are not absolutely certain.
   _____
3. You have a class in two hours. It is 10:00 am now.
   _____
4. You have arranged for someone to deliver a package between 10:00 and 11:00 am.
   _____
5. You have forgotten to do your homework for today. Your teacher is going to be back tomorrow. What do you say to her?
   _____

Exercise 3

Read the situations and write sentences about the future. Follow the example.

1. You have arranged to spend a week in London and a week in Scotland. Your flight is leaving tomorrow at 5:00 pm. It is 6:00 pm now.

   This time tomorrow I will be flying to London.

   A week from today I _____.
2. Fahad has to be in Qatar by the end of the week. He has a new job in a large construction company. He has to start working next week. Two weeks later he is going to move to his new apartment.

   Before the end of the week, Fahad _____ _____.

   A week from today, he _____ _____.

   Two weeks from today, he _____ _____.

Exercise 4

Fill in the blanks with words from the list.

vision optimize equipped visionaries monitor cure high-speed

1. Researchers hope to find a _____ for cancer in the next decade.
2. _____ predict a complete transformation of households.
3. Houses will be _____ with robots who will do all the housework.
4. _____ vehicles will run on "clean" fuel.
5. Intelligent buildings will be able to _____ lighting.
6. Intelligent appliances will _____ sources of energy in order to preserve the environment.
7. This _____ of a fully integrated household system is not a new concept.

Exercise 5

Think about what schools will be like in the future. Use words from the list to talk/write about your ideas.

integrated equipped glass monitor activate optimize robot

1. What kind of buildings will they be in?

   _____
2. What will the building be equipped with?

   _____
3. Who will teach?

   _____
4. Who will do the cleaning?

   _____
5. What will classes be like?

   _____
6. What kind of materials will students use?

   _____

Grammar and Vocabulary Review

Exercise 1

Read and complete the questionnaire. Make a note of the answers. Then ask your partner.

Market Survey: The most popular stores and more

	You	Your friend
Where do you and your friends buy clothes?		
What is the trendiest clothing store in town?		
Where do you buy accessories?		
What type of accessories do you buy?		
Which cell phone company do you use?		
How much do you spend on shopping every month?		
How much is your weekly/monthly allowance?		
What do you spend it on?		

Use your notes to write a short report about yourself or your partner. Begin like this:

My partner gets … as a weekly allowance. He/She spends most of it on …

Now ask others in class about their partners. Make a note of each answer.

Use your notes to write a short survey report.

Best Rags is the most popular clothing store in town. It is as nice as … but has better prices.

Exercise 2

Talk or write about set procedures at school using the passive.

1. The students *are gathered* in the school yard. (gather)
2. They _____ to their classrooms. (lead)
3. The teachers _____ when they enter. (greet)
4. Attendance _____. (take)
5. Assignments _____. (collect)

Add more sentences. Think about things that take place at different times of day.

Exercise 3

Match the words to form collocations. Provide real-life examples.

The Mini Cooper is a compact car.

renewable	building
wise	appliance
portable	style
compact	option
bulky	source of energy
brick	device
popular	car

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

Exercise 4

Replace the underlined words/phrases with words and phrases from the unit.

A world without cars and computers is <u>impossible to imagine</u>. Early computers were <u>not convenient</u> because they took up a lot of space. More compact desktop computers <u>greatly changed</u> the way things were done.

Credit cards are considered a <u>sign of high social standing</u>. In the beginning, it was difficult for people to accept cards instead of <u>banknotes and coins</u>. Gradually, plastic money took over and became a standard method of payment.

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

Grammar and Vocabulary Review

Exercise 1

Agree or disagree with the following statements. Follow the examples:

1. I often forget to take my keys when I go out.

agreement So do I.
disagreement I never forget to take my keys.
I always take my keys.

2. I have never broken my arm.

_____

3. I had a long vacation last summer.

_____

4. We're going to watch TV tonight.

_____

5. I often hurt myself when I use a sharp knife.

_____

6. I will be leaving for the States in two months.

_____

7. I very seldom have trouble sleeping.

_____

8. I'm sorry to hear that Nasser will be moving.

_____

9. I'm not sure it's a good idea to spend all our allowance in one day.

_____

10. I didn't understand what the speaker was trying to say.

_____

Exercise 2

Complete the sentences with the correct reflexive pronouns.

1. Sabah should take care of _____ if she wants to be healthy.
2. Adel hurt _____ while he was chopping wood.
3. Careful! Don't hurt _____. This knife is sharp.
4. They were trying to start a barbecue and they burnt _____.
5. He was very pleased and proud of _____ when he won the race.
6. We managed to assemble the bookcase _____.
7. He injured _____ while he was trying to get out of the car.
8. I didn't think I could do well on the test but I surprised _____.

Exercise 3

Study the table and try to find as many combinations/collocations as possible.

	my hand	my eye	my shoulder	the window	my ankle	the food	myself
break							
burn							
cut							
fracture							
poke							
sprain							
injure							
hurt							

Exercise 4

Fill in the blanks of the escape stories with words or phrases from the list. Make necessary changes to the words.

explosion burst into damage strike recover
injure swerve blast survive avoid strike

A 33- year-old woman was seriously _____ when her gas oven exploded and _____ flames. The _____ blew the wall off an apartment building, and _____ a number of homes.

The family living next door described the moments following the _____, which happened in the early hours of Sunday morning. "Had the blast gone the other way, my two kids would have been killed," said the mother. My older son was almost _____ by a flying brick. Luckily, he was quick to cover his head with a pillow and _____ it. It was a narrow escape.

Ferrari Formula 1 driver Felipe Massa, 28, _____ a freak accident after fracturing his skull in two places. Massa was _____ by a heavy spring just over his left eye while he was traveling at 270 kph. He fell into coma and was in critical condition for some time. No one thought he was going to survive. But he managed to _____ and return to driving a year later.

A little boy of four was hit by a car that _____ to avoid another pedestrian who was crossing the road. The boy was seen picking himself up and running off, unhurt as the car smashed into a shop window nearby.

Have you had or witnessed a narrow escape? Tell the class about it.

Grammar and Vocabulary Review

Exercise 1

Read the dialogue and fill in the blanks with ***should***, ***ought to***, ***could***, or ***had better***.

A: I haven't been feeling very well lately. I get tired very easily and I feel down all the time.
B: You _____ arrange to see the doctor. You look a bit pale.
A: Yes, I know. I _____ really take care of myself but there is so much to do. I don't seem to find any time for myself.
B: Don't you think you _____ take it easy for a while. You have been working very hard over the last two months.
A: I know. I am not sure but I _____ take a few days off and have a short vacation somewhere quiet.
B: Is that what you want? You _____ invite someone to come along with you. Is it a good idea for you to be on your own if you're feeling down?
A: You're right. You can't come, can you? No, of course not. This is a very busy time for you. I _____ ask my sister to go with me.
B: Great idea! You _____ also watch your diet. You haven't had a healthy meal for some time now. All I've seen you eat is junk food. You _____ give it up and put yourself on a healthier diet.
A: You're probably right. I'll do that.

Exercise 2

Read the situations and make suggestions or give advice. Follow the example.

1. Omar has become a very aggressive driver. I'm afraid he is going to cause an accident one of these days.
He'd better stop being aggressive then. / He should calm down.
2. We went shopping a few days ago and bought all kinds of things but forgot to buy the things we need most in the house.
_____
3. This dish tastes funny.
_____
4. Abdullah is really upset. He failed his driving test.
_____
5. I keep putting on weight. I am really worried about it.
_____
6. They need to go to Qatar but they hate flying.
_____

Exercise 3

Write about a problem or difficulty that a friend might have and advise him/her.

I have spent all my allowance and I won't have any money until the end of the week.
You'd better ask a friend to lend you some./ You should be more careful next time.

Exercise 4

Fill in the blanks with the correct two-word verb.

take up put off throw away turn off turn in give up turn down

1. We had to _____ the meeting because many people were sick.
2. Listen to my offer before you _____ it _____. I promise you, it's a good one.
3. He stopped playing golf and _____ riding. He says it has changed his life.
4. He had to _____ driving when he started having trouble with his eyes.
5. You need to _____ or give away old things that you no longer use.
6. I borrowed some books from the library for a week. I'll need to _____ them _____ soon.
7. Please _____ the lights and lock the door when you leave.

Exercise 5

Choose the right explanation. Then provide a real-life example for each word or phrase.

Comfort food: spaghetti with cheese, mushrooms, and tomato sauce…

1. Comfort food is …
   A Healthy food that makes you feel energetic
   B Food that you eat to feel good
2. Junk food contains…
   A Many vitamins
   B Lots of carbohydrates
3. Food is bland if …
   A it has a strong taste
   B it doesn't have much taste
4. A nutritious meal is …
   A a meal that contains all the minerals and vitamins that your body needs
   B a meal that contains a lot of fat and starch
5. Something is achievable if it …
   A cannot be realized
   B can be realized
6. A relative term is a term that …
   A always means the same, has a consistent meaning
   B can be defined differently, does not have one set meaning
7. Condiments are …
   A the main ingredients used in a dish
   B additional ingredients served with a dish