

MEGA

GOAL 5

TEACHER'S GUIDE

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Scope and Sequence

	Unit Title	Functions	Grammar
1	Two Is Better Than One Pages 2–13	Talk about famous marriages in history Discuss how people/animals can help each other Negotiate	<i>Other, others, and another</i> Emphatic <i>do</i>
2	Rags to Riches Pages 14–25	Talk about fame and fortune Discuss options	<i>Used to</i> versus <i>be used to</i> <i>Would</i> for repeated action in the past versus <i>used to</i> <i>Was/Were going to</i> (future in the past)
3	What Will They Think of Next? Pages 26–37	Discuss technology invented over the last one hundred years Discuss technology of the future Make predictions about life in the year 2100 Persuade	Future perfect Future perfect progressive The future with dependent time clauses
EXPANSION Units 1–3 Pages 38–43		Language Review Reading: Is Anybody Out There? Language Plus: Idioms with <i>world</i>	
4	The World of TV Pages 44–55	Talk about TV films and documentaries Identify genres of TV films Agree and disagree with opinions	<i>Both . . . and, not only . . . but also, either . . . or, neither . . . nor</i> Independent clauses with <i>and, but, or, so, and yet</i>
5	Do You Really Need It? Pages 56–67	Evaluate and discuss the influence of advertising Create an advertisement for a product Advise someone against something	Adverb clauses <i>Because, because of, since, and now that (In order) to and so (that)</i> <i>If, even if, in case, only if, and unless</i> <i>Where, wherever, and everywhere</i>
6	The Gender Divide Pages 68–79	Talk about gender differences and similarities Discuss stereotypes Ask for and give directions	Verbs + infinitives or gerunds with different meanings Passive forms of infinitives and gerunds Auxiliary verbs after <i>but</i> and <i>and</i>
EXPANSION Units 4–6 Pages 80–85		Language Review Reading: The Impact of a Changing World on Human Language and Communication Language Plus: Idioms	

Listening	Pronunciation	Reading	Writing
Listen for sequence of events in a summary about Dr. Abdullah Al-Rabeeah	The English /r/	Animal Partners	Write an essay about two friends Write and prepare a PowerPoint presentation about symbiotic relationships in teams (Project)
Listen for sequence in a lecture about the history of money	Past tense endings: /t/, /d/, and /ɪd/	Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi: A Success Story	Write a biographical essay about a person's rise to fame or fortune Research and make a poster presentation about a person you admire (Project)
Listen for specific information in a talk about the future of newspapers	Consonant clusters	An Out-Of-This-World Vacation	Write an essay about a future change or discovery and its impact on you and on society Research and make a PowerPoint presentation on future changes and their impact in a particular area that you are familiar with (Project)

Tools for Writing: Commonly confused words

Writing: Write an expository essay about the history of a common device or technology and how it will change in the future

Listen for specific information from a TV interview about office designs	Linking vowel sounds	The Formula behind Detective Stories on TV	Write an expository essay about the formula of a TV film genre Creating and presenting a storyboard on important events in a person's life (Project)
Listen for specific details in a lecture on advertising techniques	To before consonants and vowels	Ads Everywhere: Do You "Buy" It?	Write a persuasive essay for or against advertising in schools Create and present a new advertisement for an existing product (Project)
Listen for specific details in a discussion about young/new and experienced drivers	Rising and falling intonation on tag questions	Do Men and Women Speak the Same Language?	Write an essay about the communication features of men or women from different cultures Research and make a PowerPoint presentation on communication methods through time (Project)

Tools for Writing: Run-on sentences

Writing: Write an essay about animal tales in your culture

Introduction

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 6 More!	12 pages each 6 pages each 2 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.
- More! consolidates and extends students' knowledge and understanding of language structures and functions.
- 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
- Answers to the More! activities
- 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	8 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.
- 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.

Introduction

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.

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, 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.

Introduction

- 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.

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.

More!

The pages of More! give students the opportunity to review and develop their language skills. There are two additional language presentations for each unit. This gives teachers and students more flexibility when they will cover the new language in class; and aims to clarify, consolidate, and extend students' knowledge and understanding of language structures and functions.



Unit Goals

- | | |
|--|--|
| <ul style="list-style-type: none"> Vocabulary
 Partners, marriages, and mates
 Cooperation
 Symbiotic pairs | <ul style="list-style-type: none"> Listening
 Listen for sequence of events in Dr. Abdullah Al-Rabeeah's achievements |
| <ul style="list-style-type: none"> Functions
 Talk about famous marriages in history
 Discuss how pairs can help each other
 Negotiate | <ul style="list-style-type: none"> Pronunciation
 The English /r/ sound |
| <ul style="list-style-type: none"> Grammar
 <i>Other, Others, and Another</i>
 Emphatic <i>Do</i> | <ul style="list-style-type: none"> Reading
 Animal Partners Writing
 Write an essay about two food friends |

Warm Up

- With students' books closed, discuss the introductory question. Ask: **Who are some famous husbands and wives from history?** Elicit answers and write their names on the board. If students have trouble thinking of couples, give them an example, such as Frida Kahlo and Diego Rivera, Tsar Nicholas and Tsarina Alexandra, George and Martha Washington, Napoleon and Josephine, Lancelot and Guinevere, Queen Victoria and Prince Albert.
- Review the list of marriages on the board. Ask: **What is each of these married couples famous for?** Call on volunteers to share what they know about each.
- Write on the board the title of the unit: **Two is better than one.** Ask students to predict what Unit 1 will be about. (famous marriages)

1 Listen and Discuss

- Ask students to open their books to pages 2 and 3. Give them a moment to scan the pages and look at the pictures. Ask: **What famous marriages are discussed on these pages?** (Anita and Giuseppe Garibaldi, and Marie and Pierre Curie) Check to see if any of these couples were named by students in the Warm Up. Find out by a show of hands how many students are unfamiliar with each married couple.
- Have students read the text and answer the second introductory question: **Do you think their marriage made it easier for them to achieve certain goals?** Discuss the answer as a class, calling on various students to give their opinions and explain their reasons.
-  Play the audio for each couple on pages 2 and 3. Have students listen and read along in their books.
- To check students' understanding, pause the audio after each couple to ask a few comprehension questions. Ask questions, such as the following:
 - Where did Marie and Pierre meet?** (in a laboratory in France)
 - What did they discover together?** (the elements polonium and radium)
(Anita and Giuseppe Garibaldi)
 - Who was Giuseppe Garibaldi?** (a leader in the struggle for Italian unification and independence)
 - Where did he meet Anita Ribeiro?** (in Brazil)
 - What did Giuseppe and Anita do together?** (They traveled and fought in battles together.)
-  Play the complete audio again. Have students listen and read along in their books.
- Point out the dates that are given in the text after each couple's names. Ask: **What do these dates refer to?** (the dates of each couple's marriage) Point out that dates in parentheses after a person's name often refer to the person's years of birth and death. This is not the case on these pages.

1 Two Is Better Than One

Quick Check

A

- Have a volunteer read aloud the exercise directions. Call on another student to read aloud the list of words in the left column. Ask students to search the texts on pages 2 and 3 for the words and underline them.
- Have students work individually to match each word to its meaning. Tell students to use the context of the word in the text to help them find the correct meaning.
- Have students compare answers in pairs.
- To check answers as a class, call on pairs to read aloud their matches.

Answers

1. c 2. e 3. b 4. f 5. d 6. a

B

- Call on a volunteer to read aloud the directions.
- Have students work in pairs to answer the questions, referring back to the text as necessary to find the answers.
- Check answers as a class by calling on pairs to read aloud the questions and answers.

Answers

Answers will vary. Sample answers:

1. Because women were not able to attend university in Poland.
2. They had to work long hours in order to earn a living and their laboratory did not have a lot of facilities.
3. The discovery of radioactivity made them famous.
4. They received a Nobel Prize for Physics in 1903 and Marie Curie won another Nobel Prize in chemistry in 1911.
5. He went to South America and fought for the independence of Uruguay. He met Anita there.
6. Yes, it was. He also met the first king of a unified Italy.

fun facts

- Although the Curies were celebrated for their work with radiation, their exposure to the element did affect their health. Pierre died early in a streetcar accident, but Marie died later from aplastic anemia, caused by radiation. Her surviving papers and artifacts are radioactive and considered too dangerous to handle.

2 Pair Work

- Ask students to read the directions silently. Ask a student to explain the task to the class, helping as necessary. Emphasize that the married couples do not have to be historical; they could be modern married couples.
- Arrange students in pairs to choose married couples. Ask them to write a list of at least three reasons that explain their choice.
- Have each pair join another pair to form a small group. Then have the groups discuss each married couple and the reasons that they are a good match.
- To conclude the exercise, have each group list their matches on the board. Take a class vote on which couple seems to be the most perfect match.

Workbook

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



Teaching Tip

MegaGoal includes many opportunities for pair and group work in each lesson. Create a system to ensure that students rotate partners in order to work with all of their classmates.



Additional Activity

As an extension to the vocabulary exercise, Quick Check **A**, ask students to identify the part of speech of each word. Then have them work in pairs to complete a word family chart for each word, identifying the noun, verb, adjective, and adverb forms. Have them try to complete the chart by themselves before checking their work in a dictionary. Their completed charts might look like the following:

Noun	Verb	Adjective	Adverb
devotion	devote	devoted	devotedly
exile	exile	X	X
X	flee	X	X
grief	grieve	grieving	X
legend	X	legendary	legendarily
unification	unify	unified	X

3 Teacher's Guide

3 Grammar

Other, Others, and Another

- Explain to students that these common English words often cause confusion for English learners. They are related words, but each has a different meaning.

Other / Others

- Read the explanation with the class. Write the example sentences on the board. Point out that in these sentences, *other* and *others* have a similar meaning although they function differently in the sentences.

Another

- Read the explanation with the class. Write the example sentences on the board and discuss them. For example:

I know you want to go to Mexico on vacation, but I have another idea.

Point out that in this sentence, *another idea* can be substituted with the words *a different idea*.

That was a good cup of coffee. I think I'll have another.

Point out that in the second sentence, *another* means an additional cup of coffee.

- Write additional sentences on the board and have students complete them with *other*, *others*, or *another*. For example:

I'm almost done. I just need ____ minute. (another)

He watches the news. He doesn't watch any ____ TV program. (other)

I only ate one cookie. John ate the ____. (others)

One student is from Brazil. The ____ are from Venezuela. (others)

One student is from Brazil. The ____ is from Venezuela. (other)

One student is from Brazil. ____ is from Venezuela. (Another)

- Read aloud the **Note**. Explain that the phrases *each other* and *one another* are interchangeable. They can be used in the same situations. Elicit from students additional examples using *each other* and *one another*. For example:

All of the students in the class are nice to one another. / All of the students in the class are nice to each other.

We get along so well because we understand each

other. / We get along so well because we understand one another.

Emphatic Do

- Read the explanation with the class. Ask volunteers to read aloud the examples. Make sure that they stress the emphatic *do*. Point out that the emphatic *do* is used as an auxiliary verb in these statements and changes form (*do*, *does*, *did*) as it does in negative statements and questions.
- Write the following scrambled sentences on the board. Ask two volunteers to arrange the words in order on the board to form sentences.

play / like / Ann / do / to / video games / .

(Ann does like to play video games.)

enjoy / that / we / reading / gossip column / do / .

(We do enjoy reading that gossip column.)

A

Language Builder

The emphatic *do* can also occur at the beginning of an imperative sentence. For example:

Do come in!

Do be nice to your sister!

Do do your homework tonight!

Imperatives like these are correct without the initial *do*. Adding *do* simply makes them stronger.

- Ask a volunteer to read aloud the directions.
- Have students work individually to complete the sentences.
- Have students check their answers in pairs. Then call on students to read aloud their completed sentences.

Answers

- | | | | |
|------------|------------|-----------|------------|
| 1. another | 3. another | 5. other | 7. another |
| 2. others | 4. other | 6. others | |

1 Two Is Better Than One

B

- Ask a volunteer to read aloud the directions. Focus students' attention on the photo. Ask: **How do these people feel about the new shopping mall?** (They are happy about it.) Elicit another idea that students could use as a basis for the example. For example: *Other people are upset about it.*
- Have students work individually to write a second sentence for each item. Point out that there isn't only one correct answer for each.
- Have students check their sentences in pairs. Then call on students to read aloud their sentences. Since answers may vary, call on a few students to give their answers for each.

Answers

Answers will vary. Sample answers:

1. Others do not.
2. Another thing you can do is conserve water.
3. The other has blond hair.
4. My other class is biology.
5. Another synonym is *good-looking*.
6. I need another one.
7. There are three others in front of us.
8. Another thing you should do is eat healthy foods.

C

- Ask a volunteer to read aloud the directions and the example sentence.
- Remind students that sometimes the verb in the sentence will change form. For example, write this sentence on the board: **He feels tired.** Elicit from students that the rewritten sentence would be *He does feel tired.*
- Have students work individually to rewrite each sentence, adding *do*, *does*, or *did*.
- To check answers, ask volunteers to write their new sentences on the board. Look at each sentence as a class. Do not immediately point out any errors; let students try to find and correct them first.

Answers

1. I **do** hope you get better quickly.
2. He **does** enjoy playing on his own.
3. He **does** need to find a job soon.
4. I **did** ask my friend to join us.
5. This store **does** have the best selection.
6. The teacher **did** notice you were absent.

D

- Ask a volunteer to read aloud the directions and the example sentence.
- Tell students that they should first match the sentence parts for each item. Then they should go back and rewrite the sentences, adding *do*, *does*, or *did*.
- Have students work individually to complete the activity.
- To check answers, call on volunteers to write their completed sentences on the board.

Answers

2. e I'm afraid of heights, though I **do** fly occasionally.
3. b I forgot to call my friend, but I **did** send my friend an email.
4. f I didn't have a lot of time, but I **did** manage to finish my homework.
5. a She doesn't want to go shopping, but her sister **does** want to go shopping.
6. d Although she's a bit quiet, she **does** have a great sense of humor.

Workbook

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



Teaching Tip

When presenting new grammar, avoid getting into detailed explanations. Try to get your students practicing and speaking as soon as possible. The best way for students to understand a new grammar point is to see and hear correct examples, and then practice it themselves.



Additional Activity

Emphasize to students that an important aspect of using the emphatic *do* is stressing it in speech. Have students practice saying aloud the sentences in exercises C and D with emphatic stress.



- Giuseppe Garibaldi has been called the "Hero of the Two Worlds" for his role in both the Italian and the Uruguayan revolutions.
- Mumtaz Mahal was given this name by her husband. It means *Jewel of the Palace*. Taj Mahal means *Crown Palace*.

4 Conversation

- Direct students' attention to the photo. Ask: **What are the boys doing?** Elicit that they are cooking.
- ▶ Play the audio. Tell students to listen with their books closed.
- To check comprehension, ask: **What is the relationship of the boys?** (They are going to share an apartment while they study.)
- ▶ Play the audio again. Have students listen and read along in their books.

Real Talk

- Draw students' attention to the Real Talk box. Point out that the words in this box are highlighted in blue in the Conversation. Explain that these are usually idiomatic or slang words and expressions that students may not be able to find in their dictionaries. They are defined here. Model the phrases for students to repeat.
- Ask: **Who says "on the same wavelength"?** (Badr says this, meaning that he agrees about doing laundry together.) Give another example of this phrase. For example, say: **My husband and I were not on the same wavelength last Saturday. He wanted to stay home and watch a film, but I wanted to go out shopping.** Ask: **Who is someone that you are usually on the same wavelength with?** Elicit answers from a few volunteers.
- Ask: **Who says "No sweat"?** (Badr says this, meaning that he doesn't mind doing the folding at all.) Explain that this phrase is also very informal and would usually be said among friends. Students would not use this expression with a teacher or someone else they speak to with respect.
- Ask: **Who says "not my cup of tea"?** (Badr says this, meaning that he doesn't like to cook and probably is not very good at it.) Give an example of something that is not your cup of tea. For example: **Gardening is not my cup of tea. The flowers that I plant never grow.** Ask a few students to say something that is not their cup of tea.
- If necessary, explain that takeout is food that is ordered at a restaurant and eaten at home.
- Have students practice the conversation with a partner. Then they switch roles and practice again.

About the Conversation

- Have students work in pairs to answer the questions, referring back to the conversation to find the answers.
- Check answers by calling on pairs to read aloud the questions and answers.

Answers




1. They don't want to argue about chores.
2. They will both clean their own rooms. They will each clean a bathroom. They will take turns cleaning the rest of the apartment. Adnan will wash the laundry and Badr will fold it.
3. Neither of them wants to cook. Badr suggests they order takeout food often.

Your Turn

- Call on a student to read the directions aloud.
- Direct students' attention to the box of phrases for *Negotiating*. Ask: **Which phrases in the box were used in the Conversation? Who says them?** (Badr says *I'm sure we can work out a fair division of chores*. Adnan says *...how about if I clean one and you clean the other?* Adnan asks *If I wash the laundry, would you be willing to do the folding?* Badr asks *Would you do the cooking if I did the cleaning up?*)
- Arrange students in pairs to do the role play. Tell them that first they should decide what they are doing together. Elicit a few additional ideas, such as planning and cooking a meal or working on a project.
- Have students write down the list of tasks involved and then discuss the list, negotiating who will do each task.
- Make sure that students understand that this is speaking practice, and they do not have to write the conversation down.
- Call on a few pairs to act out their role plays for the class.

1 Two Is Better Than One

5 Listening

- Ask students If they know who Dr. Abdullah Al-Rabeeah is. Call on a volunteer to give some information.
- Have a student read aloud the directions and list of events. Tell students that they will listen in order to number the events in the correct order.
-  Play the audio as students just listen.
-  Play the audio again for students to number the events in the correct order.
-  Play the audio a third time for students to check their answers.

Answers

- 1 He realizes he wants to become a doctor.
- 2 He graduates from King Saud University.
- 3 He gets his Master's in Pediatric Surgery.
- 4 He is a member of the Canadian Board of Pediatric Surgeons.
- 5 He is assistant professor at King Saud University.
- 6 He becomes Executive Director of Health Affairs at the National Guard.
- 7 He is appointed Minister of Health.
- 8 He and his team perform surgery on Polish twins.
- 9 He is honored by the Polish community.

Audioscript

Dr. Abdullah Al-Rabeeah is highly respected in the medical field for his contribution to pediatric surgery and his expertise in separating conjoined twins. The work of Dr. Rabeeah and his team of medical specialists has enriched the lives of many children and their families around the world.

Abdullah Al-Rabeeah was born in Saudi Arabia. From a young age he knew that he wanted to help others and chose medicine as his career. He proved to be an excellent student and, by the age of 25, he had received a Bachelor of Medicine and a Bachelor of Surgery from King Saud University in Riyadh. He continued his studies in Alberta, Canada, where he was awarded a Master's in Pediatric Surgery in 1985 and became a member of the Canadian Board of Pediatric Surgeons in 1987.

Dr. Rabeeah soon returned to Saudi Arabia and became an assistant professor of pediatric surgery at King Saud University and a pediatric surgery consultant at several hospitals in the Kingdom. From 2005 to 2009, he held the position of Executive Director General of Health Affairs at the National Guard, and in February 2009, he was appointed Minister of Health.



In January 2005, Dr. Rabeeah and his team made medical history by separating a pair of conjoined twins after 15 hours of surgery. This was the 9th successful operation of its kind performed at the Health Affairs at the National Guard, Medical City in Riyadh. The

twins' mother, from Poland, had heard of the excellent facilities there and requested help for her daughters. The 14-month-old girls were brought to the Kingdom after Crown Prince Abdullah generously agreed to the operation.

When the two girls finally came out of the operation theater, the relieved mother told reporters, "The day of separation of the twins is the happiest event in my life." In February, the Polish Ambassador held a special reception to honor Dr. Rabeeah and his team for their outstanding achievement.

This operation and others since prove that humanitarian assistance and medical care have no geographical borders.

6 Pronunciation

-  Play the audio. Have students listen and read along in their books.
-  Play the audio again. Have students listen and repeat, or speak along with the recording.

7 Vocabulary Building

A

- Have students work individually to match the words with the definitions.

Answers

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

B

- Have students compare answers with a partner.

Workbook

Assign page 5 for additional reading practice.



Teaching Tip

Even at an advanced level, students may need pronunciation practice. Assess the sounds students have trouble with and incorporate pronunciation exercises to practice them.



Additional Activity

To give students additional practice with the English /r/ sound, write these tongue twisters on the board for students to practice:

Round the rugged rock, the ragged rascal ran.

Rose's rabbit rammed Robert's rats.

Four furry gorillas ran after a butterfly.

8 Reading

- With students' books closed, write the title of the reading on the board: **Animal Partners**. Then ask the **Before Reading** question: **Do you think animals ever form partnerships to help one another?** Discuss this question as a class and elicit examples of animal partners from students. Students may have studied this in science.
- Have students open their books to pages 8 and 9 and look at the photos. Ask: **What animal partners do you think this reading will discuss?** (From the photos, students can guess the zebra and the ostrich and the clownfish and the anemone. They may not know which animals partner with the crocodile and the ratel, or honeybadger.)
- ▶ Play the audio for the entire reading. Have students listen with their books closed.
- ▶ Play the audio again. This time, have students listen and follow along in their books.

READING STRATEGY Outlining

- Tell students that creating an outline of a reading is a helpful way to break down information in a scientific text. This is a useful study tool when reading text for information. It is also helpful as a tool to review the information later. Make copies of the structure of an outline, or draw the structure on the board. Work as a class to fill in the first section, based on the reading. Ask students to work individually, or with a partner to complete the rest of the outline. The sample outline below is completed for reference.

Animal Partners

I. Symbiosis

- A. Symbiosis is a special relationship in which animals depend on and benefit from one another.

II. The African crocodile and the plover bird

- A. The plover picks food out of the crocodile's mouth, preventing infection.
- B. The crocodile gives the plover an easy meal.

III. The honeyguide bird and the ratel

- A. The honeyguide locates the beehive.
- B. The ratel tears open the hive to get the honey.

IV. The ostrich and the zebra

- A. The ostrich has good eyesight and can spot predators in the distance.
- B. The zebra has good senses of smell and hearing for locating predators.

V. The clownfish and the anemone

- A. The clownfish attracts prey into the anemone and cleans up scraps of food.
- B. The anemone provides a safe home and food for the clownfish.

- For additional vocabulary practice, have students refer back to the Vocabulary Building exercise on page 7. Have students find and underline the words in the text. Note that the word *predators* appears three times in the text.
- Call on students to explain in their own words how each word is used in the context of the reading. For example:

The zebra and the ostrich team up to *compensate* for their own weaknesses.

The ostrich and the zebra make up for each other's *deficiencies*.

The African crocodile is a *fearsome* animal.

The benefits that symbiotic partners provide to each other are *invaluable*.

Animals work to keep themselves safe from *predators*. / Ostriches can see *predators* from far away while zebras can smell them. / *Predators* of the clownfish stay away from the anemone's tentacles.

1 Two Is Better Than One

After Reading

- Have students work in pairs to answer the questions, referring back to the text as necessary to find the answers.
- Call on pairs to read aloud the questions and answers.

Answers

Answers will vary. Sample answers:

1. Symbiosis is a relationship in which two animals depend upon and benefit from one another.
2. The plover cleans the crocodile's teeth, which prevents infection and provides a meal for the plover.
3. The honeyguide bird and the ratel help each other get honey. The honeyguide bird finds the hive, and the ratel tears it open.
4. The zebra has bad eyesight, but good senses of smell and hearing. The ostrich has poor senses of smell and hearing, but good eyesight.
5. The anemone provides a safe home for the clownfish and leftover food. The clownfish attracts prey to the anemone, cleans up food scraps and dead tentacles, and chases away fish that eat the anemone.



Additional Activity

Make pattern puzzles with the outlines of the reading. Arrange students in groups. Have them choose an outline that one of the group members created. Have them cut up the outline into strips and mix them up. The groups exchange strips and organize the strips of paper back into a correctly ordered outline.



Project: Trivia Game

Have students work in groups to research other symbiotic relationships in nature. Have each group create a Venn diagram that explains what characteristics each animal has that helps the pair work together. Have groups prepare a poster including pictures or illustrations, and present their research to the class.

9 Speaking

- Arrange students in pairs to discuss the question.
- Each student should answer and explain what friends can offer each other.
- Have students copy the chart in the notebook and write their ideas.
- Then form groups of four by putting two pairs together.
- Have the pairs explain to each other their ideas about the question.
- Open up the group discussions to a class discussion. Ask groups to share their answers with the class.



The ancient Egyptians trained ostriches to pull carts. However, the ostriches got tired quickly and often sat down, refusing to go any farther.

Workbook

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

10 Writing

A

- Direct students to the photo and elicit what they see. Ask questions like these to help them:
What kind of furniture can you see in the photo?
Who do you think it belongs to?
Do you know anyone who might like/have this kind of room?
- Organize students in groups. Read the directions for task 1. Give the groups some time, 5 to 10 minutes to discuss the question. Circulate and monitor participation.
- Call on groups to report their ideas for the class. Ask students to find out how many students in class think it is necessary for people to share the same characteristics in order to get along and how many don't think it's necessary. Encourage them to move round and ask students in different groups.
- Read task 2 with the class. Play the audio and ask students to listen and follow in the text. Have them highlight as many words as they can that provide clues about each person or other information.
- Ask students to read the text silently and confirm or find answers to the rest of the questions in task 2. Have them compare answers with the rest of group. Remind them to make notes or assign the task to one or two members of the group, so they have a record when they report in class.
- Discuss the answers to the questions in class. Allow time for students to discuss their views on the last two bullet points. Hold a class discussion.

Answers:

- The writer's maternal grandparents.
- Grandfather: dedicated lawyer, moral fiber, highly respected, the most honest law specialist, genuinely interested in people, history, law and philosophy, calmest, most serene person, never raised his voice, never lost his temper, special ability to rationalize things smoothly (worst calamity reduced to a light twitch), sense of aura and peace.
- Grandmother: get all worked up and flustered over minor irregularities, everything planned just so, worried about things that could go wrong, wanted everything perfect/to an extreme, cleanliness frenzy
- They don't seem to share much aside from the fact that they complement each other / answers will vary
- Answers will vary/ possible sample answers
 - a. if they were both like the grandfather, they would probably forget to take care of practicalities and day to day issues
 - b. if they were like the grandmother, they would probably end up annoying each other and causing a lot of stress
- Answers will vary/ possible sample answer
- The writer chose to portray this incident because it provides a perfect example of symbiosis and a sense of priorities that is led by feelings and primary concern for the other person rather than material possessions.
- Call on a student to read directions for task 3. Stop and explain/ make sure students understand what is required. Elicit and provide an answer for each question/point for the class.
- Organize students in small groups or pairs and give them time to work on the questions. Remind them to make notes.
- Have students work in small groups to identify the main features of the text. Remind them to assign responsibilities to different members of the group and make sure one student in each group is responsible for taking notes that the group can use to present their answers. Circulate and monitor participation. Help when necessary.

Answers:

- **Paragraph 1:** Introduce theme/topic/focus: grandparents (There is)
- **Paragraph 2:** grandfather (My grandfather)
- **Paragraph 3:** grandmother / tendencies and impulsive actions (Grandmother)
- **Paragraph 4:** grandfather's reaction (When grandfather)
- **Paragraph 5:** Conclusion/ writer's point of view (This incident)
- Not all paragraphs are the same length because each paragraph serves to focus on a particular topic /purpose that can be catered for through more or less in terms of length/ words/sentences. So the length will vary depending on amount of information, focus and intended effect. Sometimes a very brief statement can imply more than a whole page.
- See answer to 2 above with highlighted words and phrases
- Understanding, empathy, humor, lack of conflict, symbiotic attitude, caring.
- Call on volunteers to present their answers to the class.



Additional Activity

Have students highlight the first word of each paragraph and anticipate what the paragraph is going to be about (topic/ theme). Allow them to read the next couple of words only. Depending on the style of the text and the way information is structured, this can help them identify theme, read more effectively and raise awareness in terms of writing their own texts.

1 Two Is Better Than One

B

- Tell students that they are going to write an essay about friends and friendship. Ask them to think of people they know who are good friends.
- Read directions 1 and 2 with the class.
- Draw a Venn diagram on the board. Elicit examples of people who are good friends from the students and write the characteristics in the diagram to demonstrate how the students need to use the diagram.
- Organize students in pairs and direct them to the diagram in their books. Ask them to copy the diagram in their notebooks if they need more space to make notes. Have them brainstorm and make notes on the qualities/characteristics of each person. Point out that the features they have in common can be placed in the centre where circles overlap.
- Call on pairs to present their ideas for the class. Have the rest of the class listen and add to their notes or comment. Point out that each pair or student will be writing about different people.
- Direct students to the Writing Corner. Read the first point with the class and ask them to think about the people they have chosen and suggest examples.
- Tell students that they are expected to express their personal feelings and views about the people. Point out the expressions listed in the fourth bullet and encourage them to use such expressions to state their own thoughts and opinions.
- Remind students to note-take, plan and use linking devices to indicate similarity, contrast, consequence etc. Ask them to find examples in the texts they have already read in the unit. Let them work in pairs or groups.
- Call on volunteers to report and check the examples in class.
Examples: Grandmother, on the other hand, was .../
In spite of their differences ...
- Have students discuss the meaning of each example, e.g. to emphasize, to add to, to contrast, to provide another option, to present a similarity, to present a difference etc.
- Have students read the opening lines of the model text about Rosa and Miriam and work in groups to think of an alternative opening for the essay, and make notes.
- After several minutes, call on one student from each group to present their idea for the class. Tell students to listen carefully as each group presents, and then ask

them to compare their answers.

- Explain to students that they are going to write a first draft using their notes which will be commented on and edited before re-drafting. Remind them that in real life there are usually multiple drafts.
- Have students write individually using their notes. Then ask them to exchange and comment on/correct each other's essays.
- Give them some time to rewrite their essays. Call on some students to read their essays in class. Then circulate the rest of the essays in class so that students read as many essays as possible. Encourage them to make a note of anything they find interesting, for example a word or phrase, an expression and so on.



Additional Activity

Divide the class into two teams, one in favor of differences between people as a basis for a complementary relationship and one against differences. Give the groups time to prepare their arguments before you begin.

Homework

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

11 Project

- Direct students to the photos at the top of the page and ask them to discuss what they see in pairs. Call on volunteers to report their ideas for the class.
- Read directions for task 1 with the class. Ask students to discuss options for teams whose members share a symbiotic relationship. Direct students to the note. Elicit other areas of business, science, the arts etc. that foster the development and function of symbiosis.
- Organize students in groups and give them time to discuss and decide the type of team or group that they would like to research and present. Tell them to think of their audience, i.e. the rest of the class as they decide. Their presentation needs to be addressed to their audience in terms of content and manner, so choosing to present a group or team that their classmates are not likely to find interesting is not a good idea as it will make the task even more demanding. Remind students to make notes as they discuss.
- Call on students from different groups to report their group ideas, comments and suggestions. Write the group suggestions/choices on the board.
- Have students brainstorm on the group or team. Ask questions like these:
Who are they? What do they do? How is the team/ group formed?
What kind of roles/tasks need to be catered for?
What kind of skills are necessary?
How do different team/ group members contribute to the performance of the team/ group?
Are they popular? Why? Why not?
How much do people know about them? What are they likely to want to know?
- Direct students to questions 2 and 3, study the chart and have them discuss in their groups. Allow groups time to gather information from each other and make notes in the chart.
- Remind them to assign roles/responsibilities to individuals in the group depending on their skills and abilities, including note-taking. Circulate and monitor participation. Tell them to analyze the duties/roles of the team or group that they have chosen to work on.
- Have students outline the stages that they will have to go through to prepare a Power Point presentation.
- Give them some time to plan and assign tasks to members of the group.

- Set a time limit for each presentation and remind learners to rehearse in each group before doing the actual presentation for the class.



Additional Activity

Have students consider the way they function as groups/ teams. Ask them to analyze and describe the roles of different individuals, and how their contribution affects the group's performance.

You should tell students to prepare the Project presentation outside of class.
Deal with 1a More! in class.

1 Two Is Better Than One

12 Self Reflection



- Divide students into groups and have them brainstorm on symbiosis/ Two is Better Than One. Write some questions on the board to help them, for example:
What was the main focus of the unit? Which aspect of symbiosis did it focus on? Which activity do you remember more clearly? Why? 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? What do you feel you can do better now?
- Call upon a student from each group to report what the group decisions were.
- Have groups compare their findings and make notes.
- Have students scan pages 2 and 3. 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:
What are Pierre and Marie Curie famous for? Where were they born? Where did they work? Which prize did they win? Were they wealthy? Why? Why not?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 4, 5, ask them to complete the following sentences :
Complete the following sentences with other, others or another
Some people prefer to spend summer by the sea; _____ choose to go to the mountains.
We'll need to consider _____ alternative
Use the emphatic Do
I tell you we _____ try to call you several times but your phone was engaged.
- Have students work in pairs to discuss the questions. Ask them to compare with other students in class.
- 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 6, 7 and ask them to say if the conversation was realistic, interesting, useful or boring.
- Have students say what they remember from pages 6 and 7 and make notes in the chart. Use questions like these:
Is it easy for people to share accommodation? Why? Why not?
Is it necessary for people to have the same skills

and activities in order to share space? Why? Why not? When would you say "not my cup of tea"? Is 'on the same wavelength' a radio term or is it used more broadly?

- Write *Animal Partners* on the board and brainstorm on language and information that students remember.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
What would you think if you saw a small bird flying near the head and mouth of a crocodile?
What is a ratel? How do ratels and honeyguides benefit each other?
- Have students discuss what they liked and/or disliked and what they found difficult or easy. Ask them to make notes in the Self Reflection chart.
- Follow a similar procedure with 10 Writing. Use questions like these:
What is the difference between similar qualities and complementary qualities?
What is the meaning of 'serene'?
Do you find it easier to get along with quieter or noisier and more outgoing people? Why?
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Direct students to the 11 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about the project task of the unit. Ask students to use the criteria below, for example, did the task foster personalization and natural language use?
Personalization
Creativity
Natural language use
Focus on meaning
Research/ collecting information
Using other knowledge
- 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.

You should tell students to carry out the Self Reflection outside of class.
Deal with 1b More! in class.

13 Teacher's Guide

Unit Goals

Vocabulary

Economics
Forms of money
Industries

Functions

Talk about fame
and fortune
Discuss options

Grammar

Used To versus
Be Used To
Would for Repeated
Action in the Past
versus *Used To*
Was Going To (Future in
the Past)

Listening

Listen for sequence in a
lecture about the history
of money

Pronunciation

Past tense endings:
/t/, /d/, and /əd/

Reading

Sheikh Sulaiman bin
Abdul-Aziz Al-Rajhi



Writing

Write a biographical essay
about a person's rise to
fame or fortune

Warm Up

- With students' books closed, write the title of Unit 2 on the board: **Rags to Riches**. Ask: **What does this phrase mean?** Elicit or explain that this expression refers to any situation where a person goes from being poor (and wearing rags for clothes) to being rich.
- With books still closed, discuss the first introductory question on page 14. Call on a few students to tell any rags to riches stories that they know about famous people or people they know personally.
- Arrange students in small groups to discuss the second introductory question: **What qualities do you think a person needs to make a fortune?** Have students make a list. Assign one student in each group the role of reporter. When groups are finished, call on the reporters to read their lists aloud. Compile a list of qualities on the board. Discuss any new vocabulary with the class.

1 Listen and Discuss

- Have students open their books to pages 14 and 15 and look at the photos. Ask: **Do you recognize any of these people?** Ask a few students to say what they already know about Amancio Ortega, Mohammed Abdul Latif Jameel, Li Ka-shing, and Steven Paul Jobs. Point out the headings under each person's name: worth, industry, and country of citizenship. Ask: **What does worth mean?** (This refers to how much money the person is estimated to have. The amounts are given here in U.S. dollars.) **What does industry refer to?** (This is the business or career in which the person made their money.) Point out that country of citizenship does not necessarily refer to the place that a person was born, but to the place where the person is a current citizen.
-  Play the audio for each person's story. Have students listen and follow along in their books.
- Stop the recording after each person's story and ask a few questions to check students' general comprehension. For example, ask:
(Amancio Ortega)
What kinds of stores does Amancio Ortega own? (clothing stores) **Where are his stores located?** (in 71 countries, or all over the world)
(Mohammed Abdul Latif Jameel)
What kind of company does he run? (one of the world's largest car dealerships, with operations in the Middle East, UK, Central Asia and China) **How did he contribute to the government's Saudization program in the Kingdom of Saudi Arabia?** (by offering and creating thousands of jobs every year through the ALJ Community Services Programs)
(Li Ka-shing)
What kind of business did Li Ka-shing start out in? (plastics) **What else is he known for?** (being honest, generous, and a philanthropist)
(Steven Paul Jobs)
What was Steven Paul Jobs most famous for? (he co-founded Apple with Steve Wozniak) **Why had he resigned from Apple?** (He had resigned over an argument with the board of directors in 1984.)
-  Play the audio again. Have students listen and follow along in their books in preparation for the Quick Check exercises.

2 Rags to Riches

Quick Check

A

- Focus students' attention on the vocabulary words in the box. Have them work individually to find and underline each of the words in the rags to riches stories. Tell them to study how the words are used in context in order to guess the meaning.
- Have students work individually to complete the sentences with the correct words, and then compare answers with a partner.
- To check answers as a class, call on volunteers to read aloud their completed sentences.

Answers

1. excelled
2. reputation
3. prominent
4. impoverished
5. philanthropist

B

- Have students work individually to answer the questions, referring back to the stories as necessary. Then have students compare answers with a partner.
- Check answers by calling on pairs to read aloud the questions and answers.

Answers

Answers will vary. Sample answers:

1. It sold designer fashions at a reasonable price.
2. In recognition of the services offered by ALJCI in Saudi Arabia and the rest of the Arab world.
3. By offering thousands of job opportunities on an annual basis.
4. He was poor and had to leave high school when his father died to help support his family.
5. Although he dropped out of college, he co-founded Apple, and developed and marketed personal computers.
6. Whereas he argued and resigned from Apple, Jobs was brought back and became Apple's CEO.

2 Pair Work

- Ask a volunteer to read the directions aloud.
- Arrange students in pairs.
- Make sure students know that they must choose one of the people from pages 14 and 15 to role-play with a reporter. Students should use their knowledge of the person's life as much as possible. However, they can make up answers to questions that they don't know the real answers to. When students switch roles, have them choose a different person to interview.
- Have the reporters jot down questions to ask in preparation for the interview as well as the answers they receive.
- Call on a few pairs to role-play their interviews for the class.

Workbook

Assign page 9 for practice with the vocabulary of the unit.

Teaching Tip

Listening to the audio recording of the Listen and Discuss sections is a valuable activity for students. It gives students the opportunity to listen to native speakers for correct pronunciation of vocabulary and intonation of sentences. Encourage students to read along aloud with the audio, mimicking the speaker's rhythm, intonation, and pronunciation.

Additional Activity

Activity 1: Have students calculate the net worth of each of the people on pages 14 and 15 in their own currency. Discuss the kinds of things that people can do and buy with this amount of money in their country.

Activity 2: For additional vocabulary practice, have students create a word family chart for each of the vocabulary words from Quick Check A as they did in Unit 1. Ask them to try to guess the word forms before checking with a dictionary.

Noun	Verb	Adjective	Adverb
excellence	excel	excellent	excellently
prominence	X	prominent	prominently
impoverishment	impoverish	impoverished	X
philanthropist	X	philanthropic	philanthropically

3 Grammar

- **Note:** Rather than presenting the grammar chart all at once, it may be helpful to practice only one grammar point at a time. Present *Used To* versus *Be Used To* first, and have students practice this point in exercise **A**. Then present *Would* for Repeated Action in the Past versus *Used To*, and have students complete exercise **B**. Finally, present the structure *Was/Were Going To*, and have students do exercise **C**. Exercise **D** practices all of the grammar points presented in this unit.

Used To versus *Be Used To*

- Read aloud the explanation and example sentences. Have students read aloud the example sentences. Give a few examples of things that you used to do, and write them on the board. For example: ***I used to go to bed late at night, but now I go to bed early. Or I used to read a lot, but now I don't have time.***
- Contrast these examples with sentences about things you are used to doing. For example: ***I am used to getting up early. I always get up at 6. Or I am used to walking to work. I don't have a car.***
- Make sure that students understand the difference in meaning. Elicit additional examples of each use from the class.
- Direct students to exercise **A** for practice.

Would for Repeated Action in the Past versus *Used To*

- Read aloud the explanation and examples. Write the following sentences on the board:
Ahmed used to walk to work before he had a car. I used to live in a small house.
Ask: ***In which of these sentences can you substitute would for used to?*** (the first sentence) ***Why?*** (*Ahmed used to walk to work* tells about a habitual action in the past. *I used to live in a small house* tells about a fact, not a habitual action.)
- Elicit examples from students that use *would* for repeated action in the past. After each student gives a sentence, ask the class if the sentence was correct.
- Direct students to exercise **B** for practice.

Was/Were Going To (Future in the Past)

- Read the explanation with the class. Have a student read aloud the two examples. Point out that each of the examples shows a different meaning of *was going to*.
I knew that the company was going to be a great success is an example of a prediction made in the past.
She was going to spend the money, but she decided to invest it in the stock market instead is an example of a past plan that was not carried out.
- Elicit examples from students of sentences that convey each meaning.
- Direct students to exercise **C** for practice.

A

- Read the directions aloud, and do the first two sentences together as examples.
- Have students work individually to complete the rest of the exercise, and then check their answers with a partner.
- To check answers as a class, call on volunteers to write the completed sentences on the board. Check the sentences for the correct forms of *used to* and *be used to*.

Answers

Answers will vary. Sample answers:

- | | |
|---------------|-------------------|
| 1. used to | 5. is not used to |
| 2. is used to | 6. used to |
| 3. used to | 7. is not used to |
| 4. used to | 8. wasn't used to |

2 Rags to Riches

B

- Have a student read aloud the directions and the example sentence. Write on the board: **When I was a child, I would help my mother with the cooking.** Ask: **Is this sentence correct?** (Yes. It has the same meaning as the example sentence in the book.)
- Say: **When I was a child, I didn't cook. What sentence should I write?** Elicit and write on the board: **When I was a child, I didn't use to help my mother with the cooking.**
- Have students work individually to use the phrases in sentences that were true about their own childhood.
- To check answers, have students each write one completed sentence on the board. For each sentence ask the class for additional correct responses.

Answers

Answers will vary. Sample answers:

1. When I was young, I always used to go barefoot in the summer.
2. When I was little, I would play with my friends for hours.
3. I didn't use to like candies when I was a child.
4. When we used to go to the beach, we would build castles in the sand.
5. I used to have a favorite English teacher named Mr. Lincoln.
6. When I was younger, I didn't use to help with the chores.
7. When I was little, I used to hate going to bed early.
8. When my brother and I were young, we would make up funny stories.

C

- Have a student read aloud the directions and the example sentence. Ask: **What meaning of was going to does this sentence show?** (a past plan that was not carried out) Point out that all of these sentences will be about a past plan that was not carried out. Students can see this from the use of the word *but*.
- Have students work individually to complete the sentences and then compare answers with a partner.
- Since answers will vary, call on a few students for each item to share their completed sentence with the class.

Answers

Answers will vary. Sample answers:

1. We were going to watch a film tonight, but we were too tired.
2. He was going to pay for dinner, but he lost his credit card.
3. I was going to ask you to go out tonight, but you weren't home.
4. She was going to attend that university, but she didn't get accepted.
5. We were going to drive the new car, but we were too nervous.
6. He was going to run in the race, but he didn't feel well.

D

- Have a student read aloud the directions. Write on the board: **When Ming was younger, his life was very different.** Have students copy this sentence down, explaining that it will be the first sentence of all of their paragraphs.
- Have students work individually to write their paragraphs and then compare them with a partner.

Answers

Answers will vary.

Workbook

Assign pages 10–12 for practice with the grammar of the unit.



Teaching Tip



When practicing grammar, allow students to make mistakes when speaking and writing on the board. Mistakes provide the best teaching opportunities for the whole class to learn from.



Additional Activity

Do a chain sentence activity with *was/were going to*. Start the chain by saying **Yesterday, I was going to clean my house, but I watched a film on TV instead.** Go around the room, eliciting a sentence from each student about what he or she was going to do yesterday.

4 Conversation

- With students' books closed, say and write on the board: **You won SAR 30,000!** (Or write an equivalent amount of money in the students' currency.) Ask: **What will you do with it?** Elicit answers from a few students.
- Tell students to open their books to page 14 and look at the photos. Ask: **What is the young man thinking about?** (He is deciding whether to spend his money on a car or a vacation.)
-  Play the audio of the conversation. Have students just listen.
-  Play the audio again. This time, have students listen and read along in their books.

Real Talk

- Draw students' attention to the Real Talk box. Point out that the words in this box are highlighted in blue in the conversation. Explain that these are usually idiomatic or slang words and expressions that students may not be able to find in their dictionaries. They are defined here. Note that all of the words and phrases in this Real Talk are acceptable for use in formal conversation.
- Model the words and phrases for students to repeat.
- Write the following questions on the board:

How much cash do you usually carry with you?
(I only carry the amount of cash that I need to buy lunch for the day. I bring my checkbook or ATM card if I need more money.)

Have you ever had to make a decision that you went around in circles about?
(I went around in circles about what to buy my brother for his graduation. I just didn't know what he would like.)

What is something that drives you crazy?
(It drives me crazy when people talk on their cell phones when waiting in line to pay at stores. I think it is rude.)

Have you ever gotten cold feet?
(Once while skiing I was going to ski down a difficult trail, but I got cold feet and took the easy way down instead.)

What is something you don't mind doing that others don't like to do?
(I don't mind doing laundry. Although many people don't like it, I think it is relaxing.)

Are you the kind of person who spends your money or puts it aside for a rainy day?

(I like to put my money aside for a rainy day. You never know when you might need it!)

- Have a student ask you each question. Give an honest answer to each as an example. (See possible answers above in parentheses.)
- Arrange students in pairs. Have pairs practice the words and phrases by asking and answering the questions on the board.
- Have students practice the conversation with a partner. Then they switch roles and practice again.

About the Conversation

- Have students work in pairs and take turns asking and answering the questions.
- Call on pairs to read aloud the questions and answers. Since answers will vary for number three, have a few students give their answers.

Answers

Answers will vary. Sample answers:

1. He is considering buying a car, going on vacation, and putting the money in the bank.
2. He can't make up his mind.
3. I think he will buy a used car, because that is what I would do.

Your Turn

- Call on a student to read the directions aloud.
- Direct students' attention to the box. Explain that these phrases are used to talk about possible options. Ask: **Which of these phrases are used in the conversation?** (At the same time..., But then again..., On the other hand..., The alternative would be to...)
- As a class, brainstorm a few ideas for students' conversation. Write some possible ideas on the board, for example:

Choose what to do this weekend.

Choose where to go on vacation.

Choose what schools to apply to.

Choose what jobs to apply for.

2 Rags to Riches

5 Listening

- Have a student read aloud the directions. Give students time to look at the list of the forms of money to help them know what information they will listen for.
- ▶ Play the audio once for students to just listen.
- ▶ Play the audio a second time for students to write the dates. Then have them order the forms of money. You may want to pause the audio periodically.
- ▶ Play the audio a final time for students to check their answers.

Answers

<u>2</u>	cowrie shells	1200 B.C.E.
<u>5</u>	paper money	800 C.E.
<u>1</u>	bartering	9000 B.C.E.
<u>6</u>	electronic money	today
<u>3</u>	inexpensive metal coins	1000 B.C.E.
<u>4</u>	coins made of valuable metals	500 B.C.E.

▶ Audioscript

The first way in which goods were bought was not with money. Instead, people used to trade something of value that they possessed for something they needed. The most common things to trade with were cattle and crops, like corn and wheat. So, for example, if you were a farmer, you might trade your corn with a butcher for meat. The butcher might trade his meat with a shoemaker for shoes. This kind of trade was called bartering. Bartering began as far back as 9000 B.C.E.

However, there was a problem with bartering. What if someone had something to trade but no one wanted or needed it? Or what if people could not agree on what was a fair trade? To solve this problem, the first kind of money came about around 1200 B.C.E. in China, where people would use special shells called cowrie shells to purchase goods. These shells were the most widely and longest used form of money in history. In some parts of Africa these shells were used until the middle of the 1900s.

The earliest metal coins were produced in China around 1000 B.C.E. The coins were made out of an inexpensive metal and had holes in them so that they could be put together to make a chain. The earliest coins made of valuable metals were silver coins produced in Turkey around 500 B.C.E. Coins made of silver, bronze, and gold were soon being used by the Greeks, Romans, and Persians. By 800 C.E., the first paper money had appeared in China. This form of money eventually became common around the world.

At one point, people probably thought cowrie shells were going to be used forever. That's what many of us think about coins and paper money now. But money is likely to continue to change. In fact, a new kind of money is already being exchanged over the Internet. This money, called electronic money or digital cash, functions like real cash, except it's not on paper. The money in a

bank account is converted to a digital code, which can be used to make purchases. While digital cash is very new, it is expected to become common in the years ahead.

6 Pronunciation

- ▶ Play the audio for the explanation while students read along in their books.
- ▶ Play the rest of the audio for students to listen and repeat the sentences.

7 Vocabulary Building

A

- Read the directions with the class. Have students work individually to match each word with its meaning.

Answers

1. a 2. g 3. e 4. b 5. h 6. d 7. f 8. c

B

- Have students compare answers with a partner.

Workbook

Assign page 13 for additional reading practice.



Teaching Tip

Before a listening activity, make sure students know their purpose for listening. Make it clear what information they need to listen for and how many times they will listen. This will help them to focus their listening and complete the task successfully.



Additional Activity

Do an ABC Brainstorm about money. Students go around the room, saying a word or phrase that is related to money that begins with the consecutive letters of the alphabet. For example: *add up, barter, cash, debt*, etc.




The bill of the largest denomination ever was the one milliard Hungarian Pengő (100,000,000,000,000,000), which was printed in 1946. It was worth about \$0.20 at that time.

8 Reading

- Write on the board: **Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi**. With books closed, discuss the **Before Reading** questions as a class. Elicit any facts or information students know about Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi. If students don't know, explain that he is a great philanthropist and a very successful businessman and billionaire who introduced Islamic banking into the world.
- Have students open their books to pages 20 and 21. Focus their attention on the photo. Ask: **Where do you think this photo was taken?** (Students may not know the exact answer but elicit that it was probably during an interview or awards ceremony.) Ask: **Does he look like a successful business man?**

READING STRATEGY 3-2-1

- Write the following on the board:
3 (Write 3 things you found out.)
2 (Write 2 interesting things.)
1 (Write 1 question you still have.)
 Using the 3-2-1 strategy allows students to focus on the important ideas of a reading, the points that they found the most interesting, and the points that they may not have understood.
- Focus students' attention on the reading: Tell students that they will read the text, and then follow the directions for the 3-2-1 activity on the board. Give students a specific amount of time to complete this activity.
- When students have finished writing, arrange the class into small groups. Have students share the points that they wrote down with each other and discuss them. Have them discuss the points that they have questions about and try to answer each other's questions.
- Call on a few volunteers to share their 3-2-1 answers with the class. Discuss as a class any unanswered questions.
-  Play the audio for the reading. Have students listen and follow along.
- For additional vocabulary practice, refer students back to the Vocabulary Building activity on page 19. Have students find and underline each of the words in the reading.

- Discuss with students what each word means in the context of the article. Ask questions, such as the following:

Which words are used to describe Sulaiman Al-Rajhi? (world renowned philanthropist, billionaire, successful businessman, dedicated, committed to ...)

Which were the main characteristics of the Al Rajhi Bank? (It complied with the tenets of Islam, such as a ban on interest.)

What does the writer say about the process of founding the first Islamic bank? (It was not hurdle-free.)

What is the role of Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi in the Al-Watania agricultural projects? (He was the founder of Al-Watania.)

Was the banking system that Al-Rajhi suggested launched for the first time in the UK? (No, it was launched in Saudi Arabia and then implemented in the UK.)

What do people tend to do in the Islamic world, with one third or one fourth of their wealth? (They set it aside for endowment.)

Why did he distribute the rest of his wealth to his children during his lifetime? (In order to avoid disputes over inheritance.)

How did he gain peace of mind and inner happiness? (By distributing his assets and becoming poor once again.)

2 Rags to Riches

After Reading

- Have students work individually to answer the questions, referring back to the text as necessary. Then have them compare answers with a partner.
- Check answers by calling on pairs to read aloud the questions and answers.

Answers

1. He did not seem to have much hope of becoming a billionaire.
2. Banking, agricultural development, organic farming, real estate, investment, health and more.
3. Islamic banking in the UK because British officials were not aware of the principles and requirements of Islamic banking.
4. His work and contribution to education, health and charities worldwide through SAAR, the largest foundation of its kind in the Kingdom of Saudi Arabia.
5. It is common for people to set aside one third or one fourth of their wealth for endowment, effective after death..
6. Having been poor early in life, he was not afraid to donate and distribute his wealth so he could concentrate on managing the endowment project through SAAR.
7. He was awarded the prize in recognition of his outstanding service to Islam, his role in the establishment of the world's largest Islamic bank and his ongoing contribution to charities.

9 Speaking

- Arrange students in small groups to discuss the questions.
- As students are working, go around and check that everyone is participating in the discussion. Make sure that each student in the group completes the chart about him or herself.
- Open up the group discussions to a class discussion. Ask groups to share their answers with the class.

Workbook

Assign pages 14-15 for additional writing practice above word and sentence level.

Teaching Tip

3-2-1 activities (see Teacher's Guide page 20) can be modified to fit any reading that you are working with. For example, if you were reading a persuasive text, you might ask students to identify 3 facts, 2 opinions, and 1 unclear point.

Project: Local Philanthropists

Working in small groups, have students choose and research a philanthropist from their country or region of the world. Have them find out information, such as the following: How is this person a philanthropist? What percentage of the person's wealth does he or she donate? What charity or group does he or she donate to? Have groups prepare a poster and presentation for the class.

10 Writing

- Have students discuss the picture in pairs and ask volunteers report answers/ideas for the class..

A

- Write E-COMMERCE on the board and allow students to make suggestions on what the word/term refers to. Discuss suggestions in class.
- Have students work in pairs discussing their views on e-commerce. Ask them to make notes on advantages and disadvantages.
- Call on a student from each group to report for the class and list their ideas on the board.
- Elicit information about Jeffrey Bezos from students.
- Ask students to read the text with the blanks and to complete the missing words with their own ideas. Then ask them to use the words in the box under 4 and compare with their own answers.
- Play the audio and have students check their answers.
- Have students read individually and make notes about Bezos, then compare notes in groups.
- Call on students to report to the class. Ask them to give reasons for their answers.

Answers:

1. Answers will vary.
2. Answers will vary. / Sample answers.

Advantages:

1. More competitive prices because of lower costs
2. No transport required
3. Saves time
4. Allows research for better prices/quality

Disadvantages:

1. Buyer can only see photos of products
 2. Products might differ from photo items
 3. Unless delivered by hand, products can get lost
 4. Some products cannot be returned.
3. Jeffrey P. Bezos was born in Albuquerque, New Mexico in 1964. He displayed a remarkable mechanical aptitude from an early age. He discovered computers when he was a teenager and studied computer science and electrical engineering in Princeton University. He worked for well-known firms of Wall Street. He started the first and largest on line bookselling business which expanded to include all kinds of products from clothing to appliances, to furniture.
 4. 1) When, 2) where, 3) then, 4) After, 5) when, 6) One day, 7) where, 8) By, 9) When, 10) As

- Have students work in groups and report in class.

Answers:

5. Paragraph 1: Jeffrey P. Bezos early years

Paragraph 2: Jeffrey Bezos as a teenager and young adult/ education

Paragraph 3: Jeffrey Bezos after graduation/work/discovery

Paragraph 4: The internet and bookselling/research

Paragraph 5: The new online business

Paragraph 6: The online bookselling business/ expansion and success of the Bezos family

- Have students work in pairs identifying forms. Circulate and monitor. Help when required. Call on students to report in class.

Answers:

6. Past forms

Past simple: displayed, managed, moved, graduated, completed, worked, made, changed, observed, researched, found, attended, opened, predicted, expanded, turned out, thought, turned

Past perfect: The Internet had been used.../ ...major wholesalers had already compiled electronic lists ...

Passives: Jeffrey P. Bezos was born in .../ The internet had been used mainly by the Defense Department, .../ The new online company was set up .../ The site was opened ...

They're used to switch focus/set a new theme from JB to the Internet, the company and the site.

- Have students work individually listing events. Then ask them to compare with a partner and select 12 of the events.
- Organize students in pairs and ask them to draw a timeline and mark the point/ order of the events as they happened chronologically. Discuss in class.
- Have students close their books and use their notes to reconstruct the story in pairs. Call on individual students to report.

Answers:

7. J. Bezos was born in 1964 –displayed a remarkable mechanical aptitude family moved to Miami - discovered computers – graduated/high school-graduated / College- worked on Wall street - made a discovery - observed/Internet usage was increasing - researched and found no book catalogue existed -attended American Bookseller's Convention- discovered electronic lists of booksellers' inventories - new online company was set up - site was opened - business expanded - changed face of commerce - turned Bezos family members into billionaires

2 Rags to Riches

B

- Tell students that they are going to write an essay about a famous and/or wealthy person.
- Organize them in small groups and ask them to think about famous people. Have them list the names of the people they think of and the reason they know them. Call on a student from each group to tell the class and list the names on the board. Compare with other groups.
- Read directions for 1 and 2 and ask them to choose one of the people on their list. Allow them to break into smaller groups or pairs if they are keen to write about a particular person that the rest of the group has not chosen.
- Direct students to the Writing Corner. Explain that they will be writing a brief biography of the person along the lines of the biography they read on page 22.
- Have students read the first point and ask them to focus on specific events as they make notes. Suggest that they draw a timeline where they mark the main events, accompanied by bubbles where they add surrounding information.
- Ask a student to read the second point aloud and encourage students to be selective.
- Call on a volunteer to read the third point and discuss it in class.
- Read the next bullet point with the class and explain that using a timeline will help them list key events in chronological order without restricting them when they actually write the biography.
- Call on a student to read the last point aloud and have students find examples in the Reading text as well as the model text in the unit. If you wish, you can refer them back to the previous unit to the writing text/ model about the grandparents.
- Call on volunteers to report their thoughts and examples in class.
- Encourage students to word process their essays in order to facilitate drafting and editing and save time.
- Organize students into pairs/groups. Ask them to write their first draft and exchange drafts in order to comment and make suggestions. Direct them to the model text but allow them to change the beginning of their biography if they want.
- Have students read the comments and suggestions, edit and re-draft.
- You may wish to have one or two more editing stages here before asking students to write their final draft.

- Have students exchange and read as many essays as possible. Post the essays/brief biographies on the wall or the blackboard for everyone to read.

Additional Activity

Ask students to categorize and group their essays according to field of study/specialty. For example, group all scientists together, group all medical achievers together etc , find photos and anecdotes and compile a section for their class portfolio.

Homework

Assign page 16 for additional writing practice above word and sentence level.

11 Project

- Read directions for task 1 and have students think about a person they admire that operates as a role model for them and /or their friends. Give them time to think and make notes.
- Call on individual students to report the person/people they admire and say why they admire them.
- Organize students into groups. Read 2 with the class and have students research, collect information and make notes. Allow them to add details if they wish. Circulate and monitor to make sure that they are focusing on relevant data and making notes.
- Ask students to read directions for task 3 and explain what they are required to do. Point to the timeline in their books and ask them to copy it on a large sheet of paper or cardboard that they are going to use for their poster. Remind them to assign tasks to different members of the group in order to make the best use of time and resources. Point out that it would be better if they decided on some of the points as a group. For example, planning what they are going to present and in what order.
- If there are students in the group who would prefer to present a poster about a different person, organize them in smaller groups.
- If students have access to a library and/or the internet, you could aim to complete this and do the presentation on the same day. If not, they will have to organize themselves carefully to share tasks and do their research and data collection *individually*, then coordinate and present as a group.
- Remind students to focus on their audience and select points to present accordingly.
- Give groups time to organize themselves and share the tasks that need to be completed among members of the group. Let students work on their posters/presentations.
- Circulate and monitor and/or help when necessary.
- If there is access to the internet in the classroom or in the library, encourage students to use it in order to access information, download pictures and design their slides.
- When the tasks have been completed, ask groups to coordinate all their work and work on the actual presentation both in terms of staging and materials. Circulate and make sure that students are following guidelines, focusing on content, using visuals as well as doing a trial run.

- Have groups present for the class on the same or a different day. Encourage them to involve as many members of their group as possible in the presentations.



Teaching Tip

Remind students to bear their audience in mind and select information accordingly. Remind them to create captions for pictures and to avoid including too much.



Additional Activity

Have students use a brief biography that they or someone else has written. Tell them that they are allowed to intersperse, delete or substitute words or information. They then read their modified text as naturally as possible for the rest of the students to spot the “defect” and stop them. If listeners spot 4 “defects” the presenters stop. Tell them that they might have done a similar activity in the last semester.

**You should tell students to prepare the Project presentation outside of class.
Deal with 2a More! in class.**

2 Rags to Riches

12 Self Reflection



- Brainstorm Rags to Riches. Write the title 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 14 and 15. 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:
What do you know about Mohammad Abdul Latif Jameel? What is he known for?
What was Amancio Ortega's special ability that contributed to his success?
What do you know about Li Ka-Shing's family background?
How did Steven Paul Jobs find himself back in Apple?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 16, 17, ask them some questions. For example:
Complete the sentences with *used to* or *be used to*.
He _____ travel a lot when he was young.
Now, he _____ spending most of his time at home, reading.
She got really sick on the boat, she _____ sailing. She used to drive everywhere.

Answers:

- used to / is used to
- wasn't used to
- 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 18, 19. Call on volunteers to say what they remember from the Conversation. Elicit expressions from volunteers.
- Have students reflect on ways to spend and ways to save money. Have students make notes in the chart.
- Write Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi 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:
What kind of business did Sheikh Sulaiman bin Abdul-Aziz Al-Rajhi and his brother set up in Al-Qassim? How was the Al Rajhi Bank founded? What does SAAR stand for? What kind of activities is it involved in?
- Have students reflect on the Speaking activity. Which are the strengths/qualities that make one a good businessman? Can you name students who could be "good businessmen?" What qualifies them?
- 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 e-commerce and/or Jeffrey Bezos. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 22 and 23 and make notes as before.
- Direct students to the 11 Project page and hold a discussion about what they found more or less useful and more or less interesting. 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 students feel they need more work on and make suggestions.

You should tell students to carry out the Self Reflection outside of class.
Deal with 2b More! in class.

3 What Will They Think of Next?

Unit Goals

Vocabulary

Inventions
Lifestyle changes
Technology
Tourism

Functions

Discuss technology
invented over the last
100 years
Discuss technology
of the future
Make predictions
about life in the
year 2100
Persuade

Grammar

Future Perfect
Future Perfect Progressive
The Future with Dependent
Time Clauses

Listening

Listen for specific
information in a talk
about the future of
newspapers

Pronunciation

Consonant clusters



Reading

An Out-Of-This-World
Vacation

Writing

Write an essay about
a future change or
discovery and its impact
on you and on society

1 Listen and Discuss

-  Play the audio for pages 26 and 27 with students' books still closed. Have students listen for general understanding.
- To check general comprehension, ask: **What topics were discussed?** (people, language, transportation, traffic, media, deliveries, communication) Elicit and write on the board all of the topics that students can remember.
- Have students open their books and look at pages 26 and 27 to find any missing topics. Have them call them out while you write them on the board.
-  Play the audio again while students listen and read along.
- Focus students' attention on the pictures. Ask: **What predictions does the picture on page 26 illustrate?** (the predictions about transportation and traffic) **Does this look like a modern city?** Elicit that some aspects of the predictions have come true. For example: Automobiles have replaced all horse vehicles. Subways and tunnels allow people to move underground. There are elevated trains and roadways that allow people to travel overhead as well. Escalators and moving sidewalks are used to transport people. Ask: **What predictions about transportation and traffic have not come true?** (Vehicles do not have cushioned wheels, although modern tires are probably quieter than tires in 1900. Cities are still noisy.)
- Ask: **What predictions does the picture on page 27 illustrate?** (the predictions about media, deliveries, and communication) **Which predictions have come true?** (It is easy for a person in New York to speak to someone in China wirelessly.) **Which predictions shown in the picture have not come true?** (Tubes are not able to deliver goods to homes from stores.)
- Elicit any other observations about the pictures from students. Ask: **Do these pictures look more like life in 1900 or life today? Why?**

Warm Up

- Write on the board the introductory questions on page 26:
 1. **What things that we take for granted today did people not have 100 years ago?**
 2. **Name a discovery or development that you think people will have (or use) 100 years from now.**
- Arrange students in small groups. Have them discuss the questions with their books closed. Assign one student in each group the role of reporter.
- Call on the reporters to report back to the class about their group's discussion.

3 What Will They Think of Next?

Quick Check

A

- Have a student read aloud the directions and the list of vocabulary words in the left column.
- Give students time to find and underline all of the vocabulary words in the article.
- Tell them to use the context of the words in the article to help them guess the meaning. Then have them work individually to match each word with its definition.
- Check answers as a class by calling on students to read aloud the matched up words and definitions.

Answers

- | | | |
|------|------|------|
| 1. e | 3. f | 5. d |
| 2. b | 4. c | 6. a |

B

- Call on volunteers to read aloud the questions.
- Have students work individually to find and write down the answers, referring back to the article as necessary.
- Have students compare their answers with a partner. Then check answers as a class. Call on multiple students to answer questions 4 and 5 since answers to those questions will vary.

Answers

Answers will vary. Sample answers:

- 1 The average life expectancy in 1900 was 35 years.
- 2 He thought there would be no C, X, or Q; spelling would be by sound; the language would be condensed; and English would be the most widely spoken language. The prediction about English being the most widely spoken language came true.
- 3 He was probably thinking about airplanes.
- 4 Automobiles have replaced all horse-drawn vehicles.
- 5 There will never be tubes connecting houses to a store. This is impossible.

2 Pair Work

- Read the directions with the class. If the categories from the article are not still on the board, rewrite them as column heads. (**People, Language, Transportation, Traffic, Media, Deliveries, Communication**)

- Have students work in pairs to write one prediction for each category.
- Have students go to the board and write their predictions in a list under each category.
- Read and discuss the predictions as a class. Do students agree on what the year 2100 will be like?

Workbook

Assign page 17 for practice with the vocabulary of the unit.



Teaching Tip

It's a good idea to let students check their answers together before eliciting them in front of the class. (1) It gives them the chance to correct errors on their own. (2) It builds confidence to find out that questions they had trouble with also gave their classmates trouble. (3) It allows students the opportunity to teach and learn from each other.



Additional Activity

Additional predictions that were contained in the 1900 *Ladies' Home Journal* article had to do with food. Read and discuss the following predictions with the class. Ask: **Which have come true? Which have not come true?**

- Strawberries and raspberries as large as apples will be eaten by our great-great-grandchildren.
- Liquid-air refrigerators will keep great quantities of food fresh for long intervals.
- Scientists will have discovered how to modify summer fruits so that they can be stored and stay fresh throughout the winter. Once they figure this out, people are going to keep fruits like cantaloupes for three or four months at a time.



In the early 1900s, when people first began driving cars, there were not many paved roads. The roads were very rough and drivers faced flat tires, fires, and explosions! Drivers had to bring tools, spare parts, and food in case of a breakdown.

3 Grammar

Future Perfect

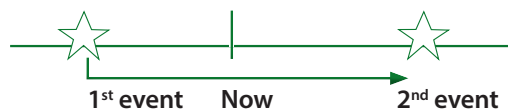
- Read the explanation with the class.
- Draw a timeline on the board to illustrate the concept of the future perfect. It may look something like the following:



- Plot the example sentences in the book on the timeline. Write on the board: **By the time my children are grown, scientists will have found a solution to global warming.** Ask: **Which event will happen first in this sentence?** (Scientists will find a solution to global warming.) Point to the first star on the timeline. Ask: **Which event will happen second in the future?** (My children will be grown.) Point to the second star on the timeline. Follow the same procedure with the second example sentence in the book: **The car company will have introduced their new models by November.** (1st event = The car company will introduce their new models; 2nd event = November)
- Direct students to exercise **A** on this page to practice the future perfect.

Future Perfect Progressive

- Read the explanation with the class.
- Draw a timeline on the board to illustrate the concept of the future perfect progressive. For example:



By the year 2020, people will have been flying for 117 years.

- Point out that in this sentence, the 1st event (flying) began in the past and continues into the future up until the second event (the year 2020).
- Direct students to exercise **B** on page 29 to practice the future perfect and future perfect progressive together.

The Future with Dependent Time Clauses

- Read the explanation with the class.
- Have students read aloud the example sentences.
- Emphasize that when using a time clause, the verb in the time clause is in the present tense. Only the main verb in the sentence uses *will* or *be going to*.
- Direct students to exercise **C** on page 29 to practice using the future with dependent time clauses.

A

- Have a student read aloud the directions and the example. Tell students they must first read the events. Then they use *by* or *by the time* to correctly join the events into a sentence.
- Have students work individually to write their sentences. Then have them compare answers with a partner.
- Check answers as a class by calling on students to write their sentences on the board.

Answers

Answers will vary. Sample answers:

1. By the time we arrive at the picnic, it will have started to rain.
2. I will have fallen asleep by the time this DVD film is over.
3. By 2020, I will have gotten married and had children.
4. By the time my father retires, he will have worked at his company for 20 years.
5. He will have decided which college to attend by February.
6. By the time you come to the table, the food will have gotten cold.
7. He will have learned to drive by the time he graduates.

3 What Will They Think of Next?

B

- Have a student read aloud the directions and the example. Point out that they will have to do simple math for each sentence to calculate the length of time the future event has been in progress.
- Have students work individually to complete the sentences, and then compare answers with a partner.
- To check answers as a class, call on students to read their completed sentences aloud.

Answers

Answers will vary. Sample answers:

1. By 2020, they will have been married for 30 years.
2. By next week, he will have been a vegetarian for four weeks.
3. By November, he will have been working there for 10 months.
4. By 8:00, you will have been studying for four hours.
5. If I lose another 2 kilograms, I will have lost 7 kilograms.
6. By 2020, I will have lived in Singapore for 22 years.
7. If she gets here in 10 minutes, we will have waited for 30 minutes.
8. In another half hour, it will have been playing for three hours.

C

- Have a student read aloud the directions and the example.
- Do the first sentence together as an additional example. Write the sentence on the board. Elicit from students which part of the sentence is the time clause. (when they ____ the order) Ask: **How do you know?** (the word *when* begins the clause) Ask: **What tense is the verb in a time clause?** (present tense) **What tense is the main verb in this sentence?** (the future) Elicit the correct complete sentence. (*The company **will manufacture** the parts when they **receive** the order.*)
- Have students work individually to complete the sentences, and then compare answers with a partner.
- To check answers as a class, call on students to read their completed sentences aloud.

Answers

Answers will vary. Sample answers:

1. The company will manufacture the parts when they receive the order.
2. After I make a million dollars, I am going to buy my parents a house.
3. I am going to travel the world before I get married and settle down.
4. He will run to the store before it starts raining.
5. When you drive down the road, you are going to see a large, red building.
6. Are you going to argue with me until I change my mind?

D

- Read the directions with the class.
- Arrange students in pairs. Have partners work together to describe the pictures. One student describes the picture of today's family and the other describes the family of 2050.
- Have students work individually to copy down the first sentence of the paragraph and then complete it with their own ideas. Give students a minimum number of sentences to write, such as five.
- Call on a few volunteers to read their paragraphs for the class.

Workbook

Assign pages 18–20 for practice with the grammar of the unit.



Teaching Tip

When students say or write an answer on the board, give them time to realize they've made a mistake and try to correct it themselves. If they can't, check to see if a classmate can help before you do.



Additional Activity


Do a quick chain grammar practice. Say a time in the future and have a student say what they will have done by that time. For example, say: **2015**. Student A says: *By 2015, I will have graduated from college.* Then Student A says another time (for example: 2025) and calls on Student B to give a sentence (*By 2025, I will have gotten married.*). Continue until all students have given a sentence.




- The *San Antonio Light* published an article in 1939 predicting that in the future, cars would run off of solar energy and would be able to be folded up into portable packages.
- The *Kid's Whole Future Catalog* of 1982 predicted that school would no longer take place in a four-walled classroom, but in a soaring airship on a journey around the world.

4 Conversation

- Have students cover the conversation and focus their attention on the pictures. Ask: **What do you think the old lady is doing?** (She is reading a book.) **What device do you see?** (an electronic book reader or e-reader) Ask students: **Do any of you use an e-reader? What do you like about it? What don't you like about it? How many books can it hold?**

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

 Play the audio again. Have students listen and read along.

Real Talk

- Model the words and phrases for students to repeat. Explain that all of these are informal words and expressions that are used in casual conversation. They would not be used in formal writing.
- Ask questions about the phrases to help students understand their meaning in the context of the conversation. For example, ask:

What is Grandma lugging around? (her book)

What does Edward want Grandma to ditch? (her book)

What does Edward suggest Grandma check out? (e-book readers)

If Grandma goes with the flow, what will she do? (read from e-book readers rather than books)

Why does Grandma think using e-book readers is hoopla? (She thinks they are just the latest fad.)

- Encourage students to use these words and phrases in real conversation. Arrange students in pairs to discuss the following questions. Sample answers are included in parentheses in case students need additional examples to help them understand.

What is something that you dislike lugging around? (I don't like lugging around all of my books during the day. They are so heavy.)

What is something you would like to ditch? (I'd like to ditch my old laptop and get a new lighter one.)

When you go to the mall, what do you like to check out? (I always go to the video game store to check out what's new.)

Sometimes is it easier to go with the flow? Explain. (I didn't want to go to watch a film last weekend but everyone else did so I just went with the flow.)

Name a recent product that there has been a lot of hoopla about. (There was a lot of hoopla about the new video game, but it turned out to be not very good.)

- Have students practice the conversation with their partners, switching roles.

About the Conversation

- Have students work with a partner to ask and answer the questions.
- Check answers by calling on students to read the questions aloud and answer them.

Answers

Answers will vary. Sample answers:



1. He wants her to try reading on an electronic book reader.
2. E-book readers can hold hundreds of books. You can buy, download, and start reading a book in minutes.
3. Edward does not persuade Grandma. She doesn't want to change.

Your Turn

- Call on a volunteer to read the directions aloud.
- Direct students' attention to the box with the expressions for *Persuading*.
- Have students find examples of the phrases for persuading in the conversation. (Trust me..., One of the advantages is..., Another great thing is..., I'm sure if you just gave it a try...)
- Brainstorm a few ideas with the class for things you might persuade your partner to try; for example: a new website to download films from or a new brand of skateboards.
- Arrange students in pairs to role-play conversations, using phrases for persuading. Then have them switch roles so that both students have the chance to persuade. As students are working, go around the room and help as necessary. Make sure that students do not write their conversations, as the focus here is speaking practice.
- Have one or two pairs act out their conversations for the class.

3 What Will They Think of Next?

5 Listening

- Read aloud the directions. Have students study the chart to see what information they will listen for.
-  Play the audio. Tell students to listen but not to write their answers at this time.
-  Play the audio once for students to write the advantages of each news format. Play it again for them to write the disadvantages.
- Have students check their answers in pairs and discuss question 2.

Answers

1.

	Advantages	Disadvantages
Print	large, lightweight, portable	not up-to-the-minute news; not free
Online	free; up-to-the-minute news, interactivity, video capability	computer screen graphics
Electronic	look more like paper than a computer screen; large, lightweight, portable; savings for newspapers	

2. *Answers will vary.*



Audioscript

Since the early 17th century, newspapers have had the same general format. The news has been printed in ink on paper. Then the newspapers have been circulated to a particular area. However, the Internet brought great change to the newspaper industry. To stay competitive, it became important to have an online presence. Today most major newspapers around the world have an online version of their print paper.

Online newspapers present some important advantages. For example, they can present up-to-the-minute news, instead of having to wait to print the next edition of the paper. An advantage to the reader is that most online news sources are free. However, it seems almost certain that there are further changes ahead for the way newspapers are presented and sold. Most people in the newspaper industry feel that the next step will be electronic newspapers. Electronic newspapers would use technology related to today's electronic book readers. Like these readers, e-newspapers would use e-ink. Like a computer screen, e-ink has the ability to instantly refresh and change images. However, e-ink uses paper instead of a computer screen, so e-ink images look more like the images in actual books and newspapers. The electronic newspaper will have the look and feel of a print newspaper in other ways as well. It will be as large as the typical print newspaper, with a lightweight, portable screen that is flexible enough to be rolled or folded like a newspaper.

The e-newspaper will combine these advantages of print newspapers with the advantages of online media, such as constant and instant updates, interactivity, and video capability. Replacing print newspapers with e-newspapers will mean that newspaper companies would no longer have the enormous costs of printing, manufacturing, and delivering newspapers. This will mean tremendous savings. One newspaper publisher predicts, "By 2030 we will have shifted to an electronic format, and we will have stopped printing paper newspapers completely. When that day comes, newspapers are going to go back to being the most important source of news for the public."

6 Pronunciation

-  Play the audio of the explanation as students read along in their books.
-  Play the audio of the sentences for students to listen and repeat, or speak along with the recording.

7 Vocabulary Building

A

- Have students work individually to match the words with their meanings.

Answers

1. c 2. e 3. g 4. f 5. b 6. a 7. h 8. d

B

- Have students compare answers with a partner.

Workbook

Assign page 21 for additional reading practice.



Teaching Tip

Students should first understand the main ideas of a listening before they listen for details. Let them listen to a passage once for general understanding before asking them to listen to complete an activity.





Additional Activity

Draw a 6-column chart on the board with the headings *br*, *pl*, *st*, *str*, *spr*, and *gr*. Have students work in pairs to list as many words as they can that contain these consonant clusters in each column. Then have them practice saying the words.

8 Reading

- With students' books closed, ask: **What is space tourism?** (when ordinary people visit space for vacation) **Do you think space tourism will become common in your lifetime?** Elicit students' opinions.
- Arrange students in pairs to discuss the **Before Reading** question: **If you could go into space, would you? Why or why not?** After a few minutes, elicit answers from a few pairs.
- Ask students to open their books to pages 32 and 33. Have them look at the title and pictures. Say: **The title of this article is An Out-of-This-World Vacation.** Ask: **What does out-of-this-world mean?** Elicit that this phrase has two meanings in this context: (1) It means literally outside of our world, in outer space; and (2) it means extraordinarily exciting and great. Elicit or give a few examples of the phrase out of this world with the second meaning. For example: **Ahmed is an out-of-this-world football player. He is sure to play on a professional team. or I had an out-of-this-world meal at the new Thai restaurant. It was the best food I've ever tasted.**

READING STRATEGY Predicting

- Ask students: **What do you think this article will be about?** (space tourism) Ask: **What do you think you will learn from this article?** Give students time to each write down three things they think they will learn. If students are unsure what to write, as an example, write on the board: **I think I will learn who has taken a vacation in space.**
- Elicit answers from students and write them on the board.
-  Play the audio. Have students listen for the predictions on the board.
- Check to see which predictions students got right. Explain to students that taking the time to think about and make predictions before they read will prepare them for reading and increase their understanding.
-  Play the audio again. Have students open their books and read along as they listen.
- Ask a few general questions to check comprehension. For example, ask:
Does space tourism exist now? (Yes, but only for a few very wealthy people.)
Does the author think that space tourism will become common in the future? (yes)

What will space tourists do for fun? (float around in the zero gravity, and observe the stars and surroundings)

- For additional vocabulary practice, refer students back to the Vocabulary Building exercise on page 31. Have them find and underline each of the words in the article.
- Call on students to use each vocabulary word in a sentence to explain how it is used in the context of the reading. Sample answers may include:
Hilton Hotels is a hotel *chain* that is working on plans to build a hotel on the moon.
The writer thinks that space tourism will become *commonplace* at some point in the future.
People have *estimated* the cost of building a hotel in Earth's orbit to be very expensive.
Space tourism may be a *lucrative* industry if the costs can be lowered enough for average people to afford.
A Japanese company plans to build a hotel that will *orbit* Earth.
The first space tourist had to undergo *rigorous* training in order to travel to the International Space Station.
In order for a hotel to orbit Earth, it will have to spin to *simulate* Earth's gravity and not float away.
Currently, the price of traveling into space is very *steep*. It is too expensive for average people.

Language Builder

The informal word *steep* means *very expensive*. There are many more synonyms and idiomatic expressions to express this meaning. Here are a few:

a pretty penny, an arm and a leg, big-ticket, out of sight, pricey, rich, ritzy, sky high, stiff, and swank.

3 What Will They Think of Next?

After Reading

- Read the directions aloud. Have students work individually to write *true* or *false* for each statement, looking back at the article as necessary to find the answers. Have them rewrite each false statement to be true.
- Have students check their answers with a partner. Then check answers as a class by calling on pairs for their answers.

Answers

1. false (He paid 20 million dollars.)
2. false (The first year of flights is already booked.)
3. true
4. false (The hotel will spin in order to reproduce Earth's gravity.)
5. false (The moon hotel will be powered by solar power.)
6. true

9 Speaking

- Arrange students in small groups to discuss the questions.
- To keep students on task, give them about five minutes to discuss each question.
- Assign the roles of leader, writer, and reporter. The leader makes sure that each student is contributing ideas. The writer takes notes on the group's ideas. (The writer should list the advantages and disadvantages that the group comes up with).
- When time is up, the reporter summarizes their group's discussion for the class. Encourage the rest of the class to respond to the reporters and ask questions about ideas they are interested in.

Workbook

Assign pages 22-23 for additional writing practice above word and sentence level.



Teaching Tip

Circulate and monitor group discussions. Be ready to offer ideas to bring lagging conversations back to life, to prevent students from monopolizing conversations, and to offer encouragement and help as necessary.



Additional Activity

Arrange students in small groups. Each student has a dictionary. Choose a target word from the Reading. Say the word and read the sentence aloud. For example, say: ***Space. At the moment, space tourism is only a possibility for the incredibly wealthy.*** All students race to find the word in the dictionary and then stand up. When all members of the group are standing, groups discuss which definition of the word *space* fits the context of the sentence. The first team to agree on the correct answer wins.



Project: Tourism in the Future

Working in groups, have students think of another type of tourism that may exist in the future, such as under-the sea vacations. Have each group pretend to be a travel company that is advertising their vacation. They create a presentation and poster for the class. After the presentations, groups vote on which vacation sounds like the most fun as well as which is the most likely to happen.



Some companies estimate that space tourism will begin to take off as early as 2012, with a large number of passengers taking a two-hour space flight. The cost will be about \$200,000.

10 Writing

A

- Direct students' attention to the picture and the title. Give them a few minutes to discuss what they see in pairs. Ask them if they have seen images of the future before.
- Have students brainstorm on good and bad changes. Elicit ideas in class.
- Organize students in pairs or small groups. Read the directions for 1 and 2 and ask students to brainstorm and think of what things will be like in the future. Allow them to discuss the answers with their partner and make notes.
- Call on students to report their answers for the class. Hold a class discussion about how cities, homes, manufacturing, vehicles, trade, buildings, protective measures against radiation will change and whether changes will be good or bad. Have students justify their answers.
- Read the directions for 3 with the class. Ask students to read the article and work individually to find the answers and compare the information in the essay with their ideas. Circulate and monitor.
- Have students compare answers with their partners. Call on volunteers to report answers for the class.
- Play the audio and have students listen and follow. Tell them to check their answers as they listen.

Answers:

Cities: will have expanded and space will be restricted to a minimum

Industry/ manufacturing: new recycling systems to optimize available materials and save natural resources

Shopping/ commerce: conventional shopping restricted to a few large malls, trade will be carried out electronically

Hospitals: special, zero gravity hospitals will have been constructed and place to orbit above the earth.

Land: will be used to grow fuel crops rather than food.

Vehicles/transportation: Conventional vehicles will have become obsolete, new small vehicles and tele-transportation will have been introduced.

Homes/buildings: Homes will have gone off the grid, buildings will have been fitted with special tanks to collect rain water.

Biospheres/shields: Foundations for special biospheres will have been laid around existing buildings or outside the perimeter of doomed towns and neighborhoods.

All inhabited areas will have been fitted with a special shield to protect them from harmful radiation.

- Direct students to 4. Have them read the directions and discuss their thoughts/views in pairs or small groups. Remind them to check through the essay and make notes. Discuss in class.
- Read the directions for task 5 with the class. Have students identify future forms in paragraph 1. For example, will have expanded and will be restricted.
Paragraph 2: will be used, will increase, will have changed
Paragraph 3: will have become, will have been introduced, will be restricted, will be representing
Paragraph 4: will have gone, will be making, will have been furnished, will have been fitted, will be processed and filtered, will be collected/ processed/ used
Paragraph 5: will have been laid, will be placed/ located, will have been fitted
Paragraph 6: will be protected with special shields, will have developed.
- Have volunteers report answers/ideas for the class. List the ideas on the board. Elicit reasons for the answers.
- Read directions for task 4 with the class. Have students answer the questions individually.
- Call on students to express their ideas. Encourage them to provide reasons for their answers. Have a class discussion.
- Go through questions 5 and 6 with the class and ask them to highlight all the future forms they encounter. Then say which are used more.

Answers:

- **Future with will** for predictions: for example, will increase, will be restricted.
- **Future perfect:** for example, will have expanded, will have become, will have been introduced
- **Passive forms:** for example, will have been furnished, will be placed
- Future with will for predictions and future perfect (will have done) are used more as the text speculates about and predicts how things will be in the future.
- Call on a student to read aloud the directions for task 6. Have students choose up to two sections that they disagree with and rewrite them maintaining the same structure.
- Exchange texts and compare.



Additional Activity

Ask students to read their predictions/ changed sections. The rest of the class listen and suggest the opposite, i.e. the section in the original text that was changed.

3 What Will They Think of Next?

B

- Read the directions for tasks 1, 2 and 3 with the class.
- Organize students in pairs or small groups and have them think about a large change or discovery that will have taken place by 2030. Explain that it can be about a number of different things, for example, replacing face-to-face courses with exclusively online courses, substituting means of transport with tele-movement when it comes to sending objects to an address within a given radius/ area. Tell students to consider all the changes mentioned in the text and suggested by them earlier in the lesson or in the previous lesson.
- Give pairs/groups time to decide and make notes.
- Elicit ideas from groups and call on volunteers to write the main ideas on the board. Allow some overlap between groups but encourage them to focus on different aspects.
- Give groups time to think about and discuss the impact that changes will have on their own and others' lives. Tell them to make notes in the chart.
- Direct students to the Writing Corner. Ask them to think about essays that they like and the reasons they like them. Have students think about the content of essays and how they are organized. Explain that a personal essay does not have to be objective. This is the type of essay where they can express their own ideas.
- Read the guidelines in the Writing Corner with the class. Pause and discuss each point.

Organize your thoughts and ideas: Tell students to make notes and then decide on how they are going to organize and present their ideas.

Be creative but focused: The more creative and original one is in a personal essay the better, provided that they don't forget the purpose and topic that they are supposed to be focusing on!

You don't have to be objective: This is the reason that writers can use "I" narration, include personal anecdotes and thoughts as well as their own interpretation of things. However, this often makes it quite demanding on the author because the point is to get those ideas across to the reader; not simply express them for yourself.

Clarity: This is always one of the first priorities in this type of text. There is always the risk that when writing about your own thoughts you will make all kinds of assumptions that your reader does not necessarily share. So you need to think about how to express your ideas clearly to get your point across to your reader.

Planning can prevent repetition: Although, some

repetition might actually be necessary, going round in circles and saying the same thing in different ways is not. Careful planning and reading your essay as you write will help restrict or avoid unnecessary repetition/ redundancy.

- Have students think about the content and plan their essays individually or work in groups.
- Have students work in small groups to research and draft their essays. Remind them to use the chart with their notes. Give them time to write their essays. Tell them to feel free to modify the group essay if they want.
- 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 essays. Call on volunteers to read their essays in class.

Homework

Assign page 24 for additional writing practice above word and sentence level.

11 Project

- Direct students to the photos of Riyadh. Have the students compare the two photos. Explain that the black and white photo on the left shows buildings in an older part of town whereas the photo on the right is a view of Riyadh as we see it now.
- Have the students work in pairs to identify changes that have taken place in the city.
- Circulate and monitor to make sure all students are contributing. Help when required.
- Call on pairs to report their ideas and discuss the changes in class. Ask the students questions like these?

Do you think that the people who lived in Riyadh 100 years ago could foresee how their city was going to change?

What do you think they expected?

- Read the directions for tasks 1, 2 and 3.
- Organize students in groups and have them brainstorm on their neighborhood or an area in their town that they are familiar with. Ask them to think about the changes that have taken place over the last couple of years. Suggest that they think about :

Buildings

Stores

Street lights

Traffic lights

Sidewalks

Traffic

Sanitation system

Encourage them to add their own ideas.

- It might help if you ask them to find and bring in photos in advance or download and print out some photos yourself to distribute to groups.
- 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 report in class. Ask students to listen and make notes so you can decide whether different areas have changed in similar ways over the last few years.
- Tell students that they will have to design a PowerPoint presentation about future changes in the area of their choice.
- Call on a student to read the directions for tasks 4, 5 and 6. Encourage them to use their imagination and visualize changes in the area.
- Have students read directions 1 to 6 and tell them

to use the chart and make notes. Set a time limit for groups to discuss and decide on speculations and predictions that they would like to focus on

- Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- 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 their presentation in the next lesson.
- Call on each group to present their PowerPoint presentation.
- Have students choose the presentations they like best to include in their class portfolio.

Additional Activity

Have students work in groups to plan and create a poster showing a futuristic image of their town.

**You should tell students to prepare the Project presentation outside of class.
Deal with 3a More! in class.**

3 What Will They Think of Next?

12 Self Reflection



- Write 'What Will They Think of Next?' 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 26 and 27. 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 will the following things change in the future?
People Language Transportation Traffic Media Deliveries Communication
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 28, 29, ask them to rephrase some sentences. Tell them to try and convey the same meaning. For example:
Jake likes planning ahead and having everything ready well in advance.
He is going to fly to Canada in ten days. So he's made a plan:
Tomorrow: buy new suitcase and gifts
Day after tomorrow: Make a list of things to pack and a shopping list
And so on until a day before the trip, down to the last detail. Add more things for Jake to do during the rest of the week, before he leaves. Then complete the sentence:
By the day before his trip Jake _____

You won't be able to see Richard if you are planning to arrive in 5 days. By the time you get here he _____
_____ (on the plane/ fly to New York)
- Have volunteers answer the questions. Elicit more options 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 30, 31. Call on volunteers to say what the conversation is about in this lesson, and which expressions they remember.
- Have students say what they remember from this section and make notes in the chart.
- Write AN OUT-OF-THIS-WORLD VACATION 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 space tourism?
Would you have chosen space tourism as a travel option? Why? Why not?
- 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 know/remember about the changes in the world by the year 2050. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 34 and 35 and make notes as before.
- Direct students to the 11 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 place chosen? Why? Why not?
Where did they find information? Where did they find photos?
Did they enjoy preparing and making the presentation?
Would they change anything if they had the chance to do it again? What?
Was there room for originality and creativity? Why? Why not?
- 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.

You should tell students to carry out the Self Reflection outside of class.
Deal with 3b More! in class.

Unit Goals

Language Review

Reading

Is Anybody Out There?

Language Plus

Idioms with *world*

Writing

Write an essay about the history of a common device or technology and how it will change in the future

1 Language Review

A

- This exercise reviews the use of *other*, *others*, and *another*, which was presented in Unit 1. Refer students to the grammar chart on page 4 to review as necessary.
- As a quick review, write the following conversation on the board for students to complete.

A: *It's too cold to go swimming today. Do you have ____ idea?* (another)

B: *Everyone is waiting for us. You don't want to go outside but the ____ do.* (others)

A: *Well, what ____ things can you do outside when it's cold?* (other)

Ask two students to read the conversation aloud.

- Have students work individually to complete the exercise sentences. Then have students compare their answers with a partner.
- Check answers as a class by calling on students to read the completed sentences aloud.

Answers

- another
- Other
- another
- Another
- other
- others
- Others
- Another

B

- This exercise reviews the use of *used to*, *be used to*, and *would* for repeated actions in the past, which was presented in Unit 2. Refer students back to the grammar charts on page 16 to review as necessary.
- Remind students that *used to* is used to talk about an activity that was done habitually in the past. *Would* can also be used to talk about past habitual actions. *Be used to* is used to talk about something that has become familiar or habitual.
- Have a student read aloud the directions and the example sentence.
- Do the first sentence with the class as an additional example. Point out that since this sentence describes a past habitual action, either *would* or *used to* can be used in the new sentence.
- Have students work individually to rewrite the sentences, and then compare answers with a partner.
- To check answers as a class, call on volunteers to write their sentences on the board.

Answers

Answers will vary. Sample answers:

- When he lived in Riyadh, he often drove by Faisaliah Tower. / When he lived in Riyadh, he often used to drive by Faisaliah Tower.
- He was used to having her in the house.
- I used to study at this coffee shop when I was in college. / This coffee shop is where I would study when I was in college.
- He is much more materialistic now than he used to be when he was a teenager.
- The cough was so persistent, after a while she was used to it.
- When I was younger, I would exercise rigorously. / When I was younger, I used to exercise rigorously.
- I am not used to shopping in chain stores.
- When he was a child, he and his dad would build circuit boards together. / When he was a child, he and his dad used to build circuit boards together.

C

- This exercise reviews the future perfect, which was presented in Unit 3 on page 28. It can also serve as a review of the emphatic *do*, which was presented in Unit 1 on page 4. Through students' discussion, it can also serve as a review of the future perfect progressive and the future with dependent time clauses, which were also presented in Unit 3 on page 28.
- Have a student read aloud the directions. Then have different students read aloud each of the questions.
- Have students work in groups of three or four to discuss and answer the questions. Assign one person in each group the role of English teacher to make sure that students are using the future perfect in their discussion. Assign another student in each group the role of reporter.
- Call on the reporters of each group to report on some of their answers.

Answers

Answers will vary. Sample answers:

1. I do think scientists will have found a cure for cancer.
2. I do think space travel will have become commonplace.
3. I do not think that the world will have become more peaceful.
4. I do think that we will have started using something other than gas to run our cars.
5. I do think that global warming will have slowed down.
6. I do not think that engineers will have developed a computer capable of thought.
7. I do not think that scientists will have contacted life on other planets.

D

- This exercise reviews the grammar points presented in Units 2 and 3. Refer students to the charts on pages 16 and 26 for reference as necessary.
- Ask a volunteer to read aloud the directions. Call on other volunteers to read aloud the captions beneath each picture.
- Have students work in pairs to write sentences, describing Asma and her life ten years ago, and Asma and her life ten years from now. Have them write at least two sentences for each of the grammar points listed.
- When pairs have finished writing their sentences, have them join another pair to compare their sentences.

- Walk around and monitor students as they work, offering assistance with vocabulary and grammar as necessary.
- To check answers as a class, call out each of the prompts from the captions. Elicit sentences about each prompt. For example, say: Marital Status. Elicit: *Ten years ago, Asma used to be alone. In ten years, Asma will have gotten married.*

Answers



Answers will vary. Sample answers:

- Ten years ago, Asma used to eat unhealthy food.
- She was going to be a history professor.
- She would eat while she was studying.
- In ten years, Asma will have gotten married.
- She will have had two children.
- Asma will have become a history professor.
- In ten years, Asma will have been eating healthier foods for a long time.

Workbook

Assign pages 25–27 for review of vocabulary and grammar presented in Units 1–3.

2 Reading

- Have students open their books to pages 40 and 41 and look at the pictures. Discuss the **Before Reading** questions as a class. Ask: **How many people think there is life on other planets? How many don't?** Count up the responses and write them on the board.
- Read the title aloud: **Is Anybody Out There?** Ask: **What do you think this title means?** (The author is questioning whether there is any other intelligent life somewhere in space.)
- Have students close their books. Write on the board: **What does SETI stand for?** (the Search for Extraterrestrial Intelligence) Tell students they will listen for the answer to this question.
-  Play the audio of the article. Elicit the answer to the question on the board.
-  Play the audio again. Have students open their books and read along as they listen.
- Ask a few general questions to check comprehension. For example, ask:
How have scientists been looking for extraterrestrial life? (They have been using radio telescopes to search for signals from alien civilizations.)
Why is the Arecibo telescope important? (It is the largest radio telescope in the world.)
Who uses the Arecibo telescope? (SETI scientists, SETI@home program volunteers)
Have there been any confirmed extraterrestrial signals? (no)

Language Builder

The word *extraterrestrial* is made up of the Latin words *extra* (outside of or beyond) + *terrestris* (the planet Earth). It can be used to describe things from outer space but also can just mean an alien from outer space. The name of the popular science fiction movie about a space alien, *E.T.*, is an abbreviation for the word *extraterrestrial*.

Language Builder

Searching for a needle in a haystack is an idiom used to describe looking for something that is very difficult to find, especially in a large space or among other things.

Culture Notes

TV in the USA

Who wants to be a Millionaire?, *The Simpsons*, and *CSI* are popular TV programs in the U.S.

Who Wants to Be a Millionaire? is a TV quiz show which offers large money prizes for answering correctly multiple-choice questions.

The Simpsons is an animated TV show that has aired since 1989 in the U.S. It is the longest running sitcom and animated show in U.S. history. The most popular characters on the show are Bart Simpson and his father Homer.

CSI: Crime Scene Investigation is an American crime drama TV series. It is about Crime Scene Analysts working for the Las Vegas Police Department. It is said that *CSI* has been recognized as the most popular crime drama.

SETI

SETI refers to any scientific experiments or activities that people do to find life outside of Earth.

The SETI Institute is located in California, USA. It is a private, nonprofit organization, founded in 1984. It employs over 150 scientists, educators, and support staff. Its formal mission is to “explore, understand, and explain the origin, nature, and prevalence of life in the universe.”

After Reading

A

- Ask a student to read aloud the directions. Make sure that students understand they will match up the words in the left column with the words that mean the exact same thing in the right column.
- Have students search the article for the words in the left column and underline them. Tell them to study the context of the word in order to guess its meaning. Then they look for the synonym in the right column.
- Have students compare their answers with a partner. Then check answers as a class by calling on pairs to read aloud the vocabulary word and its synonym.

Answers

1. b
2. d
3. c
4. e
5. f
6. a
7. g

B

- Have students work either individually or in pairs to answer the questions, referring back to the article as necessary.
- Have pairs join another pair to form a small group to compare and discuss their answers.
- Check answers as a class by calling on pairs to read aloud the questions and answer them.

Answers

Answers will vary. Sample answers:

1. The goal is to find other civilizations in the universe.
2. Only a small number of stars in the universe have been monitored for signals.
3. Technology is improving and volunteers add more computing power to the search.
4. We send signals into space through radio and TV waves.
5. SETI@home is a volunteer program in which people allow their computers to analyze data gathered from the Arecibo radio telescope.

Discussion

- Arrange students in groups to discuss and answer the questions.
- Have one person from each group report some of the group's ideas to the class. Discuss any differing opinions with the whole class.



Additional Activity

Write on the board the following quotes. Ask students to discuss and agree or disagree with each.

We have no proof, but if we extrapolate, based on the best information we have available to us, we have to come to the conclusion that...other life probably exists out there and perhaps in many places...

—Neil Armstrong

If, in fact, we are able to find life or to answer the question “Are we alone?” then that certainly is grand enough and noble enough to be the enduring legacy of our civilization.

—NASA, October 1999

Culture Notes

Neil Armstrong

Neil Armstrong was an American astronaut. In 1969, he was the first person to set foot on the moon. His most famous quote is what he said when he took his first step on the moon: “That’s one small step for [a] man, one giant leap for mankind.”

NASA

NASA stands for National Aeronautics and Space Administration. It is the U.S. government agency that is responsible for the space program.

Workbook

Assign pages 28–29 for additional writing practice at word and sentence level.

3 Language Plus

- Focus students' attention on the pictures and the idioms. Call on students to read each idiom aloud. Ask: **What do these idioms have in common?** (They all contain the word *world*.)

- Ask questions about each picture to elicit the meaning of the idiom. For example:

(A) be in another world

Ask: **Where are the two boys?** (They are sitting on Earth.) **Where is the other boy?** (He is sitting on a different planet all alone.) **How does the boy sitting alone look?** (He doesn't seem to notice or mind that he is on a different planet.) **What do you think it means to say someone is in another world?** (The person is not paying attention to what is going on around him or her. The person is daydreaming or involved with his or her own thoughts.)

(B) carry the weight of the world on (one's) shoulders

Ask: **What is the boy doing?** (He is carrying Earth on his shoulders.) **How does he look?** (He looks tired and unhappy.) **When would you say that someone looks like this?** (when someone has a lot of troubles or problems to worry about)

(C) be on top of the world

Ask: **Where is the boy?** (He is on top of the world.) **What is he holding?** (a trophy) **How does he look?** (very happy and proud) **When would you say that someone is on top of the world?** (when someone is happy and proud after winning or succeeding at something important)

(D) be worlds apart

Ask: **Where are the two boys?** (They are standing on different planets.) **How do they look?** (They look angry and are not talking to each other.) **When would you say that two people are worlds apart?** (when they are not in agreement or are thinking or doing very different things)

(E) the world is (one's) oyster

Ask: **What is usually inside an oyster?** (a pearl, which is a valuable gem) **If you have an oyster, are you lucky or unlucky?** (lucky) **If the whole world is inside your oyster, what do you have?** (the whole world and all of its opportunities in your hands) **When would you say that the world is someone's oyster?** (when the person can do or get anything he or she wants, such as the man in the picture who is graduating from school)

(F) Where in the world...?

Ask: **What is the boy doing?** (He is looking for his glasses.) **Where is he looking?** (all over the world) **When would you say Where in the world...?** (when you are looking everywhere for something and have no idea where it could be)

- Have students work individually to complete the sentences with the idioms.
- Have students compare answers with a partner. Then call on pairs to read the completed sentences.

Answers

1. Where in the world
2. was on top of the world
3. are worlds apart
4. carrying the weight of the world on your shoulders
5. is in another world
6. The world is his oyster.

4 Writing

Tools for Writing: Commonly Confused Words

- Call on a student to read the explanation and examples with *fewer* and *less*. Write the following sentences on the board for students to complete:
We've had ___ snow than usual this year. (less)
We've had ___ snow days than usual this year. (fewer)
- Have a student read the explanation and examples with *farther* and *further*. Write the following sentences on the board for students to complete:
I am too tired to walk much ____. (farther)
We are too tired for ____ exercise. (further)
Emphasize that *farther* always refers to physical distance while *further* does not.

Answers

1. less
2. fewer
3. further

Writing Prompt

- Read the Writing Prompt with the class. Point out the note that explains the purpose of an expository essay.
- Focus students' attention on the sample essay at the bottom of the page: *The Past, Present, and Future of the Telephone*. Have a student read it aloud. Explain that this is just the beginning of a sample essay, but point out how it mentions what telephones were like in the past and will probably go on to make predictions about what telephones will be like in the future.
- Brainstorm common devices or technology that students might write about in their essays. Some ideas include the radio, the computer, wireless technology, the microwave, automobiles, and the television.

Developing Your Writing: Prewriting Techniques

- Before students begin to write their essays, have them read the box *Developing Your Writing: Prewriting Techniques*.
- Call on students to explain each of the three prewriting techniques in their own words.
- Tell students to each choose one prewriting technique: freewriting, brainstorming, or questioning. Give them about five minutes to use one of the techniques in preparation for writing their essay.
- Elicit feedback on the prewriting techniques. Ask: ***Was it helpful? Do you have more ideas about what to write in your essay now?***

Write Your Essay

- Read aloud the directions for writing the essay.
- Have students copy down the chart from their books to complete. Students may need time outside of class, in the library or on the Internet, to research their topic. Explain that using this chart will be a helpful way to organize their notes when doing their research.

- Write the grammar points from Units 1, 2, and 3 on the board for reference. Ask students to try to use these points in their writing when appropriate. It is not necessary for students to use all of them.

other, others, and another

emphatic do

used to and be used to

would for repeated action in the past

was going to (future in the past)

future perfect

future perfect progressive

the future with dependent clauses

- Have students work individually to write a draft of their essay. Then they exchange drafts with a partner and comment on each other's essays.
- Finally, students reread and revise their essays, taking into consideration their partner's comments before submitting them for assessment.



Teaching Tip

When students are reading each other's essays, give them guidelines for giving feedback. Suggest that they follow 3 steps:

Step 1: Compliment

Step 2: Make suggestions

Step 3: Offer corrections

First, students should say what they like about the essay. For example, they might comment on how interesting the topic is or how organized the ideas are. Next, they should make suggestions for improving the essay by pointing out areas that are unclear or may need more information. Finally, they should point out any spelling, punctuation, or grammar mistakes that they see. Emphasize to students that the purpose of reading each other's essays is to learn from each other, improve their essay, and improve their own general writing skills.

Workbook

Assign page 30 for additional writing practice above word and sentence level.

Unit Goals

Vocabulary

Film genres
Film terms and words
to describe films
Popular films

Functions

Talk about films
Identify film genres
Agree and disagree
with opinions

Grammar

*Both ... And; Not Only...
But Also; Either... Or;
Neither... Nor*
Independent Clauses
with *And, But, Or, So,*
and *Yet*

Listening

Listen for specific
information in
a TV show

Pronunciation

Linking vowel sounds

Reading

The Formula behind
Detective Stories on TV

Writing

Write an expository essay
about the formula of a
film genre

Warm Up

- Arrange students in small groups to discuss the introductory questions. To ensure that students do not look ahead on pages 44 and 45, write the questions on the board for groups to refer to. Since this topic is likely to be of high interest for students, as long as they are speaking in English, allow them time to finish their discussions.
- Have a student lead a quick follow-up discussion. Have the student read aloud each question and call on a few students for responses.

1 Listen and Discuss

- Have students open their books and look at pages 44 and 45. Ask: **What do you see in the pictures?** (a snapshot from an animation film, a TV remote control, two boys watching TV and one of them using the remote control) **What do these objects all have in common?** (They represent either a film or watching a film.)
- Tell students that they will play a game to guess film titles. Ask them to cover and not look at the answers that are on page 45.

- Have students scan the reading texts to guess the titles of the films. Make sure the students are guessing the titles in English. Make sure sure that they don't have more than one minute for the task.
- Elicit guesses on the film titles without confirming them.
- ▶ Play the complete audio for each movie card. Have students listen and read along in their books.
- Stop the audio after each movie card and ask: **Now do you know what film this is?** Elicit additional guesses as appropriate.
- When students have listened to the complete audio, allow them to look at the answers on page 45. Ask: **Which films did you guess correctly?**
- As an additional activity, discuss the various film genres mentioned on these pages. Draw a four-column chart on the board with the headings **drama**, **comedy**, **action-adventure**, and **animation**. Ask for defining characteristics for each genre. For example:
Dramas are serious movies that portray realistic characters, situations, and settings.
Comedies are designed to make people laugh. They often include animated characters or regular people in funny situations.
Action-adventure movies are usually exciting. They involve searches for lost treasures or undiscovered objects, usually in exotic locations.
Animation films have characters or situations that could never happen in real life. They are often family-oriented films with imaginative stories that involve journeys, helping friends, settings in fantastic worlds.
- Elicit movie titles in English that fit into each category and write them on the board.
- Brainstorm other movie genres and elicit a brief description of each. Possible answers include: action, biography, children's, crime/mystery, disaster, documentary, espionage/spy, family, horror, western, sci-fi (or science fiction), and war.

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Quick Check

A

- Have a student read aloud the directions.
- Give students time to find and underline each of the words in the box on the movie cards. Tell them to read the sentences containing the underlined words carefully and try to guess the meaning of the words from context.
- Have students work individually to complete the sentences with the words from the box. Point out to them that the italicized words are movie titles.
- To check answers as a class, call on students to read aloud their completed sentences.

Answers

1. animated
2. prestigious
3. idiosyncratic
4. untimely
5. capture
6. prominent
7. abrupt
8. delusion

B

- Have students work with a partner to ask and answer the questions about the movies on pages 44 and 45.
- Check answers by calling on pairs to read aloud and answer each question.

Answers

Answers will vary. Sample answers:

1. Animated, science fiction, fantasy films
2. War films, Sci-fi films
3. Adventure, documentary films
4. Documentaries, biographical, drama, epic films.

2 Pair Work

- Have students read the directions with a partner. Tell them to create two movie cards like the ones on these pages. Each card should contain a description of the movie.

Workbook

Assign page 31 for practice with the vocabulary of the unit.



Teaching Tip

Keep students interested in lessons by varying your teaching methods. Surprise students with different activities, such as role plays, debates, brainstorming, discussions, demonstrations, audiovisual presentations, guest speakers, and group work.



Additional Activity

Ask students to complete a word family chart for each vocabulary word from exercise **A**. The completed charts may look like the following:

Noun	Verb	Adjective	Adverb
abruptness	X	abrupt	abruptly
animation	animate	animated / animate	animatedly
delusion	X	delusive	delusively
capture	capture	X	X
X	X	untimely	untimely
prestige	X	prestigious	prestigiously
idiosyncrasy	X	idiosyncratic	idiosyncratically



Popcorn and films go hand-in-hand. Popcorn has been eaten for thousands of years. It used to be popped by throwing it on sizzling hot stones over a raging campfire. As it popped, it would shoot off in various directions. It was a game to catch and eat it.

3 Grammar

Both...And, Not Only...But Also, Either...Or, Neither...Nor

- Read the explanation and examples with students.
- Direct students to exercises **A** and **B** to practice paired conjunctions.

Independent Clauses with And, But, Or, So, and Yet

- Read the explanation and examples with students.
- Write the following sentences on the board. Ask: **Which is incorrect?**
It is raining hard. There is a lot of lightning. (correct)
It is raining hard there is a lot of lightning. (incorrect)
- Write the following sentences on the board. Ask students to complete each sentence with the correct conjunction.
It is raining hard, ____ there is a lot of lightning. (and)
He didn't want to walk in the rain, ____ he took a taxi. (so)
He doesn't live far away, ____ he always drives. (yet, but)
We could go to a restaurant, ____ we could stay home and watch TV. (or)
I don't like documentaries, ____ I will see it if he asks me. (but)
- Direct students to exercise **C** for practice.

Language Builder

Although many teachers object to students beginning sentences with a conjunction, such as *and*, *but*, *so*, or *yet*, it is not grammatically incorrect to do so. As a matter of fact, it can sometimes help connect ideas effectively. However, here are three things to keep in mind:

- Make sure that the conjunction is followed by a main clause.
- Don't use a comma after the coordinating conjunction.
- Don't begin *every* sentence in a paragraph or essay with a conjunction. It is more effective if this technique is used sparingly.

A

- Have a student read the directions aloud.
- Have students work individually to complete each sentence. Then have them compare answers with a partner. Remind students that their sentences should contain the same paired conjunctions but the ideas can be different.
- To check answers as a class, call on multiple students to give their complete sentence for each.

Answers

Answers will vary. Sample answers:

1. nor pizza
2. and expensive
3. but also football
4. or Chinese food
5. nor listen to the radio
6. but also saved the victim
7. or tea
8. nor emailed us
9. and a fever
10. or stay at the job you have

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B

- Ask a volunteer to read aloud the directions and the example. Tell students to choose which paired conjunction makes the most sense to use for each.
- Have students work individually to rewrite the sentences, and then compare answers with a partner.
- Call on students to read aloud their sentences. Ask other students to give variations as appropriate.

Answers

Answers will vary. Sample answers:

1. Both the Statue of Liberty and the Empire State Building are in New York.
2. She not only broke her leg, but she also dislocated her shoulder.
3. Neither *Bill James* nor *Charlie Bower* succeeded in climbing mount Everest.
4. I'll either call you or email you later.
5. We're neither angry nor disappointed.
6. Both ice and vapor are states of water.

C

- Have a volunteer read aloud the directions and example.
- Have students work individually to first match the independent clauses, and then rewrite them.
- To check answers as a class, call on volunteers to write their sentences on the board.

Answers

Answers will vary. Sample answers:

2. f I told them I'd come over for dinner, but I'm really not feeling well.
3. e He's a vegetarian, so he's not going to eat any beef burgers.
4. a She's lied to her more than once, but she continues to consider her a friend.
5. b One of their children lives in Japan, and the other lives in Argentina.
6. d He's very comfortable in the U.S., but he continues to miss his home in Brazil.

D

- Have a student read aloud the directions and the names of the animals.
- Arrange students in pairs to write sentences. Give them a minimum amount of sentences to write.
- Call on pairs to share their sentences.

Answers

Answers will vary.

Workbook

Assign pages 32–34 for more practice with the grammar of the unit.



Teaching Tip

Discuss with students the importance of being able to realize and correct their own mistakes. This is an important skill.



Additional Activity

Use exercise **D** to play a guessing game. Have students work in groups to write clues about the characters. For example: *This character loses her shoe.* (Cinderella) Then each group takes a turn reading a clue aloud for the other groups to guess.

4 Conversation

- Ask students to look at just the photo. Ask: **What is happening?** (Adel and Fahd are watching something exciting, probably a sports game)
- Write the following question on the board: **What are they watching?** Tell students to listen for the answer to this question with the conversation still covered.
- ▶ Play the audio. Have students listen for the answer to the question on the board. (They are watching a basketball game.)
- ▶ Play the audio again and have students listen and follow along in their books.

Real Talk

- Model the words and phrases for students to repeat. Point out that these are informal expressions normally used in casual conversation, not in formal situations.
- Ask who says each word or expression and why. Elicit answers, such as the following:
 - just** (Fahd says this, to stress the word *awful*. The basketball game was *just awful*.)
 - hard to swallow** (Fahd says this, meaning that he couldn't believe how ridiculous cowhide uniforms were.)
 - a dime a dozen** (Fahd says this, meaning that the Bulls must believe that animal's lives don't have any value.)
 - doze off** (Fahd says this, meaning he was falling asleep while watching the game.)
- Have students practice the expressions with a partner. Write the following questions on the board and have students discuss them.
 - Have you ever watched something on TV and found it hard to swallow? Explain.**
 - What kinds of TV programs, or people's actions are a dime a dozen? Give examples.**
 - Have you ever dozed off while watching a game because you were not interested in it? Explain.**
- Have students practice the conversation in pairs, switching roles.

About the Conversation

- Have students work individually or in pairs to answer the questions.
- Check answers as a class by calling on volunteers to read their answers aloud.

Answers

Answers will vary. Sample answers:




1. He thought it was exciting.
2. He thought the Bull's key player didn't play well and Bull's cowhide tops were ridiculous.

Your Turn

- Ask a volunteer to read the directions aloud.
- Have students read the expressions for *Agreeing* and *Disagreeing* in the box.
- Ask students to find and underline any of these expressions in the Conversation. (*Agreeing*: You're right about *that*. / I couldn't agree more. *Disagreeing*: You *must* be joking. / I don't agree at all. / I'm not sure it was that original.)
- Have students work in pairs to create their role play. Brainstorm together a few situations in which they might disagree; for example, about a book, a restaurant, a mutual friend, weekend plans, etc. Tell them to be sure to use some of the expressions from the box, as well as a Real Talk expression.
- Monitor students as they practice, making sure that they are not writing their role plays, but speaking them. If students finish early, have them switch roles to give each the chance to practice both agreeing and disagreeing.
- Have one or two pairs act out their conversation for the class.

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5 Listening

- Tell students to read the questions in the chart so they know what information to listen for.
-  Play the audio. Tell students to listen but not to write at this time.
-  Play the audio again. Have students write their answers in the chart.
-  Play the audio again for students to check their answers. Pause the recording as necessary to confirm.

Answers

Design 1	Design 2	Design 3	Final Design
stylish	aesthetically superb	nothing good	what they needed
functional problems	staff isolated in cubicles	not modern enough	
doesn't meet needs	superb style but not functional	neither stylish nor functional/ disappointing	satisfying

Audioscript

Interviewer: This is Special Places for Special People – your morning show on home and work design. As you can see, we have just walked into the fabulous newly designed interior of an old building in the center of town. The building has been cleared out to form large open-plan offices, as well as comfortable glassed-in private offices along the front. We are being met by Mr. Douglas, the CEO of Streamline Airlines. This is the Streamline Headquarters and a lot of money, time, and effort have gone into renovating the building and redesigning the interior.

Interviewer: Good morning, Mr. Douglas.

Mr. Douglas: Hello and welcome to our new offices.

Interviewer: Thank you. So this is it. How do you feel about the space and the way it has been designed?



Mr. Douglas: I am satisfied with the design. It certainly lives up to our expectations aesthetically, and it complements the style of the building and the location. Actually, the initial design was not quite what we needed, and different parts of the building were not optimally utilized. There are so many things one has to take into consideration: functional issues, such as the number of employees, meeting rooms, facilities for self-catering, mail, insulation, electronic equipment, storage, and a lot more. Naturally, all these other aspects need to be catered to while making the most of the space and lighting, and managing to develop a distinct, yet pleasing, style that will contribute to a positive atmosphere. It was really frustrating to have to compromise the style of the design in order to meet functional needs at times. We had to reject the second design which was superb from an aesthetic viewpoint and quite minimalist, because it required staff to squeeze into tiny cubicles along the

back, out of the way. Then the third design, a modified version of the second one, was really disappointing because it was neither stylish nor fully functional. Finally, the team of architects and decorators that had taken on the project decided to go back to the drawing board and came up with three wonderful options. Naturally, they were presented to the board and we chose this one. It's a long, arduous process but in the end it all comes together.

Interviewer: So this was your choice, I take it, including that glass cylinder in the middle of each floor that I suppose goes up to the roof. And I can see plants that are suspended and plants placed in niches all the way to the top. Whose idea was that?

Mr. Douglas: Oh, well, that was our staff. We invited them to contribute to our new premises in a way that would signal our green policies and this is what they came up with. The final choice regarding the design was made by the whole board. I do like it and I think it is quite efficient in practice. My only complaint about it is that it is not modern enough.

6 Pronunciation

-  Play the audio while students listen and read along in their books.
-  Play the audio again. Students listen and repeat, or speak along with the recording.

7 Vocabulary Building

A

- Have students work individually to match the words with the definitions.

Answers

- | | | | | |
|------|------|------|------|------|
| 1. f | 3. i | 5. c | 7. a | 9. g |
| 2. d | 4. b | 6. e | 8. h | |

B

- Have students compare answers with a partner.



Teaching Tip


Encourage students to listen to authentic English radio programs. Suggest they begin by listening for short periods of time and gradually build up to listening for longer periods as their comprehension increases.

Workbook

Assign page 35 for additional reading practice.

8 Reading

- With students' books closed, write on the board: **Detective stories**. Do the **Before Reading** activity as a class: Brainstorm a list of elements in a detective story. Elicit such information as film titles, various fictional detectives and detective novels. Write notes on the board of students' ideas. (For background information about various detectives, see the Culture Note on this page.)

 Play the audio. Ask students to listen with their books closed.

- Ask: **Were any of your ideas on the board mentioned in the reading? Which ones?**
- Draw students' attention to the photos. Ask: **Who are these people?** (They are Sherlock Holmes and Dr. Watson.)

READING STRATEGY Active reading

- Tell students that when they are reading for information, it is helpful to highlight, underline, and jot down notes on the text as they read. This will emphasize the most important information in their minds, helping them to recall it later.
- Tell students to read the text silently, practicing active reading. Have them highlight or underline the parts of the text that they think are important as they read.
- Arrange students in groups of three to compare their marked-up texts. Have them notice what types of information each group member highlighted or underlined. Did they choose the same pieces of information? Have them ask and answer questions about why they thought certain pieces of information were important but others weren't.
- For additional vocabulary practice, have students look at the Vocabulary Building exercise on page 49. Have them search the text for all of the words in the left column and underline them.
- Tell students to study the meaning of the words in the context of the sentences.
- Call on a volunteer to explain in his or her own words each vocabulary word in the context of the reading. Sample answers may include the following:
Detective stories are popular because we like mystery and intrigue.
another element is that we always try to predict and solve the case.
A good detective story always needs a hero.

The villains identity is sometimes a mystery and sometimes introduced to the TV audience.

The detective uses intellectual reasoning, and technological devices to solve the mystery.

There are scenes of action and danger when the detective confronts the villain.

sometimes, the detective is captured and he has to use his skills to escape.

Culture Note

Famous detectives

Inspector Morse was a very popular television series of 33 episodes in the 80's, created by Colin Dexter. John Thaw was the lead character. He works in Oxford, England, as a criminal investigation officer, who likes playing crossword puzzles. Morse is known by his last name and when they ask his first name he says "Inspector". He deals with criminals in his own manner and has a very heated temperament.

Hercule Poirot is an amateur detective, created by Agatha Christie, has been featured in 34 novels and several other short stories. Mr. Poirot is a Belgian retired police officer who likes traveling, is very intelligent, has an eye for finding out details and solves all cases. He is charming and also arrogant and usually calls himself the greatest mind in England. Some of the most famous novels are: *Murder on the Orient Express*, *Evil under the Sun*, *Death on the Nile*, *The Mystery of the Bagdad Chest*, *The incredible Theft*.

Perry Mason is a defense attorney created by Earl Stanley Gardner. Earl has written over 80 novels and became one of the best-selling authors. Perry Mason also got a positive reception through the TV series being a successful lawyer. He accepts cases mainly based upon his curiosity regarding the client's problem. He was acknowledged as a better detective not only by his clients but also by police detectives.

Sherlock Holmes was created by Sir Arthur Conan Doyle, who wrote about 60 stories. Holmes was famous for his powers of observation, which he used to solve complex problems, crimes and mysteries. He is always assisted by his friend Dr. Watson. He lives at 221b Baker Street in London. Holmes is so popular that a lot of people believe that he is a real historical figure. Some of the most famous novels are: *The Hound of the Baskervilles*, *A Study in Scarlet*, *The Sign of Four*, *The Valley of Fear*.

4 The World of TV

After Reading

- Have students work individually to answer *true* or *false* for each statement, referring back to the text as necessary. Have them rewrite the false sentences to be true.
- Have students compare answers with a partner, discussing any they have answered differently and evaluating which answer is correct.
- Check answers as a class by calling on volunteers to read the statements and give their answers.

Answers

1. false (They are popular both on TV and in literature)
2. true
3. true
4. false (There are different types of heroes)
5. false (It's hard to imagine that it will be altered)

9 Speaking

- Arrange students in small groups to discuss the questions. Assign one student the role of reporter.
- Monitor students' discussions to make sure that everyone is taking part. Have students copy the chart in the notebook and write their ideas.
- Ask a volunteer to lead the follow-up class discussion. The volunteer should call on the reporters to share the most interesting parts of their discussions and then ask other students for any individual questions, opinions, or responses.

Workbook

Assign pages 36-37 for additional writing practice above word and sentence level.

Teaching Tip

Devote sufficient classroom time to fully explain the steps in the writing process and brainstorm possible topics as a class. This will help students feel more confident about writing their essays and decrease anxiety.

Additional Activity

Create concept maps. Working individually, have students draw a concept map like the one on this page. Say a concept, for example: **Movies**. Students write this in the center circle and then quickly write down all of the words that come to mind in the surrounding circles. Give them only about a minute. Repeat this procedure with several concepts. Have students compare their maps with a partner and discuss the similarities and differences in their maps.

Project: Movies, Movies

In groups, have students choose one English-language movie to watch. (You might prepare a list of readily available, appropriate, non-subtitled movies ahead of time for students to choose from.) As a group, they watch the movie and write down 10 questions about it. Groups compile their questions into a quiz to give to another group. Then the groups watch the other movie and try to answer the questions.

10 Writing

A

- Direct students' attention to the picture. Discuss what they see. Elicit answers to questions. For example:
Where can you see scenes like this one?
What can you see in the background? Can you tell where it is?
Who do you think the men are? What do you think is about to happen?
- Have students read the questions 1 and 2.
- Elicit the names or kinds of films they prefer. Ask them to work in pairs and reflect on what they would say to a friend in order to convince him/her that this type of film is worth watching, so they can watch a film together.
- Have students answer 2 individually then compare with a partner. Tell students to move around the classroom and find someone who dislikes the same type of films.
- Read the directions for 3 with the class. Have students work in pairs discussing the question. Call on volunteers to present their answers for the class.
- Read the directions for 4 with the class. Have students work in pairs discussing the questions. Call on volunteers to present their answers for the class.
- Play the audio and have students listen and follow in the text. Give them a few minutes to compare their predictions with the actual information in the text.
- Have students present their answers for the class. Hold a class discussion on all the points raised in task 4.

Answers for 4:

- Categories of films based on theme, setting, plots/ stories, characters, and other specific features such as special effects, computer enhancement, animation, etc.
There are major genres and subgenres.
- It is not always easy to classify films as they often combine elements of different genres.
- No there aren't because film genres evolve according to appeal. For example action films with superhuman heroes used to be popular over a decade ago. They're not so popular any longer.
- Call on a student to read the directions for 5. Then have students read the text and highlight words which provide information on the distinguishing characteristics of different genres. Tell them to compare with a partner.

Answers for 5:

- action: martial arts, superhuman heroes
- adventure: tropical setting (unusual setting),
- comedy: Toy Story (also animated)
- drama: serious, realistic life situations, character development, interaction, melodramas, biographies, biopics
- animation: Toy Story(cartoon, design)
- epics: costume dramas, historical dramas, war dramas, extravagant settings, lavish costumes, spectacular version of biopic film
- biopics: The Last Emperor (a film based on a true story)
- detective: criminal action, mystery, suspense
- horror: frighten audiences, combined with science fiction, earth invaded by alien monster
- war: horror and destruction of war, documentary excerpts, paired with other genres
- western: oldest genres, recognizable plots, elements and characters, horses, dusty towns, Indians and cowboys, good and bad guys, sheriff and deputies, common formula, modified, revisited
- science fiction: earth invaded by alien monster, visionary, futuristic technology, extraordinary creatures, outer space, ET
- Call on pairs to report for the class. Hold a class discussion on different film genres.

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B

- Organize students in groups and have them read the directions for 1. Elicit examples of formulas for different genres. For example, a martial arts specialist who takes on a number of “bad” people for a good cause.
- Have students study the diagram, discuss the formula of the genre they have chosen and fill out the diagram with features/parts of the formula. Encourage groups to be creative and add their own ideas.
- Ask them to think about a film and visualize scenes as they discuss and make notes. Encourage them to work together so they can all contribute their ideas and what they remember.
- Have students use their notes to present an overview of the formula in class.
- Call on a student to read directions for 3 in class.
- Direct students to the Writing Corner. Elicit what they know about different types of essay. Elicit what they think the features of an expository essay are.
- Read through the guidelines in the Writing Corner with the class, discuss and elicit examples.
- Point out that students will have to research and collect information about the film/genre that they have chosen to focus on, including quotes.
- If there is access to the internet you can ask students to download a script and use it as a source of information. Tell them that they can also search for reviews and/or comments on the film if they want.
- Have students add to their notes in the diagram.
- Direct students to the model text on the page. Point out that they can use it as an example for their introductory paragraph.
- Remind students to look back at the text on page 52 for ideas and ways to organize their information and write their essay.
- Ask students to discuss and plan their essay in groups or pairs. Then write the first draft of their essay. Ask them to help each other as they write.
- Have students exchange and comment on/edit their first drafts.
- Give students time to rewrite their essays taking into consideration their classmates’ suggestions and comments.
- Encourage students to re-read their essays/proof-read and make more corrections before they finalize them.
- Post the essays on the board or the wall for the class to read later and make comments on post-its.



Additional Activity

Organize students in groups. Ask them to brainstorm on film titles and genres. Have them write each film title on a slip of paper, fold it and throw it in a bag. Shake the bag with all the folded slips that you have collected from different groups. Ask a student to take the bag around to each group for one of the students to pick out a slip and open it. The group have to name the genre of the film.



Teaching Tip

Have students think, make notes and plan their writing. Explain that it is important to focus on the content of a piece of writing and think about the people who are going to read it.

Homework

Assign page 38 for additional writing practice above word and sentence level.

11 Project

- Organize students in groups. Tell them that they are going to design and produce a storyboard. Explain that a storyboard is necessary for any production that involves actors, actions and script (what the actors/people are expected to say).
- Read directions 1 with the class. Direct them to the example in the second half of the page. Ask groups to assign the sketching of each scene to the artistically talented members of their team.
- Call on a student to read the directions for 2 aloud and discuss it in class.
- Allow time for groups to discuss and make notes. Call on individual students from each group to report in class.
- Have students read the directions for 3. Allow time for them to discuss and decide on the events that they are going to include in the documentary and how they are going to present them.
- Direct students to the chart and ask them to use it in order to make brief notes or copy it on a sheet of paper with more writing space.
- Read the directions for task 4 with the class.
- Have students assign roles and tasks to members of their group. Explain that they have to think of every single detail. Use questions like these to help them:
Where will each person stand in the picture?
What will they be looking at?
What will they be wearing?
Who else is going to be in the scene? Is he/she going to enter the frame/scene halfway through or from the beginning?
Which lines will the narrator and/or the person/people involved deliver? What kinds of emotions are involved?
What kind of props are going to be used?
What will the background be?
What is the setting? What is the set going to look like?
- Let groups organize themselves and work on their storyboards. Encourage the narrators and individuals (actors) to rehearse their lines. When they are ready allow each group to take turns rehearsing for their group. The rest of the groups watch and make suggestions for improvement.
- Have more trial runs if necessary and then have students act out each picture as the storyboard for the documentary is presented.

- Evaluate the presentation of each storyboard. Use the following criteria:
Action (interesting, boring, fairly interesting, interesting, amazing etc.)
Script (clever, too long, too short, natural, artificial, too predictable, etc.)
People (realistic, interesting, strong, representative, original etc.)
Acting (very good, good, average, needs improvement)
Direction (very good, clever, creative, original, uninspiring, etc.)
Setting (minimal but realistic, could be improved, inventive, original)
Picture (good frames, focused, brilliant, not focused enough, unclear, does not present actions realistically, presents actions realistically)
- Put storyboards up on the walls or the board for the whole class to read after they have been presented and evaluate.



Additional Activity

Have students share tasks and actions. Have them film real life incidents and/or use photographs (or download from the Internet). Narrate, edit and where appropriate act out the documentary and film it.

Teaching Tip

When assigning roles and tasks, students sometimes get impatient and do not assign tasks to the right people. If there are quieter and less confident students in your class find out what their strengths are, for example, drawing, photography and assign tasks accordingly. Assign artistic tasks to creative but quieter students.

You should tell students to prepare the Project presentation outside of class.
Deal with 4a More! in class.

4 The World of TV

12 Self Reflection



- Brainstorm The World of TV. 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 44 and 45. 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:
Do you like any of the films that are presented as examples? Which? Why? Why not?
Which is your favorite TV film? Describe it briefly. Has it been successful? Why? Why not?
What's the title of the film that is based on the life story of prominent mathematician John Nash? Which film is a documentary of Bruce Lee's life?
 - Give students time to make notes about likes and dislikes and easy or difficult items in the section.
 - Before directing students to pages 46, 47, ask them to form some sentences. For example:
Combine these sentences into one.
I am not sure what kind of film Toy story is; it is not a war film; it is not a biography
My brother attended the meeting and I attended the meeting.
My father doesn't want to drive to the desert. My brother doesn't want to drive to the desert.
John Nash is very intelligent. He is also a highly respected mathematician.
- Answers:**
- Toy Story is neither a war film nor a biography.
 - Both my brother and I attended the meeting.
 - Neither my father nor my brother want to drive to the desert.
 - John Nash is not only very intelligent but also a highly respected mathematician.
 - 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 48, 49. Call on volunteers to say what the conversation is about in this lesson and which expressions they remember.

- 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:
What does the viewer know about the hero of detective stories?
Is predictability appealing in detective films?
Which are the main qualities of the hero?
Which are the qualities of the stereotypical villain?
- Ask students what they remember from the discussion on TV films and documentaries.
- 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 know/remember about film genres.
- Have students scan pages 52 and 53 and make notes as before.
- Direct students to 11 Project page and hold a discussion about what they found more or less useful and more or less interesting. Discuss what they did. List some aspects 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.
- 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.

You should tell students to carry out the Self Reflection outside of class.
Deal with 4b More! in class.

Unit Goals

- Vocabulary**
 The advertising industry
 Advertisement techniques
 Persuasive language
- Listening**
 Listen for specific details in a lecture about advertising techniques
- Functions**
 Evaluate and discuss the influence of advertising
 Create an advertisement for a product
 Advise someone against something
- Pronunciation**
 To before consonants and vowels
- Reading**
 Ads Everywhere:
 Do You “Buy” It?
- Writing**
 Write a persuasive essay for or against advertising in schools
- Grammar**
 Adverb Clauses
 • *because, because of, since, and now that*
 • *(in order) to and so (that)*
 • *if, even if, in case, only if, and unless*
 • *where, wherever, and everywhere*

Warm Up

- With students’ books closed, write the title of the unit on the board: **Do You Really Need It?** Ask: **What do you think the unit will be about?** Elicit guesses, but do not deny or confirm them.
- Ask students to open their books to pages 56 and 57 and scan the pictures. Ask: **Now what do you think the unit will be about?** (advertising and consumer products) Say: **When you want to buy something, do you ever ask yourself Do I really need this?** Ask: **What is the purpose of advertisements?** (to make people buy things)

1 Listen and Discuss

- Arrange students in small groups to discuss the introductory questions. Assign one student in each group the role of reporter.

- Call on a student volunteer to lead the follow-up class discussion. Have the volunteer stand at the front of the class and call on the reporters to tell about the most interesting parts of their group’s discussion and give examples of memorable or effective advertisements.
- Ask students to close their books or cover the pages.
 - Play the audio. Have students listen with their books closed.
- Stop the recording after each advertisement and ask a few comprehension questions to make sure that students understood the main ideas. Ask questions, such as the following:
 - (The BMX–3000 Sports Car)
What kind of car is this? (a fast, beautiful sports car)
What will happen if you drive this car? (Everyone will watch and admire you.)
 - (Floral Essence Shampoo)
What will happen if you use this shampoo? (your hair will be shiny and strong)
What have studies shown? (makes your hair twice as strong, protects your hair against wind and sun)
 - (Dynex Laundry Detergent)
Why is this detergent better than others? (It contains more cleaning power.)
What can this detergent do? (get out the worst stains)
 - (Crystal Spring Water)
How is Crystal Spring Water different? (It is all-natural with no additives.)
Where does it come from? (a Swiss mountain spring)
What else is special about it? (It is good for the environment.)
 - (Planet Mercury Sneakers)
If you wear these sneakers, what will you be able to do? (run faster, jump higher, and perform better)
Who wears these sneakers? (an NBA star)
- Play the audio again. Have students listen and read along.

Culture Note

NBA

NBA stands for National Basketball Association. It is a league made up of professional basketball teams from the United States and one from Canada.

5 Do You Really Need It?

Quick Check

A

- Call on a volunteer to read aloud the directions and the list of vocabulary words in the left column.
- Have students find and underline each word in the advertisements. Tell them to study the context of the word in the advertisement to help them guess the meaning.
- Have students work individually to match the words with their definitions.
- Check answers by having students read aloud the words and the definitions.

Answers

- | | |
|------|------|
| 1. d | 5. a |
| 2. g | 6. b |
| 3. f | 7. e |
| 4. c | |

B

- Have students work with a partner to ask and answer the questions.
- Check answers by having pairs read aloud a question and the answer. Elicit multiple responses for question 5 since answers will vary.

Answers

Answers will vary. Sample answers:

1. BMX–3000 Sports Car
2. Planet Mercury Sneakers
3. Dynex Laundry Detergent and Crystal Spring Water
4. Planet Mercury Sneakers
5. I think the ad for the BMX–3000 Sports Car is the best because it makes me want to buy one.

2 Pair Work

- Have a student read aloud the directions.
- Arrange students in pairs.
- As a class, brainstorm products for which students might create advertisements. Ideas include: an item of clothing, a video game or system, a beauty or personal hygiene product, or an item of sports equipment.
- Ask pairs to create a poster to present to the class. The poster should contain a paragraph of text, similar to the advertisements on pages 56 and 57, and a picture or illustration of the product.

- Have pairs present their posters to the class. Have the class vote on the best advertising campaign. Ask: **Which product would you buy?**

Workbook

Assign page 39 for practice with the vocabulary of the unit.



Teaching Tip

Give students tips for creating and giving effective presentations. For example:

- Stand up, look around the room, and make eye contact with all of your classmates.
- Speak loudly and clearly.
- Be sure your poster is large enough for everyone to see and is interesting and attractive.
- Be excited about your presentation and information! If you think that your presentation is exciting, your classmates will too.



Additional Activity

Ask: **Do advertisements always tell the truth?** Elicit opinions. Direct students' attention back to the advertisements on pages 56 and 57. Say: **Find one claim made in each advertisement that may not be true.** Have students work with a partner to find and underline the claims. Then have them explain why they think each may not be true. Possible answers include:

Wherever you go, people will watch and admire you and your BMX–3000.

Floral Essence contains 28 vitamins and minerals, so your hair will shine with health.

If Dynex won't work, nothing will!

With Planet Mercury's revolutionary new patented sneaker technology, you can run faster, jump higher, and perform better.

Drink Crystal Spring Water because it's good for your body and good for the environment.



- In most television commercials advertising milk, white paint is used in place of the milk.
- In most advertisements, the time displayed on a watch or clock is 10:10.

3 Grammar

Adverb Clauses

- Call on a student to read aloud the explanation.
- Write each example sentence on the board and ask students to label the parts. For example, write:
Because the shoes were on sale, I bought two pairs.
Ask: ***Which is the independent clause?*** (I bought two pairs.) ***How do you know?*** (It is a complete sentence.) ***Which is the dependent clause?*** (because the shoes were on sale) ***How do you know?*** (It is not a complete sentence.) Say: ***This dependent clause is an adverb clause. How do you know this?*** (It begins with the adverb *because*.)
- Repeat this procedure with the second example sentence, making sure that students can correctly identify the independent clause, the adverb clause, and the adverb.
- Explain that adverb clauses give specific information. Write the title ***Adverbs*** on the board. Then draw a 4-column chart underneath it with the headings ***Reasons, Purpose, Conditions, and Place***. Ask students to copy this chart down in their notebooks.

Because, Because of, Since, and Now That

- Have a student read aloud the explanation. Look at the example sentences as a class. Write the adverbs ***because, because of, since, and now that*** on the board in the ***Reasons*** column. Ask students to do the same in their notebooks.
- Elicit additional sentences from students that contain adverb clauses beginning with these words.

(In Order) To and So (That)

- Have a student read aloud the explanation. Look at the example sentences as a class. Write the adverbs ***(in order) to*** and ***so (that)*** on the board in the ***Purpose*** column. Ask students to do the same in their notebooks.
- Elicit additional sentences from students that contain adverb clauses beginning with these words.

If, Even If, In Case, Only If, and Unless

- Have a student read aloud the explanation. Look at the example sentences as a class.
- Write the adverbs ***if, even if, in case, only if, and unless*** on the board in the ***Conditions*** column. Ask students to do the same in their notebooks.
- Elicit additional sentences from students that contain adverb clauses beginning with these words.

Where, Wherever, and Everywhere

- Have a student read aloud the explanation. Look at the example sentences as a class. Write the adverbs ***where, wherever, and everywhere*** on the board in the ***Place*** column. Ask students to do the same in their notebooks.
- Elicit additional sentences from students that contain adverb clauses beginning with these words.

A

- Ask a volunteer to read aloud the directions and the example.
- Tell students to first match the independent clauses and adverb clauses. Then they rewrite the complete sentences. Point out that both columns contain each type of clause.
- Have students work individually to match and rewrite the sentences.
- Check answers by having students write their sentences on the board. Check for correct punctuation.

Answers

- c They patented their new formula so that no one else could use it.
- d She can't use that brand of makeup because she's allergic to it.
- f Even if you are in perfect health, you should have an annual checkup.
- e I shop where I can get the best prices.
- b I'll come to the picnic tomorrow only if I finish my paper tonight.
- a Since I started exercising, I feel so much more energetic.

5 Do You Really Need It?

B

- Ask a volunteer to read aloud the directions.
- Have students read aloud each adverb in the box and say what type of adverb it is (*reason, condition, purpose, or place*). They can refer to the grammar box on page 58 or the chart in their notebooks.
- Have students work individually to complete the sentences.
- Check answers by calling on students to read their completed sentences aloud. Since more than one answer is possible for 1 and 6, call on multiple students to elicit all of the possibilities.

Answers

Answers will vary. Sample answers:

- | | |
|---------------------|-------------------------------|
| 1. Even if / Unless | 4. because of |
| 2. so that | 5. Wherever |
| 3. in order to | 6. Because / Since / Now that |

C

- Ask a volunteer to read aloud the directions. Look at the example sentence together. Point out to students that they must choose only one of the adverbs in parentheses to use for each sentence.
- Remind students to use correct punctuation in their combined sentences. Review that a comma follows the adverb clause if it comes before the independent clause.
- Have students work individually to combine the sentences. Then have them compare sentences with a partner.
- Check answers as a class by having students write their combined sentences on the board. Check for correct punctuation.

Answers

Answers will vary. Sample answers:

1. Since we have no idea how to get there, we're going to use a map.
2. Now that a new leader has been elected, things are starting to change.
3. Even if you get the flu shot, you can still get the flu.
4. She takes her electronic dictionary with her wherever she goes.
5. If you want to go to a top university, you must have excellent grades.
6. I'd be happy to keep you company unless you want to be alone.
7. The game was cancelled because of the rain.
8. Keep in touch so that I know how you are doing.

D

- Ask a volunteer to read aloud the directions.
- Have students work individually to complete the sentences and then compare them with a partner.
- Call on multiple students to say their completed sentence for each.

Answers

Answers will vary. Sample answers:

1. I will read more books now that I have more time.
2. Global warming will continue unless people begin taking better care of the planet.
3. If I found my best friend's journal, I would not read it.
4. Take a phone with you in case you need help.
5. Wherever you go these days, people are talking on the phone.
6. Unless you have a passport, you will not be allowed to cross the border.

E

- Ask a volunteer to read aloud the directions.
- Have students work in pairs to write their advertising script for toothpaste. Ask them to use at least three adverbs from the box.
- Call on several pairs to role-play their commercial.

Workbook

Assign pages 40–42 for practice with the grammar of the unit.



Teaching Tip

When presenting grammar, assess students' comprehension and mastery of a point and tailor the presentation as you go. Some grammar points will require more examples and explanation than others.



Additional Activity

Create a chain story using adverb clauses. Begin the story, and then go around the room, asking each student to add another line. For example: **Now that** *I am old enough, I will apply for a driver's license.* **Since** *I don't have a car, I will have to buy one.* **In order to** *buy a car, I will have to save some money, etc.* Continue until all students have added to the story.



TV advertisements are considered the most effective type because advertisers can target specific groups of people who watch certain programs.

4 Conversation

- Ask students to look at the photo without reading the conversation. Ask: **What are all these bags?** (shopping)
- Write on the board: **Where are the women?** Ask students to listen to the conversation for the answer to this question.
- ▶ Play the audio. Have students listen with their books closed, or the conversation covered.
- Elicit responses to the question on the board. (They are shopping, probably at a mall or department store.)
- ▶ Play the audio again. Have students listen and read along in their books.

Real Talk

- Model the words and phrases for students to repeat. Explain that these are informal words and phrases that would not be used in writing or formal conversation.
- Ask who says each word or expression and why. Elicit answers, such as the following:

broke (Amal says this first, meaning that she has absolutely no money left to spend.)

blow (Farah says this, meaning that she thinks Amal is wasting her money on clothes that she doesn't need.)

max out (Amal says this, meaning that it wouldn't be smart to spend the maximum amount of money possible on her credit card.) Point out that you can max out other things, such as your cell phone minutes, texting limits, computer memory, music storage, etc.

beat it (Amal says this, meaning they should leave the mall quickly before she buys something else.) This phrase is usually used to mean leave quickly before something bad happens.
- Have students practice the words and expressions with a partner. Write the following prompts on the board for them to discuss:

When is the last time you were broke?

What kinds of things do you blow money on?

What is something that you often max out?

Tell about a situation when you had to beat it.
- Have students practice the conversation in pairs, switching roles.

Language Builder

The word *max* in the phrase *max out* is short for *maximum*. A related expression is *to the max*, meaning *to the maximum point*. For example:

Some athletes push their body to the max by exercising and practicing continuously.

Another expression is *maxed out*, meaning *exhausted* or *incapable of doing more*. For example:

I am maxed out after working so hard all week.

She is maxed out from trying to help too many people at once.

About the Conversation

- Discuss the questions as a class. Ask students to read aloud the questions and call on other students to answer. Don't confirm or deny answers yourself. Rather, ask other students: **Do you agree?**

Answers




1. They are at the mall or in a department store. Amal has bought a lot of different things.
2. Farah tells Amal not to buy anything else because she has already bought a lot of clothes.
3. Amal decides not to buy the red sweater since she doesn't want to max out her credit card.

Your Turn

- Call on a student to read aloud the directions.
- Focus students' attention on the phrases in the box. Explain that these are phrases that people often use when they are politely trying to stop someone from doing something. Model the phrases for students to repeat, using correct intonation and disapproval in your voice.
- Have students work in pairs to role-play their conversation, using phrases from the box.
- Have a few pairs act out their conversations for the class.

5 Do You Really Need It?

5 Listening

- Read the directions aloud and ask students to study the chart.
-  Play the audio. Tell students to first just listen for the names of the products listed in the chart.
-  Play the audio again. Tell students to write the advertising techniques.
-  Play the audio again to check answers. Pause the recording as necessary.

Answers

	Advertising Technique
1. Sparkle Bright toothpaste	Endorsement
2. Dew Top cola	Bandwagon Technique
3. Indigo jeans	Anti-Bandwagon Technique
4. Caremark cards	Emotional Appeal
5. Safe Home alarm systems	Emotional Appeal

Audioscript

Good morning and welcome to the class Advertising 101. You are here today because you want to learn the secrets behind how advertisers sell to consumers. As you become more familiar with the techniques advertisers use to sell their products, you will notice that these same approaches pop up again and again, selling everything from toothpaste to tires and life insurance to laundry detergent. Let's take a look at some of these techniques.

Endorsements are one of the most popular types of advertising techniques. This technique shows a famous person promoting the product. Because viewers admire and want to be like the person, they may want to use the product. Here is an example: *I'm famous for my smile. But I owe that smile to Sparkle Bright toothpaste.*

Another popular advertising technique is called the Bandwagon Technique. *To jump on the bandwagon* is an idiom that means to join something simply because it is fashionable. So when advertisements use this technique, they try to make viewers believe that they will be part of the popular crowd if they use the product. Listen to an example: *More and more people are switching to the refreshment of Dew Top cola. Don't you want to be one of them?*



The Anti-Bandwagon Technique takes the opposite approach. It encourages consumers to feel that if they buy a certain product, they will show their individuality and be recognized as someone special. *When you're ready to break away from the pack, there's Indigo jeans. Think for yourself. Indigo jeans.*

Emotional appeal is a technique in which the advertiser tries to get the viewer to respond to the commercial with some kind of strong emotion. The advertiser wants the consumer to associate the product with the emotion. Listen to two examples of emotional appeal:

Even though my mama and I live miles apart, she is always in my heart. That's why I'm sending her a Caremark card. Because when you send Caremark, you send love.

Imagine if your home was burglarized in the middle of the night. What would you do? How would you keep your family safe? Luckily, with Safe Home alarm systems, you never have to worry about the safety of your family and your home.

6 Pronunciation

-  Play the audio for the explanation. Have students listen and read along.
-  Play the audio for the sentences. Have students listen and repeat, or speak along with the recording.

7 Vocabulary Building

A

- Have students work individually to match the words with the definitions.

Answers

1. e 2. f 3. b 4. a 5. c 6. d

B

- Have students compare answers with a partner.

Workbook

Assign page 43 for additional reading practice.



Teaching Tip

Encourage students to listen to English broadcasts that they find interesting outside of class. If they are interested in the topic they will try harder to understand it, and it will feel less like work.



Additional Activity

Arrange students in small groups. Assign each group one of the advertising techniques discussed in the Listening. Have groups find examples of print or media advertisements that use that technique. Have them present their findings to the class.




The most effective Internet advertisements have flash animation, motion, or video. They are difficult to ignore!

8 Reading

- With books closed, discuss the **Before Reading** activity and question as a class. Brainstorm all of the places students see ads and write them on the board. Have students guess at how many ads they see a day. Do not confirm or deny answers at this point.
- Have a student read aloud the title: **Ads Everywhere: Do You “Buy” It?** Ask: **Why is Buy in quotation marks?** Elicit or explain that buy has two meanings in this title. The first meaning is to *purchase something*. The second, more idiomatic meaning is to *accept, believe, or support something*. Ask: **What are the two meanings of the title?** (*Do you buy products that you see advertisements for? and Do you accept the practice of being exposed to advertisements everywhere?*)
- Direct students’ attention to the photos. Ask: **Do you recognize these cities?** Elicit or explain that the first photo shows Riyadh and the second photo shows Jeddah. Ask Do you see many advertisements in these cities? What do they advertise? Have a brief class discussion.

READING STRATEGY Previewing

- Explain to students that previewing a text before they read it will prepare them to understand it better. Previewing gives the reader an idea of what the text will be about and the reader can think about what he or she already knows about this topic.
- Ask students to read the first sentence in the first paragraph, covering the rest of the paragraph. Ask: **What do you think you will learn in this paragraph?** (about the amount of advertisements people see in a day)
- Ask students to read aloud the first sentence in the second paragraph, covering the rest of that paragraph. Ask: **What do you think this paragraph will tell you?** (how advertisements reach people today)
- Continue previewing the text in this manner, having students read the first sentence of each paragraph and eliciting what they think they will learn in that paragraph.
- As a wrap-up to the preview, call on a volunteer to summarize what the entire text will be about. After reading the complete text, students are likely to be surprised at how much information they learned just by reading the first sentence of each paragraph.

-  Play the audio of the text. Have students listen and read along in their books.

- For additional vocabulary practice, refer students back to the Vocabulary Building exercise on page 61. Ask students to search the text for all of the words in the left column and underline them. Ask them to study the context of the words to help them better understand the meaning.
- Call on volunteers to explain in their own words how the vocabulary words are used in the text. Sample answers include:
 Advertisements are designed to catch the attention of *consumers* and make them want to buy or use products.
 The amount of advertisements that people are *exposed* to every day and throughout their lives is unbelievable.
 Companies include their *logos* every place possible for consumers to notice.
 Using people’s bodies to advertise products is an example of *outlandish* advertising.
 Some people are hired to *spontaneously* discuss products with people that they know to promote the product without the other person knowing.
Unconventional places that we see advertisements include bathrooms and elevators.

Culture Notes

eBay

eBay is an online auction and shopping site. It is owned by the American Internet company eBay, Inc. In addition to its U.S. website, eBay has more than thirty localized websites in different countries around the world. Using this site, anybody can buy and sell merchandise. A slogan of the website is *Whatever it is, you can get it on eBay*.

Shibuya

Shibuya is one of 23 wards or districts in Tokyo, Japan. It is known as a fashion center popular with young people.

Times Square

Times Square is an intersection in the heart of New York City. It is recognizable for its many advertisements.

5 Do You Really Need It?

After Reading

- Have students work individually to write answers to these questions.
- Encourage students to use their own words in their answers. One way to do this is for students to reread the part of the text that answers the question, and then close their books to write the answer.
- To check answers as a class, ask a different student to read aloud each question and call on a classmate to answer it.

Answers

Answers will vary. Sample answers:

1. The average person is exposed to between 400 and 600 advertisements each day.
2. TV commercials, newspaper ads, and magazine ads are traditional advertising approaches.
3. Selling advertising space on one's body is a strange development in advertising.
4. Buzz marketing is considered the sneakiest form of advertising.

9 Speaking

- Have students in pairs to prepare the task.
- Have students copy the chart in the notebook and write their ideas.
- Then form groups of four by putting two pairs together.
- Have the pairs explain to each other their ideas.
- Open up the group discussions to a class discussion.
- Ask groups to share their answers with the class.

Workbook

Assign pages 44-45 for additional writing practice above word and sentence level.



Teaching Tip

During class discussions, make sure that one or two students, or you yourself, don't dominate the discussion. If necessary, ask quieter students to lead the discussion by asking the questions and calling on classmates to respond.



Project: Advertise Events

Brainstorm a list of events in your community or at your school that need advertising. These could include clubs, sports events, or events in the community, such as a local art show or bazaar. Assign each group an event to advertise. Have groups create advertisements for the event and, if possible, hang them around the school. Encourage groups to be creative.



The Gerber baby food company made a mistake when selling their baby food in Africa. They used the same packaging as in the U.S., a picture of an adorable baby. They later learned that companies in Africa often put pictures on the label of what's inside in case the consumers aren't able to read the label.

10 Writing

A

- Write handwriting on the board and ask the students how they feel about it.
- Read questions 1 and 2 and hold a discussion in class.
- Organize students into groups and ask them to discuss question 2 in greater detail. Call on a student from each group to report the group decisions.
- Ask students to read the title and answer it. Divide the class into two groups, one that thinks handwriting is obsolete and one that disagrees. Give groups a few minutes to prepare their arguments and then hold a class debate.
- Organize students into pairs. Have them read the questions for task 3 and try to predict as many of the answers as they can and make notes. Call on pairs to suggest possible answers in class.
- Divide the class into four groups A, B, C, D. Ask each group to read part of the text. Group A reads paragraphs 1 and 2
Group B reads paragraphs 3 and the first 5 lines of paragraph 4 (in the first column)
Group C reads the last 9 lines of paragraph 4 and paragraph 5
Group D reads paragraphs 7 and 8.
Set a time limit of 2 minutes for each group to read its section silently and answer the questions that they can answer.
- Call on each group to report their answers.
Group A first two questions
Group B third and fourth questions
Group C fourth and fifth question
Group D last question and comments.
As each group reports, ask the class to listen and make notes.
- Play the audio and have students listen and follow in their texts. Ask them to check their notes as they do so. Give them some time to discuss the notes on all the answers in their groups and then check in class.
- Hold a brief class discussion on the last point/question. Allow students to express their opinion.

Answers:

- Handwriting involves forming letters with a writing implement. Cursive writing requires formal training and initial literacy stages require children to learn how to manipulate a writing implement and develop their eye-hand coordination.
- Some people are not keen on handwriting because they prefer

word-processing.

- Specialists can analyze a person's handwriting to determine character traits, gender, personality, emotional state or to authenticate documents.
- It's popular because it is fast and efficient and facilitates editing as people can make changes, add or correct parts of a text without having to write the whole thing. In addition, a computer can be used to check spelling through spell-check.
- There are computer based tests and pen and paper tests. Computer based tests do not require writing by hand within a set time limit, whereas pen and paper tests do.
- The writer is in favor of technological advances that allow us to do things efficiently but he is also keen to preserve the skill of writing by hand without the help of a device; as a means of self-sufficiency and independence which is not reliant on machines.
- Have students read directions for 4 and answer the questions individually then compare with a partner.
- Call on volunteers to report their answers for the class.

Answers:

Thesis statements

Paragraph 1: Handwriting involves...implement.

Paragraph 2: As learners get older, ... to write

Paragraph 3: Handwriting has ... feature.

Paragraph 4: On the other hand, ... we write.

Paragraph 5: Some ... computer-based;

Paragraph 6: Overall, there ... reliant on it.

Paragraph 7: In view of ...standpoint...

Subsequent information, details and arguments in each paragraph are used as supporting statements.

An alternative way of analyzing the text would also make it possible to consider the first half of the last paragraph as the main thesis statement with the rest of the paragraphs serving to support it.

- Read the directions for 5 with the class. Ask the students to work in pairs comparing this text and an expository essay. Direct them to Unit 4 Writing Corner to help them remember the features of an expository essay.
- Elicit ideas from different pairs and write them on the board.

Possible answers:

Expository essay: objective statements, thesis and information that has been researched and evidenced/ comments and examples made by others/ quotes, exchanges and arguments from different sources

Persuasive essay/this text: a thesis statement and a title that will attract readers/ exploit controversy/ avoid controversy/ consider different views/ use of questions/ objections to your arguments or viewpoints and ways to overcome them/ focus on getting your reader to agree with you.

5 Do You Really Need It?

B

- Tell students that they will write a persuasive essay about advertising in schools.
- Read the directions for tasks 1 and 2 with the class. Organize students in groups and have them decide what the advantages and disadvantages are about advertising in schools.
- Have them draw an organizer in their notebooks like this:

Advertising in schools	Advantages	Disadvantages

- Give groups time to decide according to their notes whether they are in favor or against advertising in schools.
- Call on a student to read directions for task 3 aloud.
- Direct students to the Writing corner. Call on different students to read each point. Explain, discuss and provide or elicit examples about the different points raised.
- Explain point one: a catchy or intriguing title that draws the readers' attention is important. Point to the title in writing text, for example: Is handwriting obsolete? Direct students to the title of the model text.
- Elicit/ provide examples of texts from advertising to illustrate how students can draw their readers' attention
- Explain that the writer needs to take into consideration different views and refer to them without offending anyone.
- It is also essential to make the reader agree with the writer.
- Address direct questions to the reader to create proximity. Some of the questions are asked and answered in a way that makes the reader feel that the writer knows or can read what is in his/her head.
- Focus on the opposite view and think about questions or arguments that people might ask to object. Address the objections with counterarguments, facts and examples.
- Marketing is suggested as reference because it will give you ideas about how to "sell" your opinion/ position.

- Have students read the model text. Tell them that they can choose to continue from where it stops or write their own beginning.
- Ask students to write a first draft. Encourage them to help each other.
- Circulate and monitor as students work.
- Have students exchange their first drafts, read and edit them. Encourage students to make suggestions in order to help each other improve their essays.
- Give students time to rewrite their essays.
- Call on volunteers to read their essays in class. Have the rest of the class exchange and read as many essays as possible. Ask them to choose the ones they like best to include in a class portfolio.



Additional Activity

Divide the class into two groups depending on their position on advertising in schools. Have them collate and edit all their arguments and produce a group essay that presents and argues their viewpoint.

Homework

Assign page 46 for additional writing practice above word and sentence level.

11 Project

- Organize students in groups and have them brainstorm on popular advertisements
- Read directions for task 1 with the class. Have students work in groups discussing different advertisements that they see or hear every day. Circulate and encourage groups to think of different types of advertisements.
- Call on a student to read the directions for 2. Give groups a couple of minutes to choose an advertisement that they think is beneficial and helpful to people.
- Call on a student from each group to present the group's decision and discuss in class.
- Have students read the directions for task 3 silently. Ask them to use the picture on the page as an example and identify the product, the target group, the slogan, the image and the message that the advertisement is trying to get across.
- Ask students to study the chart and use it to make notes about the advertisement that they have chosen.
- Read directions for task 4. Discuss where students can find information.
Remind them to use the Internet, look up magazines and talk to people to find out what they notice most and what they remember from advertisements that they have seen or read.
- Read the directions for task 5 with the class and elicit information about storyboards, scripts, visuals, billboards, magazine advertisements and slogans. Give groups time to discuss, make decisions and design the new advertisement.. Remind them to assign tasks to different group members and to make sure there is at least one person making notes.
- Have students work in groups and discuss the information they have. Remind them to 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.
- Have groups plan and design their advertisement. Encourage them to add their own ideas. 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. Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.

- If there isn't internet access, tell students that they will have to do some of the work for the advertisement in class and some after class.
In-class tasks: assign research and design tasks, assign responsibilities, share the work among members of the group
Discuss and draft essay, plan posters, collect and organize available information.
Out-of-class tasks: Research the Internet for information on successful slogans.
- Explain to students that after they have collected all the information and designed their advertisement, they will spend some time in class coordinating before they present it in the next or the following lesson.
- Read directions for task 6 with the class. Divide the class into advertising teams and clients and have the advertising teams present the new advertisements to the clients in a convincing manner.
- Include the successful advertisements in a class portfolio.

**You should tell students to prepare the Project presentation outside of class.
Deal with 5a More! in class.**

5 Do You Really Need It?

12 Self Reflection



- Write 'Do You Really Need It?' 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 unit title with. Elicit answers from volunteers.
- Have students scan pages 56 and 57. 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:
Read the slogans and quotes and say which products are being advertised.
It's the clear choice.
"I wouldn't wear anything else on the court."
Put an end to dull, lifeless hair ...
Set yourself apart from the crowd with a _____ as modern and as sophisticated as you are.
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 58, 59, ask them some questions. For example:
Complete these sentences:
They decided to go back home since _____

There was a lot of traffic because of _____

Many companies give customers free samples in order _____

People remember him wherever _____

Have volunteers answer. Elicit more examples 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 60, 61. Call on volunteers to say what the conversation is about and which are their favorite expressions.
- Have students say what they remember from this section and make notes in the chart.
- Write ADS EVERYWHERE: Do you "Buy" It? on the board and brainstorm on language and information that students remember. Call on volunteers to list as many

words as they can on the board. Encourage the rest of the class to make suggestions.

- Have a class discussion about advertisements and how they affect our lives.
- 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 handwriting. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 64 and 65 and make notes as before.
- Direct students to the 11 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 their advertisement?
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.

You should tell students to carry out the Self Reflection outside of class.
Deal with 5b More! in class.

12 Self Reflection








Things that I liked about Unit 5:	Things that I didn't like very much:
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
evaluate and discuss the influence of advertising			
create an advertisement for a product			
advise someone against something			
use adverb clauses			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
<hr/>	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar on page 58 again • ask your teacher for help
<hr/>	
<hr/>	

Unit Goals




- | | |
|---|--|
| <p> Vocabulary
Gender words
Scientific research and studies
Comparative words</p> | <p> Listening
Listen for specific details in a discussion about new and experienced drivers</p> |
| <p> Functions
Talk about gender differences and similarities
Discuss stereotypes
Ask for and give directions</p> | <p> Pronunciation
Rising and falling intonation on tag questions</p> |
| <p> Grammar
Verbs + Infinitives or Gerunds with Different Meanings
Passive Forms of Infinitives and Gerunds
Auxiliary Verbs after <i>But</i> and <i>And</i></p> | <p> Reading
Do Men and Women Speak the Same Language?</p> <p> Writing
Write an essay about the communication approaches of a man and a woman</p> |

Warm Up

- With books closed, write the title of the unit on the board: **The Gender Divide**. Define the word *gender* if necessary (male or female). Ask: **What do you think this unit will be about?** (differences between men and women)
- Arrange students in small groups to discuss the introductory questions. Write the questions on the board for students to refer to. Tell them to focus on the emotional or mental differences between men and women rather than the physical.
- Have a brief class discussion about the questions, allowing groups to share and respond to each other's opinions.

1 Listen and Discuss

With books still closed, tell students that they will listen to the recording and take a quiz. Tell them to listen to each statement and answer *true* or *false*. Explain that their answers should reflect their opinions.

-  Play the audio of just the quiz section of the recording. Have students listen and answer *true* or *false*.
-  Play the audio of the quiz section again for students to confirm their answers.
- Have students open their books and look at pages 68 and 69. Tell them to reread the quiz section to confirm their understanding of the questions.
- Tell students they can check their answers on page 69.
-  Play the remainder of the audio. Have students listen and read along with the explanation of each *true/false* statement.
- Briefly discuss students' reactions to the results of the gender studies. Ask: **Are you surprised by any of these findings? Which findings surprised you? Which findings were you already sure of?**
- Refer back to the Warm Up discussion. Ask: **Did you discuss any of these gender differences and similarities in your earlier discussion? Do you feel differently about gender stereotypes now?**
- For additional vocabulary practice and to enhance comprehension, give students time to reread the text on pages 68 and 69. Ask them to underline any words that they do not understand.
- Have students work with a partner to compare their underlined words. Have them study the context of each word carefully and try to help each other understand the meaning. Ask them not to use a dictionary.
- Working as a class, ask students to come to the board and write any words that they are still not sure about. Try to elicit the meaning of each word from other students before giving the definition yourself or allowing students to look it up in a dictionary.

6 The Gender Divide

Quick Check

A

- Have students look at the words in the box and then find them in the quiz.
- Have students work individually to complete the sentences, and then compare answers with a partner.
- Check answers by calling on students to read aloud the completed sentences.

Answers

1. stereotype
2. restless
3. repetitive
4. anxiety
5. intensity
6. capacity
7. temperament
8. tedious
9. gender

B

- Have students work with a partner to ask and answer the questions, referring back to the quiz as necessary.
- Check answers by calling on pairs to read aloud each question and answer it.

Answers

Answers will vary. Sample answers:

1. Women tend to speak more in informal settings.
2. Women's brains produce less of a chemical that controls anxiety than men's brains do.
3. Women tend to lie to avoid hurting another's feelings. Men tend to lie to make themselves look more impressive.
4. It is possible that women are better at keeping their thoughts and imaginations active.
5. Women have a longer life expectancy than men. In the U.S., the life expectancy for women is 79, but for men it is 72.

2 Pair Work

- Call on a volunteer to read aloud the directions.
- Have students work in pairs to think of another gender stereotype. Have pairs write whether they think the stereotype is true or false and give an explanation to support their opinion.
- Ask students to research their stereotype outside of class to confirm their answers. Tell students to try to find real scientific studies done on the stereotype, either in the library or on the Internet. If they are not able to find any, tell partners to conduct their own research.
- Have pairs present their findings to the class.

Workbook

Assign page 47 for practice with the vocabulary of the unit.



Teaching Tip

Gender issues can be a touchy subject for some students, provoking emotional responses. Be sure to keep the discussion objective and not personal in order to avoid upsetting any students. Remind students to respect each other's opinions.



Additional Activity

Write the following English saying on the board:

Boys will be boys.

(This saying is often used to humorously excuse the behavior of both boys and adult men.)

Discuss the meaning of it. Elicit sayings about men and women from the students' native language. Have students translate them into English and write them on the board.

3 Grammar

Verbs + Infinitives or Gerunds with Different Meanings

- Read the explanation and examples with the class. For each set of examples, ask students to explain in their own words how the meaning changes in the sentence, by changing the gerund to the infinitive. For example:
He always remembers to send flowers on their anniversary. (He sends flowers every year on their anniversary.)
He remembers sending flowers last year. (He sent flowers last year.)
She sometimes forgets to call. (She sometimes doesn't call.)
She sometimes forgets calling. (She sometimes doesn't remember that she called.)
I regret to tell you that I have a secret. (I'm sorry that I have to tell you that I have a secret.)
I regret telling you my secret. (I'm sorry I told you my secret.)
We stopped to watch the sunset. (We stopped what we were doing to watch the sunset.)
We stopped watching the sunset. (We finished watching the sunset.)
I tried to reach her, but she's not home. (I attempted to get in touch with her.)
I tried reaching her by email. (I attempted to get in touch with her by email.)
- Direct students to exercises **A** and **B** for practice.

Passive Forms of Infinitives and Gerunds

- Call on students to read aloud the explanations and examples.
- Ask: ***When would you choose to use passive forms of infinitives and gerunds like in these examples?*** (to emphasize that the subject of the sentence is being acted upon) Explain that these forms are also useful when making general statements.
- Direct students to exercise **C** for practice.

Auxiliary Verbs after *But* and *And*

- Read the explanation and examples with the class.
- Elicit or remind students about auxiliary words. The most common are *do*, *have*, and *be*.
- Point out that only statements with *and* are followed by *too* or *either*. Statements with *but* do not use *too* or *either*.
- Direct students to exercises **D** and **E** for practice.

A

- Ask a volunteer to read aloud the directions. As an example, write the following sentence on the board:
They stopped (to get / getting) directions at the gas station before they got on the highway.

- Then write on the board and have a student read aloud the sentence, using both the gerund and infinitive forms:

1) They stopped to get directions at the gas station before they got on the highway.

2) They stopped getting directions at the gas station before they got on the highway.

Ask: ***Which sentence is grammatically correct?***

(They are both correct.) Elicit the difference in meaning in the sentences. (In the first sentence, they did get directions before getting on the highway. In the second sentence, they no longer continued their past practice of getting directions before getting on the highway.) Ask: ***Which sentence makes more sense?*** (the first sentence, using the infinitive)

- Have students work individually to choose the correct form in each sentence. Then have them compare answers with a partner.
- To check answers call on students to read aloud their sentences.

Answers

- | | |
|------------|--------------|
| 1. to shut | 4. scoring |
| 2. playing | 5. to email |
| 3. sending | 6. to inform |

Language Builder

The following verbs can be followed by either a gerund or infinitive and retain the same meaning:

begin	continue	love
can't bear	hate	prefer
can't stand	like	start

6 The Gender Divide

B

- Have a student read aloud the directions and example.
- Elicit additional answers to the example question.
For example: *I have stopped drinking so much coffee.*
- Have students ask and answer the questions in pairs.
- To check answers as a class, call on multiple students to answer each question.

Answers

Answers will vary. Sample answers:

1. I remember going to the park every Sunday.
2. I forgot to go to my doctor's appointment.
3. I tried to bake a cake, but it didn't turn out very good.
4. I will never forget visiting China.
5. I try to remember to take a vitamin every day.
6. I regret not buying some shoes I really liked.

C

- Ask a volunteer to read aloud the directions and example.
- Have students work individually to rewrite the sentences, and then compare with a partner.
- To check answers, call on students to write their sentences on the board.

Answers

Answers will vary. Sample answers:

1. The trash needs to be taken out.
2. He expects to be promoted soon.
3. I remember being read to as a child.
4. He waited to be invited to sit down.
5. The car needs to be repaired.
6. Many celebrities enjoy having their picture taken.

D

- Read aloud the directions and example sentence. Have a student reread the example, inserting the names of classmates.
- Do this activity orally as a class. Call on volunteers to read aloud the sentences, inserting classmates' names.

Answers

Answers will vary. Sample answers:

1. John lives close to school, but Kurt doesn't.
2. Louis was in school yesterday, but George wasn't.
3. John is wearing blue today, but Mike isn't.
4. Natalie never comes to class late, and Melanie doesn't either.

E

- Have a student read aloud the directions and example sentence. Call on other students to read aloud the information about Faris and Abdullah.
- Arrange students in pairs to write additional sentences. Have them write at least five.
- Call on a pair to read their sentences aloud. Ask additional pairs to read aloud only sentences that have not yet been given.

Answers

Answers will vary. Sample answers:

1. Faris likes Indian food, and Abdullah does too.
2. Faris doesn't like coffee, and Abdullah doesn't either.
3. Faris likes comedy shows, but Abdullah doesn't.
4. Abdullah likes video games, but Faris doesn't.
5. Abdullah doesn't like the beach, but Faris does.

Workbook

Assign pages 48–50 for practice with the grammar of the unit.



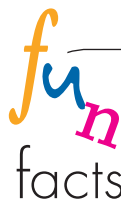
Teaching Tip

From time to time, during the last two minutes of class, ask students to write down what they learned and what they are still unsure of. Collect and use these notes as a warm up for the next class.



Additional Activity


Bring in photos of famous people. Arrange students in groups. Give each group two pictures and have them write as many sentences as they can in two minutes, using auxiliaries after *but* and *and*. Then groups exchange photos and do it again. See which group wrote the most correct sentences.




Statistically, there are more men in the labor force, but there are more women who have a college degree.

4 Conversation

- Draw students' attention to the picture. Ask: **What do you see?** (a driver using a GPS for finding directions) **How many of you use a GPS device for finding directions?** (See the Culture Note.)

 Ask students to close their books. Play the audio for students to just listen.

- Ask several students to tell you just one thing that they understood from the conversation. Make a few notes on the board about their answers.

 Play the audio again. Have students listen and read along in their books.

- If students ask, explain that *Town Hall* refers to the chief administrative or government building in a town. This is where the office of the mayor or town council is found.

Real Talk

- Model the Real Talk expressions in the conversation. Read aloud the whole sentence with appropriate intonation for students to repeat.
- Discuss the meaning of the words and phrases in the context of the conversation. For example, ask: **When Fahd says You can say that again, how does he feel?** (He is a bit annoyed.) Explain that people often say this when someone has just pointed out something very obvious. Say a few obvious statements to elicit the phrase from students. For example: (Ahmed) **I know you study hard. You look very tired.** Elicit from Ahmed: **You can say that again.**
- Ask: **What do you know like the back of your hand?** Elicit answers from several students. Point out that this phrase often refers to places or locations. For example: **I know this town/street/neighborhood/hospital/school like the back of my hand.**
- Explain that the word *over* when used to give directions is not a necessary part of the sentence. It only serves to emphasize the direction.
- Say: **Fahd says We would have been driving in circles for ages. How long do you think they actually would have driven in circles?** Elicit that it likely wouldn't be more than an hour or so. Fahd is exaggerating. This phrase can refer to any length of time but is often used to exaggerate the period. As an additional example, say: **I haven't been to the mall for ages. It has been at least three weeks.** Ask: **What is something you haven't done for ages?** Elicit various responses.

- Say: **When Faisal says Don't make a big deal about it, how does he feel?** (He is annoyed and doesn't want to talk about it anymore.) As an additional example, say: **I don't like it when people make a big deal about my birthday.** Ask: **What don't you like others to make a big deal about?** Elicit various responses.
- Have students practice the conversation in pairs, switching roles.

About the Conversation

- Discuss the questions with the class. Have students ask classmates the questions and elicit answers.

Answers

1. Fahd wants to stop and ask for directions, but Faisal doesn't.
2. They were looking for the wrong street name.
3. Fahd is glad that they stopped, but Faisal isn't.

Your Turn

- Ask a student to read the directions aloud.
- Focus students' attention on the phrases in the box. Provide a model of the phrases as necessary. For example, tell students how to get to a nearby location using the phrases for *Giving Directions*.
- Have students work in pairs to role-play their conversations. Tell them that if they are uncomfortable giving directions to their home, to choose another place in town. They may choose to be walking or driving to the location.
- Ask one or two pairs to act out their conversations for the class. You might also have each pair act out their conversation for another pair.



Culture Note

GPS

GPS stands for Global Positioning System. This is a space-based global navigation satellite system. The system provides positioning, navigation, and timing services to users all over the world. GPS navigation devices are any that receive GPS signals. They can be installed in phones, cars, or handheld devices to help people figure out where they are and where they want to go.

6 The Gender Divide

5 Listening

- Have a student read aloud the directions.
- Ask students to read the statements and make predictions about the answers.
-  Play the audio twice. The first time students just listen. The second time they mark the sentences *true* or *false*.
-  Play the audio again for students to check their answers. Pause as necessary to discuss answers. For false sentences, ask students to give the correct information.

Answers

1. false (Ken Larder is the host of the show.)
2. false (The book is new.)
3. true
4. true
5. false (Younger drivers normally have faster reflexes.)
6. true
7. true

Audioscript

Ken: Good morning and welcome to *A.M. Chat*. I'm your host, Ken Larder, and today we're talking with Kevin Shields, the author of *Young and Mature Drivers: Driving Each Other Crazy*, a fascinating new book about the sometimes incompatible differences between young and older drivers. Kevin, good morning, and welcome to the show.

Kevin: Thanks, Ken. Glad to be here.

Ken: Kevin, I want to begin by asking you about one of the major issues the book focuses on: The difference between younger and older drivers' approach to danger while driving. Can you tell us a little bit about this?

Kevin: Yes, I'd be happy to. It's long been suspected that men of different generations have different ways of reacting to obstacles and potential dangers. Research has indicated that these differences are probably real. They reveal that experienced drivers tend to have a better sense of the parameters involved in each situation and react intuitively.

Ken: So, this means that experienced drivers have better reflexes, doesn't it?

Kevin: Certainly not. Experienced drivers simply have encountered similar obstacles or dangers before and have developed a number of strategies. Intuition, as we all know, often has to do with accumulated knowledge and a range of experiences. Younger drivers normally have faster reflexes, but they need to process all the information on the spot and make a decision that they have probably not had to make before. So, it is a more conscious process in their case that sometimes increases stress or fear, depending on the individual.

Ken: So then it seems neither group has a total advantage in such cases, do they?

Kevin: Well, the strategies experienced drivers use does give them an advantage when having to regain control of the car or dealing with spillage that makes the road slippery or driving on ice.

Ken: I remember hearing that experienced drivers usually have lower car insurance premiums than new drivers. That's true, isn't it?

Kevin: Yes, it is, provided that the experienced driver has a clean record, with no major accidents.



Ken: That's a bit unfair for new drivers, isn't it? I mean it makes it considerably more expensive for a younger person who doesn't really earn much if they have a job.

Kevin: Not really. While young drivers have quicker reflexes, they also tend to take greater risks and get into more accidents. Older drivers are more cautious, and so get into fewer accidents. So new drivers have their strengths, and experienced drivers do too. Each group deserves to be given credit for what they do well.

Ken: So each group is the better driver in their own way, aren't they?

Kevin: Exactly!

6 Pronunciation

-  Play the audio for the explanation and the sentences. Students listen and read along.
-  Play the audio for the sentences again. Students listen and repeat, and then check whether the sentence has rising or falling intonation.

7 Vocabulary Building

A

- Have students work individually to match the words with the definitions.

Answers

1. d 2. e 3. a 4. c 5. g 6. h 7. f 8. b

B

- Have students compare answers with a partner.

Workbook

Assign page 51 for additional reading practice.



Teaching Tip

Having students say one thing they understood from a listening is a non-threatening activity for them and a good assessment of comprehension for you.



Additional Activity

Make copies of the listening script for students. Have them practice role-playing the interview in pairs. Remind them to use proper intonation on the tag questions.

8 Reading

- With books closed discuss the **Before Reading** question with the class. If students need help responding, suggest specific situations. For example, say: ***When men get together what do they talk about? When women are together, what do they talk about? How do men and women react differently to a disagreement?*** Emphasize that there are no right or wrong answers to these questions. You are asking for students' ideas and opinions.
- Ask students to open their books to pages 74 and 75.

READING STRATEGY Pause and reflect

- Tell students that when reading a long or scientific text, it is helpful to pause periodically and think about what they just read. When they pause, they should follow three steps. Write the steps on the board:
 - 1) **Summarize the main ideas of what you just read.**
 - 2) **Comment on the information and add your own thoughts.**
 - 3) **Question anything that you don't understand.**
- Arrange students in groups of three. Tell them that they will read the article silently, pausing and reflecting after every two paragraphs. During the pause, group members will take turns summarizing, commenting on, and questioning the paragraphs they just read. Group members will respond by adding ideas or answering questions to help each other understand the article.
- Monitor to make sure that students understand the procedure. You might ask students to draw a line under the second, fourth, sixth, and eighth paragraphs as a reminder for them to stop at these points. Be sure that students are reading silently within their groups. Tell students who finish reading early to begin to prepare for the reflection. Each student should have a turn to summarize, comment, and question.
- Have students read the final paragraph silently.
- Elicit feedback from students on the activity. Ask: ***Did you like this exercise? Do you feel that you understood the text better because of it?***

- Explain that, while reading, students can pause and reflect by themselves, following the three steps in their heads.



Play the audio of the complete reading. Have students listen and follow along in their books.

- For additional vocabulary practice, refer students to the Vocabulary Building exercise on page 73. Ask them to find and underline the vocabulary words in the article.
- Have students study the words in the context of the article. Ask questions to elicit use of the vocabulary words. For example, ask:

How is the content of men's and women's conversations different? (They talk about different things)

What do men use language to convey? (facts)

What does feminine talk usually focus on? (feelings, relationships, people)

How would you describe an intimate relationship? (when two people are close and tell each other private things)

Which gender is stronger in literal thinking? (male)

What does masculine talk usually focus on? (sports, the economy, facts)

Name two different species. (cats and dogs) ***Are men and women different species?*** (no)

What has Sakura Kumi witnessed? (She has witnessed her father not hearing a question asked him because he is watching TV.)

6 The Gender Divide

After Reading

- Have students work with a partner and take turns asking and answering the questions.
- Check answers by calling on pairs to read aloud a question and answer it.

Answers

Answers will vary. Sample answers:

1. Women see communication as a way of establishing intimacy. Men use communication to accomplish a task.
2. Men often bond through shared activities.
3. Men often talk about sports, the economy, and facts. Women often talk about feelings, relationships, and people.
4. Women talk to explore problems, but men talk to solve problems.
5. Male and female brains are wired differently, and men and women are raised to behave differently.

9 Speaking

- Arrange students in pairs to discuss the questions.
- Each student should use the questionnaire to ask each other the questions.
- Have students copy the questionnaire in the notebook and write the answers as well as their ideas.
- Open up the group discussions to a class discussion. Have students share and discuss their ideas in class..

Workbook

Assign pages 52-53 for additional writing practice above word and sentence level.

Teaching Tip

Studies have shown that when working in small groups, students tend to learn more of the lesson material and remember it longer than when the same content is presented in other ways. Students who work in groups also tend to enjoy their classes more.

Additional Activity

Create a cloze activity from one or two of the quiz explanations on pages 68 and 69. Delete every seventh or eighth word from the text, leaving a blank for students to fill in. Make photocopies of this text for students to try to complete, without referring to the complete text in their books.

Project: Gender Stereotypes

Working in pairs, have students create a gender stereotypes quiz like the one on pages 68 and 69. They may use those *true/false* statements and add additional statements as desired. Tell pairs to give the quiz to at least 5 people outside of class. Compile the results to find out how many people believe in gender stereotypes. Have pairs report their findings to the class.

fun
facts

Men are from Mars, Women are from Venus is a popular book about the differences between men and women. It was written by John Gray and published in 1992. The title of this book has become a common phrase in English used as a quick way to explain misunderstandings between men and women.

10 Writing

A

- Direct students' attention to the pictures at the top of the page. Elicit ideas from them about the people in the pictures. Use questions like these:

What is the origin of each person in the picture?

Do they both come from the same country?

What language do they use to communicate?

- Read question 1 with the class. Have students answer in pairs. Elicit and discuss answers in class.
- Go through directions for task 2. Have students try to communicate the messages to each other without speaking. Call on students to demonstrate for the class.
- Call on a student to read the instructions for task 3. Give students time to write their messages on slips of paper, fold them and set them aside or give them to you.
- Call on students to use non-verbal language in order to communicate their messages to the class. Check the slip to find out how successful they are.
- Write "A picture is worth a thousand words." On the board and ask students to think about its meaning and explain it.

Answer:

A picture shows and represents so much that would otherwise require a lot of time, effort and words to explain and even then one might not do as good a job.

- Hand out pictures to pairs of students to look at and think about how to describe them. Call on students to describe their picture as the rest of the class listen, make notes and /or draw. Ask students to compare their drawings and notes with the actual pictures and decide how accurately they were described and/or whether the information was conveyed successfully.
- Read directions for 5 with the class. Ask students to read the text and answer individually. Then have them compare with a partner.
- Discuss the answers in class. Ask students to refer to the text.

Answers:

- Main thesis statement: the second half of the first paragraph; Language is our ... means of communication
- Supporting paragraphs: paragraphs 2 to 6.

- Arguments: describing as opposed to looking at a photograph of the center of town (par.2)
- Showing or telling a friend about a new gadget (par. 3)
- Situations where verbal language is required, for example when running into someone you haven't seen for a long time (par. 4)
- Having to communicate with someone at a distance/at the airport to get his phone number (par. 5)
- According to studies 60% of communication is carried out through non-verbal means. (par. 6)

- Call on pairs to report their answers to the class.
- Hold a class discussion about verbal and non-verbal language.



Additional Activity

Do we all use the same gestures?

Elicit a number of words or phrases that students can communicate through non-verbal language. Write them on the board. Then ask the pairs to demonstrate using non verbal language.

6 The Gender Divide

B

- Tell students that they are going to write an essay about the way different people communicate.
- Have students read the instructions for tasks 1, 2 and 3.
- Ask students to think of an Arab and a non-Arab person individually and make notes in the chart.
- Have them compare with a partner and add or modify their notes.
- If possible show the video of a news broadcast by an Arab and one with a non-Arab. Allow students to discuss in pairs or small groups and check their notes. Help them identify gestures and facial expressions.
- Call on students to report their ideas. Have the rest of the class add to the chart and make notes. Encourage them to ask each person to repeat or clarify points as they listen, so they can complete their notes. This way, they will have more information about some nationalities/cultures and add new cultures that they didn't know about.
- Ask students if they know or have heard about student exchange programs or programs that team up schools from different countries. Elicit or offer information about such programs on a European or Global basis. Tell students that in such cases students are involved in projects that require online communication between them. Explain that they are given the opportunity to find out about each other and their cultures on a personal basis, beyond national stereotypes. Hold a brief class discussion.
- Direct students to the Writing Corner. Have them read each point and discuss it in class. Stress that they need to consider different aspects of the topic/issue and list similarities and differences. Suggest that they use a Venn diagram if they want to have a clear picture of points/features that are shared as opposed to differences for each culture. Explain that the alternative structure requires them to focus on a feature, for example greetings between men in the different cultures, followed by a focus on another feature such as gestures of approval and a comparison/contrast in different cultures and so on. The block method would call for a discussion of all relevant features in one culture followed by a subsequent discussion of the same features in the other culture. The final part would require students to compare, contrast and conclude.
- Have students read the excerpt from a model essay on the page. Ask them to identify the structure that is going to be used. Get them to justify their answers.
- Remind them how important it is to reflect and give them time to think about what they know. Point out that the initial notes they make while they brainstorm don't have to be perfectly organized. They can be used as raw data to help them remember and organized later in categories as mentioned in the guidelines.
- Have students use their notes to draft an essay. Remind them to organize their information and views in an alternative or block structure. Circulate and monitor; help when necessary.
- Give students time to read their essays and make comments and corrections individually before they exchange with other students.
- Have students exchange drafts and comment/correct each other's texts. Then ask them to edit and rewrite.
- Call on volunteers to read their essays in class. Have the rest of the students listen and make notes on interesting information and views as well as points that they would like to raise and challenge after the essay has been read.
- Have the class identify the structure of each essay.

Workbook

Assign page 54 for additional writing practice above word and sentence level.

11 Project

- Tell students that they are going to research and prepare a presentation on the ways people have communicated through history.
- Have them brainstorm on ways of communication that they know about in groups. Call on a student from each group to report the group information and ideas.
- Have students look at the photos in their book and talk about them. Ask them to give reasons for their answers. Elicit answers from volunteers and list ideas on the board.

Sample answers:

Picture 1: a white dove with a message tied to its leg/ Doves were used to carry mail

Picture 2: a postman in his uniform carrying his mail bag/ possibly delivering letters

Picture 3: A man of Native American origin sending smoke signals with a blanket

- Organize students in groups and have them brainstorm on different methods used for communication over distances.
- Call on groups to present their ideas for the class. Ask a member of each group to list the different methods that are mentioned on the board.
- Read directions for tasks 1 and 2 and have students write as much information as they can in the organizer. Encourage them to research and add information.
- Ask students to download and print information that they find on the Internet as well as any promotional material or leaflets with information about mail services, online communication, telephone communication etc.
- Organize students in groups and have them collate their notes and fill in gaps in their chart.
- Elicit ideas and guidelines about PowerPoint presentations from volunteers. Allow students to look back at their notes.
- 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 to design a PowerPoint presentation with photos and/or drawings.

- Allow time for research. This means that if students don't have access to the internet or would like to take photos of certain practices they will not be able to complete their poster. 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 presentation for the next lesson.
- Call on each group to present. Suggest that they take turns presenting sections of their group presentation.
- Include the PowerPoint presentations in the electronic class portfolio.



Additional Activity

Research and find out how people communicated during the 20th century. Find out which inventions affected communication. Identify similarities and differences between now and then, and present them in class. Have a class discussion commenting on similarities and differences.

You should tell students to prepare the Project presentation outside of class.
Deal with 6a More! in class.

6 The Gender Divide

12 Self Reflection



- Write 'The Gender Divide' 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 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:
- Circle the right word/s:
The common stereotype that men talk less than women is wrong/right.
According to studies women worry less / more than men.
Men and women tend to lie about different/the same things.
Men can/ cannot adjust well to repetitive tasks.
Men have lower/higher tolerance to pain.

Answers:

wrong; more; different; cannot; higher

- 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 to explain the difference in meaning between the sentences. For example:
I don't remember sending you this book. Are you sure it was me?
They always remember to water the flowers when we're away.
We stopped to admire the view from the mountain. It was spectacular.
We stopped driving to the seaside on the weekend. It's too crowded.

Answers:

- I don't remember having sent you this book. Are you sure it wasn't sent by someone else?
- They never forget to water our flowers when we are away.
- We stopped driving in order to admire the view.
- We don't drive to the seaside on the weekend any longer. We used to but we've stopped doing it because there are too many people.
- 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.
- Direct students to pages 72, 73. Call on volunteers to say what the conversation is about in this lesson.

- Have students say what they remember from this section and make notes in the chart.
- Write *Do Men and Women Speak the Same Language?* 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:
Name some of the communication differences between men and women and their causes?
How do men bond?
What does masculine talk tend to focus on?
What does female talk tend to focus on?
Do men and women listen in the same way? Why? Why not?
- 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 verbal and non-verbal communication. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 74 and 75 and make notes as before.
- Direct students to the 11 Project page and hold a discussion about what they found more or less useful and more or less interesting.
Did they have difficulty making decisions in their group? Why? Why not?
Where did they find information? Where did they find photos?
Would they change anything if they had the chance to do it again? What?
Did they enjoy designing the presentation? Did everyone contribute?
- 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.

You should tell students to carry out the Self Reflection outside of class.
Deal with 6b More! in class.

Unit Goals

Language Review

Reading

The impact of a changing world on human language and communication

Language Plus

Every day idioms

Writing

Write an essay about tales involving animals

1 Language Review

A

- This exercise reviews using paired conjunctions, which was presented in Unit 4. Refer students to the grammar chart on page 46 for review as necessary.
- Call on a student to read aloud the directions.
- Have students work individually to complete the sentences, and then compare answers with a partner.
- To check answers as a class, call on volunteers to read their completed sentences aloud. Elicit alternative correct answers from students as appropriate.

Answers

1. Both, and
2. either, or
3. both, and / not only, but also
4. Both, and
5. either, or
6. Both, and
7. neither, nor
8. Neither, nor
9. either, or
10. both, and / not only, but also

B

- This exercise reviews adverb clauses, which were presented in Unit 5. Refer students to the grammar chart on page 58 for review as necessary.
- Ask a student to read aloud the directions and the example sentence.
- Have students work individually to complete the sentences, and then compare answers with a partner.

- To check answers as a class, call on volunteers to read their completed sentences aloud. Elicit alternative correct answers from students as appropriate.

Answers

Answers will vary. Sample answers:

1. Even if you feel anxiety about leaving your job, you should still do it.
2. The police will have trouble finding the criminal unless there is a witness.
3. Now that we have finished this tedious task, we can relax.
4. She feels restless wherever she is.
5. Let's choose our destination so that we can book our trip.
6. More consumers buy that brand because it has a good reputation.
7. If he wants to be accepted to a prestigious university, he will have to study hard.
8. Because/Since the secret agent altered her appearance, it was difficult to recognize her.

C

- This exercise also reviews adverb clauses. Refer students to the chart on page 58 for review as necessary.
- Have a student read aloud the directions, the example sentence, and the names of the items.
- Tell students to refer to the list of adverbs in the box for exercise **B** for reference when forming their adverb clauses.
- Have students work with a partner to write their sentences.
- To check answers, call on multiple pairs to read aloud their sentences for each picture.

Answers

Answers will vary. Sample answers:

1. I ride my bicycle wherever I go.
Since I got a new bicycle, I don't mind riding to school.
2. Now that I have an electronic bilingual dictionary, it is easier to look up words.
I use my bilingual dictionary only if I can't understand the English definition.
3. I always carry my cell phone in case of an emergency.
Bring your cell phone so that you can call me when you get there.
4. I can't resist a chocolate bar, even if I'm not hungry.
I'm not hungry for dinner because I ate a chocolate bar earlier.

D

- This exercise reviews using verbs + infinitives or gerunds with different meanings, which was presented in Unit 6. Refer students to the chart on page 70 for review as necessary.
- Read aloud the directions and example.
- Point out to students that they will rewrite each direct speech statement as reported speech, using the verb in parentheses. Remind students to choose either the gerund or infinitive form based on which makes more sense in the context of the sentence.
- Have students work individually to rewrite the sentences, and then compare with a partner.
- Call on volunteers to read their sentences aloud.

Answers

Answers will vary. Sample answers:

1. Ahmed regrets buying her car.
2. Abdullah regrets not being able to be at the meeting.
3. Tom got so bored of that TV show that he stopped watching it.
4. Allen told us to remember to vote on Monday.
5. Dennis will always remember watching the Olympics live.
6. Andrew and Jack were driving when they stopped to watch the fireworks.
7. Kaya is trying to find a dress for the wedding.
8. Jimmy asked if we tried looking online for the tennis match schedules.

E

- This exercise reviews using auxiliary verbs after *but* and *and*, which was presented in Unit 6. Refer students to the chart on page 70 for review as necessary.
- Have students work individually to write sentences, and then compare answers with a partner.

Answers

1. Gold is a kind of metal, and silver is too.
2. Shoes are worn on the feet, but gloves aren't.
3. Alligators don't live in the desert, and monkeys don't either.
4. An uncle is a male relative, and a nephew is too.
5. Ice is a form of water, and steam is too.
6. Elephants aren't predatory animals, and deer aren't either.
7. Kenya is an African country, and Nigeria is too.
8. Men often wear ties, but women don't.
9. Apples aren't tropical fruits, and cherries aren't either.
10. Colombia is in South America, but Canada isn't.
11. Penguins can't fly, but parrots can.
12. The United States doesn't have a royal family, but England does.

F

- This exercise also reviews auxiliary verbs after *but* and *and*.
- Read the directions and example aloud.
- Have students work in pairs to write their sentences. Ask them to write at least two sentences for each pair of pictures.
- To check answers, call on pairs to read their sentences aloud.

Answers

Answers will vary. Sample answers:

1. China is a large country, and the U.S. is too.
2. A cell phone is a form of technology, and a laptop is too.
3. A burrito is a typical Mexican food, but sushi isn't.
4. A mechanic fixes cars, but a race car driver doesn't.

Workbook

Assign pages 55–57 for review of vocabulary and grammar presented in Units 4–6.

**Additional Activity**

Play Grammar Bingo. Create a grammar bingo card for each student. The card should have four squares across and four squares down, each containing a word, phrase, or sentence that you want to practice. Include the following grammar points from Units 4–6:

- adverb clauses of reason, purpose, condition, and place
- auxiliary verbs after *but* and *and*
- paired conjunctions: *both...and*, *not only...but also*, *either...or*, *neither...nor*



- verbs + infinitives or gerunds with different meanings

Distribute the cards with chips or bits of paper to cover the squares. Call out grammar points. For example say: **Who has an adverb clause with because?** If students have a sentence containing an adverb clause with *because*, they cover it with a chip. When a student has covered four squares in a row, vertically, horizontally, or diagonally, he or she says *Bingo!* Check the card for accuracy. Continue playing with the other students or start a new game.

2 Reading

- Arrange students in small groups to discuss the **Before Reading** questions. For question 1, have them do a group survey and make a note of each student's answer.
- Elicit answers from each group and write them on the board. Ask students to compare group results and discuss the reasons why they prefer to text or call. Have students give examples of the kind of language they use.

READING STRATEGY Using prior knowledge

- Ask students to look at the pictures on pages 82 and 83 and read the title, without reading the article. Ask: **What do you see?** (people texting, using a tablet or a cellphone.) Ask: **What do the photos have in common?** (they all show examples of online/distance communication through technology)
- Ask: **Can you explain how online communication differs from other types of communication? Compare with more conventional face-to-face communication, letter writing, smoke signals etc.** Elicit answers and write notes on the board, but do not confirm or deny answers at this point.
-  Play the audio for the article. Ask students to just listen, with their books closed.
- Ask: **Did you hear any of the points/ ideas you mentioned earlier?** (yes) **Which ones?** (have students compare with their notes and say which points were mentioned) **What did you hear about friendship?** (you need to meet face-to-face to form lasting friendships) **What did you hear about culture?** (it's different to find out through experience/ the day-to-day things tell you more about people, the way they think, their values)
-  Play the audio again. Ask students to open their books and read along as they listen.
- To check students' general understanding of the reading, ask a few questions. For example:
What did the project involve? (communication among schools in different countries)
Which language was used as a common medium? (English)
What was the difference between online and face-to-face communication among project participants?
 (online communication was carried out under more controlled circumstances with support and more time

to think and edit; face-to-face communication was spontaneous and involved more strategies) (Answers will vary in detail and wording)

Explain briefly the most interesting thing you learned from this reading. (Answers will vary.)

Culture Note

Gestures are used to a greater or lesser degree, in different languages, by different cultures. When communicating with other speakers of English, it is important to find out about gestures and their meaning in the speaker's culture, to avoid a potential communication breakdown or misunderstanding.

Eye-contact among peers is important in many cultures as indicating interest, attention, active listening, involvement and sincerity. Avoiding eye contact might be interpreted as disrespectful, an indication of shyness or lack of confidence, fear or intimidation or even lack of sincerity. Business people take this into consideration when interacting with colleagues from different cultures, through an international medium.

It is advisable, however, to keep an open mind and learn about cultural norms in different contexts. What is appropriate in one context will not necessarily be acceptable in another. Consider occasions when eye contact or other features of body language, for example, might be considered disrespectful in a particular culture. Discuss your ideas in class.



Additional Activity

Elicit countries and/or cultures from the class and write them on the board. Arrange students in small groups or pairs and assign a culture or country for them to research and find information about face-to-face communication and acceptable norms, including gestures, eye-contact etc.

Have groups or pairs present their findings in your next class.

After Reading

A

- Read aloud the vocabulary words in the box. Ask students to repeat for proper pronunciation.
- Tell students to find and underline each word in the reading. Have them study the context of each word carefully to guess at its meaning.
- Have students work individually to complete each sentence with one of the words. Then have them compare answers with a partner.
- Call on volunteers to read their completed sentences aloud.
- As an extension, ask students to identify the part of speech of each word as it is used in the reading and in the sentences. (*diminishing* - adjective/*gerund*, *norm* - noun, *intimidated* - adjective/*past participle*, *utilize* - verb, *acronym* - noun, *abbreviated* - adjective/*past participle*).

Answers

1. diminishing
2. norm
3. intimidated
4. utilize
5. acronym
6. interlocutor
7. abbreviated
8. overrated

B

- Have students work with a partner to ask and answer the questions.
- Check answers by having pairs report their answers to the class. Have them support their answers by referring back to the parts of the reading with the correct information.

Answers

Answers will vary. Sample answers:

1. Although young people communicate online, face-to-face communication is still very important for the formation of lasting friendships.
2. Project participants believed that face-to-face communication and mobility were requirements for the formation of long-term friendships.
3. Participants who travelled were more highly motivated, interested and enthusiastic and had the opportunity to experience different cultures in person. Those who didn't, gradually lost interest.

4. They felt intimidated because they didn't think their language was adequate. They were worried about making mistakes and did not feel confident about using language spontaneously, without support.
5. The need for a quick and efficient way of communicating online contributed to the development of "texting" language.
6. High school students believe that context and circumstances determine the type of communication and type of language used. Although pleased to be able to message efficiently and effectively they were keen to develop the language and skills required in different contexts.

Discussion

- Arrange students in groups to discuss the questions. Assign one student in each group the role of reporter.
- As a follow-up, call on a few volunteers to share their group's answer to each question.

Workbook

Assign pages 58–59 for additional writing practice at word and sentence level.

3 Language Plus

- Ask students to read the definitions of the idioms silently.
- Focus students' attention on the cartoons and the sentences below them. Tell students to match up each cartoon with the sentence that describes it. Then have students fill in the blanks with the idioms.
- Call on students to read aloud the completed sentences and say which cartoon illustrates each sentence. Ask students to explain each idiom as it is shown in the cartoon. For example, ask: **How do you know that picture 1 illustrates the idiom Break into a cold sweat?** (It shows a patient getting ready to go to the dentist's surgery.)

Ask: **How do you know that picture 2 illustrates the idiom The third time's the charm?** (It shows a woman who has baked two cakes that didn't come out very well, and a third one that looks perfect.)

Ask: **How do you know that picture 3 illustrates the idiom Throw caution to the wind?** (Skydiving is a dangerous and risky sport.)

Ask: **How do you know that picture 4 illustrates the idiom Root for someone?** (The man is hoping that his friend will win the award.)

Answers

1. break into a cold sweat.
2. The third time's the charm.
3. throw caution to the wind
4. root for you.

4 Writing

Tools for Writing: Run-on Sentences

- Ask students to read the explanation and examples silently. Write the following sentence on the board:

I need the textbook today I can lend it to you tomorrow.

Ask: **Is this sentence correct?** (no) Ask: **What is wrong with it?** Elicit that it contains two independent clauses, so it is a run-on sentence. Ask: **How can I correct this sentence?** Elicit that the two independent clauses should be broken into two separate sentences, or joined together with a coordinating conjunction. Ask two volunteers to come to the board to write the corrected sentences:

I need the textbook today. I can lend it to you tomorrow.

I need the textbook today, but I can lend it to you tomorrow.

- Have students work individually to correct each run-on sentence, and then compare answers with a partner.

Language Builder

Elicit or provide students with this list of coordinating conjunctions: *for, and, nor, but, or, so, yet.*

Answers

Answers will vary. Sample answers:

1. The weather has been great. It has been warm. / The weather has been great, and it has been warm.
2. She can't make it. She has other plans. / She can't make it, for she has other plans.
3. He's tired. He doesn't want to stay out late. / He's tired, so he doesn't want to stay out late.
4. I understood the lesson. I can help you. / I understood the lesson, and I can help you.

Writing Prompt

- Read aloud the Writing Prompt.

Developing Your Writing

- Focus students' attention on the box *Developing Your Writing: Outlining an Essay*. Ask students to read the explanation and sample outline silently.
- Ask: **Who has created an outline like this one before?** Remind students that they practiced outlining as a reading strategy in Unit 1. Find out how comfortable students are with creating outlines and tailor the amount of instruction provided to meet their needs.
- Explain that the sample outline is an outline of an essay about tales about animals, similar to the one that they will write.
- Elicit or explain that the Roman numerals in the outline refer to sections or paragraphs of the essay. Roman numeral **I** contains information about what will be included in the introductory paragraph. There are two points that the writer will make in the introduction. These are **IA** and **IB**. Roman numeral **II** contains information about the body of the essay. The writer will include the main points listed in **IIA** and **IIB** in that order. Roman numeral **III** refers to the concluding paragraph.
- Have a student read aloud the beginning of the sample essay *Animal Tales in American Culture*. Ask: **Does this introduction include the main points listed in the outline?** (yes)

Write Your Essay

- Direct students back to Write Your Essay. Call on a student to read aloud step 1. As a class, discuss the questions. Elicit and have a student write on the board the most common animal tales in their culture.
- Have student read aloud steps 2–4. Ask students to draw a note-taking chart in their notebooks like the one in the book. Tell them to each write two or three animal tales in the first column that they are interested in researching. Tell them that they will fill in the second column of the chart with notes they take as they do their research. Ask students to research outside of class and complete their charts.

- In class, have students create outlines of their essay, using the notes from their charts. Have students exchange their outlines with a partner and discuss them, asking and answering questions about what their essay will be about.
- Have students work individually to write a draft of their essay. Then they exchange drafts with their partner and comment on each other's essays.
- Finally, students reread their essays and revise them. Tell them to check to see if they used any of the grammar points from Units 4, 5, and 6. Write these points on the board for reference:

adverb clauses of reason, purpose, condition, and place

auxiliary verbs after *but* and *and*

paired conjunctions: *both...and*, *not only...but also*, *either...or*, *neither...nor*

verbs + infinitives or gerunds with different meanings

If not, have them try to include at least two or three different grammar points from the units as they revise the essay. They don't have to use them all. Students might do this as homework.

- Collect students' essays and outlines together for assessment.



Teaching Tip

It is important for students to read models of good essays to help them improve their own writing. Before assigning a writing task, distribute copies of a well-written essay for students to read. Explain what you like about the essay and what aspects of the essay you would like them to model.

Alternatively, before students write, give them an example of both a good essay and a bad essay for them to critique and compare. Use essays that you have written yourself or anonymous essays from other students.

Workbook

Assign page 60 for additional writing practice above word and sentence level.