

MEGA

GOAL 1

TEACHER'S GUIDE

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Scope and Sequence

	Unit Title	Functions	Grammar
1	Big Changes Pages 2–13	Discuss past world events and present effects Talk about global issues	Simple present Simple present versus present progressive Simple past versus present perfect
2	Careers Pages 14–25	Talk about careers Talk about personal qualities and personality characteristics Talk about how long you've been doing something	Present perfect progressive versus present perfect simple Adjective + preposition + gerund
3	What Will Be, Will Be Pages 26–37	Make predictions about the future Express opinions	Future with <i>will</i> or <i>be going to</i> —affirmative, negative, questions, answers <i>Will</i> versus <i>be going to</i> Future progressive—affirmative, questions, short answers
EXPANSION Units 1–3 Pages 38–43		Language Review Reading: The Computer and the Internet. Good or Bad? Project: Research protective and medicinal purposes of make-up	
4	The Art of Advertising Pages 44–55	Talk about commercials, ads, and product history Describe products Make comparisons	The passive Comparatives and superlatives <i>As...as</i> Verbs <i>look, smell, sound, taste</i> with <i>like</i> + noun
5	Did You Hurt Yourself? Pages 56–67	Talk about accidents and accident prevention Talk about cause and effect	Reflexive pronouns <i>Because</i> versus <i>so</i> <i>So</i> and <i>neither</i>
6	Take My Advice Pages 68–79	Discuss common problems Ask for and give advice	Modal auxiliaries: <i>should, ought to, might, could</i> —questions, affirmative, negative <i>Had better</i> —questions, affirmative, negative Two- and three-word verbs
EXPANSION Units 4–6 Pages 80–85		Language Review Reading: Teenage Stress Writing: Write about stress and give advice	

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

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

Vocabulary

Past world events
Current
global problems
Immigration
and emigration

Functions

Discuss past world
events and
present effects
Talk about
global problems

Grammar

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

Listening

Listen for general
understanding about
historical events

Pronunciation

Stress for important
words in sentences

Reading

The Polish Rip Van Winkle

Writing

Write about recent
changes in your country

Project

Write about people who
have moved from one
country to another

Warm Up

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

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



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

1 Listen and Discuss

- Have students look at the pictures on page 2. Read the title aloud: ***Big Changes***. Tell them that by looking at the pictures and the captions quickly they can make guesses about what “big changes” means here. Give students a few minutes to look at the pictures and scan the article.

- To activate prior knowledge and vocabulary, ask students to discuss what they see. For example, ask: ***What is each photo of?*** (Spacecraft; people climbing the Berlin Wall; the European Union flag; a communications satellite)
What was the Space Race? (a race to see who could land on the moon first)
What countries were involved? (the United States and the Soviet Union)
Where is the Masmak Fortress? (in the center of Riyadh)
Why was it important for King Abdul-Aziz to conquer it? (because it allowed him to establish his headquarters in Riyadh and take more areas)
What does UAE stand for? (United Arab Emirates)

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

-  Play the audio as students listen only.
-  Play the audio again as students follow along in their books. Pause after each segment to check comprehension.
- Ask questions, such as the following:
When was Sputnik I launched? (October 4, 1957)
What was significant about Sultan Salman Abdul-Aziz Al-Saud? (He was the youngest person to fly on the space shuttle at the age of 28)
Why was Apollo 11 important? (U.S. won the race)
What happened in 1902? (King Abdul-Aziz marched into Riyadh and took the Masmak Fortress)
When was the UAE established? (in 1971)
What happened in the UAE in 1973? (The UAE dirham was launched as a national currency)
What was Telstar? (the first communications satellite)
- Ask students to work in pairs to check the most important event in each text, and write the effect that each important event had. Check answers as a class by calling on students.
- Allow a few minutes for students to ask about any words or phrases that are unfamiliar to them.

Language Builder

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

1 Big Changes

Global Issues

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

Quick Check

A

- Read the directions. Suggest to students that if they are unsure of the correct answer, they should use the context on page 2 to help them.
- Have students work individually to complete the activity.
- Have students check answers in pairs. Then, check answers as a class.

Answers

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

B

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

Answers

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

2 Pair Work

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

Workbook

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



Teaching Tip

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



Additional Activity

Divide students into groups. Have each group choose one of the global issues from page 3 and come up with a list of ideas of how to address it. Have groups share their ideas with the class.



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

3 Grammar

Simple Present Tense

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

School starts at _____.

Our English class is on _____.

We don't have school on Friday or _____.

School gets out at _____.

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

Simple Present versus Present Progressive

- Present to the class when the simple present and the present progressive are used. Point out that the progressive is used mainly for two reasons—to express that something is happening right now, or that something happening now is temporary.
- Have volunteers read the examples aloud.
- Provide more examples. Write these sentences on the board:
The sun shines most days. Today it isn't shining. It's cloudy.
He talks quietly. He is talking to his friend now.
His family lives in Colombia. His brother is living in New York now for college.
- Walk to the door of the classroom. Say: **I close the door every day when I leave.** Then, demonstrate closing the door as you say: **I am closing the door now.**
- Present the verbs that aren't often used in the progressive form. Explain that these verbs are all nonaction verbs and so we don't need to use the progressive.
- Since the progressive is sometimes used with nonaction verbs in slang or in advertising (*I'm loving it*), students may ask about this. Point out that this is an exception, and that, in general, the progressive is used to talk about actions.

- Give students two minutes to write sentences about themselves or other people, using the simple present or present progressive. Have students read their sentences to the class.

Simple Past versus Present Perfect

- Explain when the simple past and the present perfect are used, emphasizing the differences.
- Write these sentences on the board:
They lived in L.A. for three years. (They don't live there now.)
They have lived in L.A. for three years. (They still live there.)
They read two books about the Space Race. (They're finished.)
They have read two books about the Space Race. (As of now they have read two books, but they may read more.)
- Elicit examples from students. For example:
We studied _____ last week.
We have studied _____ so far this week.

A

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

Answers

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

Language Builder

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

1 Big Changes

B

- Read the directions with the class. Remind students to pay attention to the appropriate tense.
- Have students work alone to complete the email.
- Have them check their answers in pairs by taking turns reading aloud sections of the email.
- Then call on volunteers to read for the class.
- Check understanding of the following vocabulary:
dorm = a large building where students live
settle into (life) = get used to
off-campus accommodations = places to live not on campus

Answers

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

C

- Go over the directions and then direct students' attention to the photo for the example conversation. Briefly discuss the photo. Ask students if any of them have visited the Roman baths in Bath.
- Call on two students to model the example conversation. Point out that the directions say to make up questions and answers. Encourage student A to ask at least one more follow-up question. For example: **Did you like it there?**

- Organize students into pairs. Tell them to take turns being A and B.
- Circulate as students practice. Note any problems students are having. Based on your observations, review the grammar points as needed with the whole class.
- Then call on a few pairs to present for the class.

Answers

Answers will vary. A sample answer:

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

Workbook

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

Teaching Tip

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

Additional Activity

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

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

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

4 Language in Context

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

5 Listening

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



Where did people emigrate from?

Why did they immigrate?

What was at Ellis Island?

How do you think people felt when they saw the Statue of Liberty?

Not everyone was allowed to enter the U.S. Why do you think they wouldn't let some people enter?

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

Audioscript

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

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


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

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

Answers

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


6 Pronunciation

- A. Explain that in English, we stress important words in a sentence.
 Play the audio for students to just listen. Play it again for students to repeat the sentences with proper stress.
- B. Have students work in pairs. As students discuss the question, circulate, monitor, and give assistance where needed.

7 About You

- Have students work in small groups. Tell them to choose one person in their group to take notes, and another student to report their findings to the class.
- Before students begin, write on the board:
emigrate + from
He was born in Brazil. He emigrated from Brazil.
immigrate + to
He immigrated to Canada. He lives there now.
- Allow time for discussion, and then call on groups to report to the class.

8 Conversation

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

Real Talk

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

About the Conversation

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

Answers

Answers will vary. Sample answers:

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

Your Turn

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

Workbook

Assign page 5 for additional reading practice.



Teaching Tip

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



Additional Activity

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



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

9 Reading

READING STRATEGY Predicting

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

Before Reading

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

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

Paragraph 1

Who was Washington Irving? (an American writer)

Where did Rip Van Winkle live? (New York)

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

How had his country changed in 20 years?

(It had become the United States).

Paragraph 2

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

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

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

Is his story true? (yes)

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

Paragraph 3

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

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

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

Paragraph 4

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

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

Paragraph 5

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

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

Paragraph 6

Who helped him survive? (Jan's wife)

Paragraph 7

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

Language Builder

Write on the board: **brand-new country / The country was brand new.** Point out that when the words modifying the noun (*country*) come first, they are hyphenated. Point to the first sentence in paragraph 3 of the reading: *The story is a real-life one. / The story is about real life.*

1 Big Changes

After Reading

A

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

Answers

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

B

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

Answers

Answers will vary. Sample answers:

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

Discussion

- Have students work individually to complete the chart. Organize students into small groups. As students discuss the question, circulate and monitor that everyone is participating.
- Call on students to tell the class about a miracle they heard about from someone else in their group.

Taking notes

- Explain to students that it is important to learn how to take notes while reading, listening or thinking. Tell them that they should not worry about taking down every single word that they hear as if they were writing dictation.
- Have students read the advice in the box and write the example on the board.
- Have students complete the task individually and then check their answers with a partner.

Answers

Answers will vary. Sample answers:

Jan Grzebski / Polish railway worker / real-life story
Hit by train / 1988 / coma

woke up / April 2007 / 19 years

transformed world / Communist regime / Big Macs, cell phones

Workbook

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



Teaching Tip

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



Additional Activity

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



Project: Cultural Events

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



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

10 Writing

A

- Have students work in small groups and try to remember as much as they can about the stories in the Reading. Give the students a few minutes to look at their notes and the pictures in their books to collect their thoughts.
- After several minutes, call on one student from each group to summarize their discussion for the class. Tell students to listen carefully as each group presents, and then ask them to compare their answers.
- Read the directions. Give the students a few minutes to look at the chart and the examples. Have them read the example in the chart and find the section in the text. Ask them to compare the notes and the complete sentences. Call on students to tell the class which words have been omitted.
- Explain that all they need to do when making notes is write content words, i.e. words that carry information, usually nouns, verbs and adjectives.
- Ask students to open their books on page 8, read the stories and make notes. Have them work individually. Then divide them into pairs or groups and ask them to compare/combine notes. Circulate and monitor that everyone is participating and that they are note-taking not copying sentences.
- Have groups exchange and compare notes. After a few minutes, call on one student from each group to summarize their conclusions/ information. Tell the rest of the groups to listen and check their notes in order to add or modify if necessary.
- Have students write about the similarities and differences in a few sentences. Encourage them to help each other.
- Ask them to read what they have written for the class and compare.

Answers (possible):

Story	Facts that are the same	Facts that are different
Rip Van Winkle	slept/many years (a long time)	woke up in/ brandnew country/ USA fell asleep under a tree
Eid Al-Blewi	slept/5 years (longer than Rip Van Winkle and the Egyptian man)	woke up in hospital (in the same place) had had surgery to remove a brain tumor

Egyptian man	slept/seven months (a long time but not as long as the rest)	woke up in hospital (in the same city) had been shot and injured
Jan Grzebski	slept/19 years (the longest time)	woke up in a changed country/Poland was hit by a train

- Accept different answers if the students can justify them. For example, they might want to categorize Kathrin Sass/ slept for eight months as a difference because it was a shorter period compared to the other two stories.

Writing Corner

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

Rewrite using capitals:

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

B

Rewrite using capitals.

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

1 Big Changes



- Read the directions for 1. Divide the students into groups and have them brainstorm ways of communication nowadays. Explain the meaning of nowadays as in our time, in modern times.
- After a few minutes call on students to say what their groups discussed for the rest of the class.
- Encourage them to talk about their favorite and least favorite way of communication and give reasons.
- Direct them to the title "How the Internet has changed the world" and have students brainstorm. Call on students to tell the class.
- Read the directions for 2 and have students look at the chart before they read. Tell them that this way they will have a purpose in their reading.
- Have them read individually and make notes. Have students check answers in pairs. Remind them to include their own views/ideas.
- Play the audio for students to listen and check their notes.
- Ask students to compare their notes in pairs or groups. Call on students to tell the class.
- Accept answers that are formulated differently, as well as different answers on advantages and disadvantages.

Answers

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

- Divide the students into groups and have them discuss advantages and disadvantages of E-learning. Write questions like these on the board to help them.
Would you enroll in an E-learning class? Why? Why not?
Who do you think E-learning classes are for? (age, circumstances, location)
Why do you think some people are still in favor of face-to-face classes?
- Circulate and monitor participation. After a few minutes call on one student from each group to present their ideas to the class. Tell students to listen carefully as each group presents and then ask questions or comment.



Teaching Tip

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



Additional Activity

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

Workbook

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

D

- Brainstorm Major Changes in Saudi Arabia with the class. Write areas of changes in boxes or circles on the board as students make suggestions. For example, business, education, technology, cities, construction, science etc. Encourage students to use what they know from history, what they have heard from different people at home or at school or what they have read.
- Read the directions and study the chart with the class. Have each student choose 3 major changes. Have them use the notes on the board and any notes they have made while brainstorming to make notes in the chart. Remind them to only write key words, not sentences.
- Circulate and monitor participation. Check and help when necessary.
- Read the directions for 2 and elicit the kind of language that students will need to write about the changes. For example: there were smaller buildings. There were no buildings in some areas. Now there are tall office buildings. Neighborhoods have changed.
- Have students look at the model text and notice how it is organized. Explain that it is important to organize their information and ideas before they write. If they don't they might end up repeating things they have already mentioned, forget to introduce new topics/ideas and make it difficult for the reader to understand or express things in a way that is not clear or correct.
- Have them organize their text using their notes in the chart. Ask them to write about major changes in Saudi Arabia. Remind them to decide on the focus of each paragraph. Have students write individually.
- Divide students into groups and read the directions for 3. Have students exchange papers in class and compare their ideas. Encourage them to comment and make corrections on each other's papers then combine and collate all the information in their group and plan a poster. Have students share tasks, for example, finding photos, drawing, designing the poster on a large sheet of paper or cardboard, writing different captions, descriptions or paragraphs, etc.

11 Project

- Ask the students if they know people, friends or relatives who live in other countries.

- Have them interview each other in small groups to find out. Encourage them to find out as much as they can about the person, where he/she lives, what he/she does, if he/she has a family, how many children and so on. Tell them to make notes as they interview each other. Circulate and monitor participation.
- Have students change groups in order to interview as many people as possible.
- Have students reflect on the type of questions they asked. Call on a student from each group to tell the class
- Read the directions with the class. Encourage students to use questions from the conversation on page 7 as well as questions they used with their classmates. Have them work in small groups.
- After several minutes call on a student from each group to read out some of their questions in class. Encourage students to say if each question is appropriate to use with a younger relative, older relative or friend.
- Read the directions for 3. Have students copy the chart and write their questions in the right column. Explain that this will help them make notes as they interview the person. Encourage them to repeat, rephrase questions if necessary and/or ask additional questions to clarify or get more information. For example: Where do you work? At a large pharmaceutical company. I see, and what exactly do you do there? I'm a laboratory technician. Really? What does a laboratory technician do? ...etc.
- Set a deadline and tell the class when they will have to present the information they obtained from the interview.



Additional Activity

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

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

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

You should tell students to prepare the Project presentation outside of class.

Deal with 1a More! in class.

1 Big Changes

12 Self Reflection



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

Additional Activity

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

Teaching Tip

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

Additional Activity

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

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

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

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

Teaching Tip

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

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

Unit Goals

Vocabulary

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

Functions

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

Grammar

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

Listening

Listen for specific information from a job interview

Pronunciation

/m/, /n/, and /ŋ/

Reading

JobPool

Writing

Write a cover letter for a job application

Project

Write a résumé

1 Listen and Discuss

- Have students open their books to page 14. Read the title aloud: **Careers**. Ask students to look at the pictures and guess what the people do for jobs. Tell them to focus on the photos only. Elicit their ideas.
- Tell students they are going to read about three people with unusual jobs. Tell them that before they read the whole passage you want them to scan for facts about each person. Explain that knowing these facts will help them understand the whole passage better. Remind them that *to scan* means to read quickly to find specific information.
- Direct their attention to one job description at a time. Ask the following questions, pausing briefly for students to answer. Maintain a rapid pace so that students can only scan quickly for the answer.

Car Sculptor

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

Where does he work? (General Motors)

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

Food Scientist

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

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



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

Animation Designer

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

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

What is necessary to do their work? (computers)

- With books closed, have students summarize what they found out about each person.
-  Play the audio as students listen with books closed.
-  Play the audio again as students listen and follow along in their books.
- Ask questions that call students' attention to the present perfect progressive forms. For example, ask: **How long has Matthew Duval worked as a food scientist?** (He's been working as a food scientist for the past 3 years.)
- Allow a few minutes for students to ask about any words or phrases that are unfamiliar to them.

Warm Up


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

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

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

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

Qualities Employers Look for When Hiring for Jobs

- Read the title aloud. Ask students to look at the picture. Ask about the situation: **Where are they? What are they doing? How do you think each person feels right now?**
-  Play the audio for the list of Top Ten Qualities. Have students listen and follow along.
- Call on one student from each group to present to the class their definition of one quality, and their example of an action that demonstrates it. Tell students to listen carefully as each group presents, so that each group presents a different quality.

Quick Check

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

Answers


Answers will vary.

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

Answers

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

2 Pair Work

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

Language Builder

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

Workbook

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

Teaching Tip

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

Additional Activity

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

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



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

3 Grammar

Present Perfect Progressive versus Present Perfect Simple

- Point out that the form for the present perfect progressive is *have/has + been + verb + -ing*.
- Have volunteers read aloud the examples in the chart. Ask students to identify the phrase in each statement that tells them how long the action has been happening. (for two hours; since he was ten) Point out that *for* is followed by a length of time. *Since* is followed by a specific time or date.
- Write sentences on the board. Call on students to make present perfect statements based on them. For example:
Paul started reading at 9:00. It's 10:00 now. (Paul has been reading for one hour / since 9:00.)
Tina turned on the TV at 7:00. It's 10:00 now. (She has been watching TV for three hours / since 7:00.)
- Ask students about their own hobbies and interests. For example, ask: **Do you play a sport? How long have you played it?** Call on volunteers to make true statements about themselves.
- Present when the present perfect simple is used. Explain that the present perfect progressive is used to talk about the length of the action in relationship to the present. The present perfect simple is used to talk about the completion of an action.
- Have volunteers read aloud the examples in the chart. Write on the board: **He has played for three football teams. He has been playing for three football teams.** Explain that the first sentence tells us what he has done so far. The second sentence tells us he is still in the process of playing for three football teams.

Adjective + Preposition + Gerund

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

A

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

B

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

Answers

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

C

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

Answers

Answers will vary. Sample answers:

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

D

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

Answers

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

2 Careers

E

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

F

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

Answers

Answers will vary. Sample answers:

- A: What has the utility worker been doing during the rain?
B: He's been trying to repair the stoplight.
- A: What has the man at the newsstand been doing?
B: He's been reading a magazine.
- A: What has the traffic cop been doing?
B: He's been directing traffic.
- A: What has the driver in traffic been doing?
B: He's been listening to the news on the radio.

- A: What has the taxi driver been doing?
B: He's been looking at the limousine..
- A: What have the people in the café been doing?
B: They've been drinking coffee.
- A: What has the man under the umbrella been doing?
B: He's been waiting for the rain to stop.
- A: What has the child been doing?
B: He's been playing in the rain.

Language Builder

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

- A: How long have you been ice skating?
B: Since I was five.

Workbook

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



Teaching Tip

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



Additional Activity

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



- A: I started studying English three years ago.
B: You've been studying English since (year).

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

4 Language in Context

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

5 Listening

- Tell students they are going to listen to a job interview. To help them predict what they'll hear, ask questions the interviewer might ask. For example: **What are your qualifications for this job? What are you good at? What are you interested in? How would you describe yourself?**
- Explain that they will hear the interview several times. Tell them to just listen the first time to get a general understanding of the interview.
-  Play the audio as students listen.
- To check general understanding, ask: **Who is the interviewer? Who is being interviewed? What is the job he's applying for? Does he feel qualified for the job?**
- Have students read the chart. Now tell them to listen for the specific information they need to complete the chart.
-  Play the audio again as students fill in the chart. Play the audio a final time for students to check their answers.
- Draw the chart on the board. Call on students to fill in the information.

Audioscript

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

Michael: I think my résumé shows that I have the right qualifications for the job. I majored in architecture, and then I took some courses in marketing. I had a part-time job as a

salesperson while I was at college, and I found out I was good at communicating with people.

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

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

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

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

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

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

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

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


Answers

Answers will vary. Sample answers:

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

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

6 Pronunciation


-  Play the audio once for students to just listen. Play it again for them to repeat the sentences.
- Have students work alone to find sentences. Go over the task as a class.

7 About You

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

8 Conversation

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

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

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

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

- Ask comprehension questions. For example:
What is Khalid's job? (He's a TV reporter.)
Why does Khalid like his job? (He enjoys being out talking to people.)
Why doesn't Yousef like his job? (It's boring.)
What skills does he say he has? (He is good at solving problems, organized, reliable, and hardworking.)

Real Talk

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

Your Ending

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

About the Conversation

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

Answers

- true
- false
- false
- true
- true

Your Turn

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

Language Builder

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

Workbook

Assign page 13 for additional reading practice.



Teaching Tip

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



Additional Activity

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

9 Reading

READING STRATEGY Analyzing format

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

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

Answers

Media Intern: They need to be:

able to find information quickly, and summarize it in clear language
fluent in English
good at using computers
friendly, outgoing

Archaeological Interns: They need to:

be very careful
be able to dig slowly

Environmental Engineering: They need to:

be able to read blueprints
have some knowledge of Arabic
be able to cope with high temperatures

- Have a general discussion about ways to find jobs. Ask how students have found any jobs they have now or have had in the past. Ask: **Which way do you think works best? Why?**
- Discuss using an Internet job service, including the pros and cons.
- Have students read the introductory paragraph. Ask them to describe *JobPool* in their own words.
- ▶ Play the audio while students read along.
- ▶ Play the audio again, pausing after each internship description to check understanding.
For example, ask:
What do TV interns research? (hot topics)
Is it a paid position? (Yes, it is.)

Is it year-round? (No, it's only for the summer.)

Where is the archeological internship? (Pompeii)

What characteristics are needed? (hardworking, patient, reliable, good at working with others)

Is it a paid position? (No, it isn't.)

How long is the internship? (3 months)

Who should apply for the internship in Saudi Arabia? (civil engineering graduate students)

What will they do? (construct roads, research centers, new pipelines)

What skills are needed? (read blueprints, some Arabic)

Is it a paid position? (No, it isn't.)

How long is the internship? (It doesn't say.)

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

2 Careers

Résumé



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

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

After Reading

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

Answers

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

Discussion

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

Workbook

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



Teaching Tip

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



Additional Activity

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

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



Project: Job Fair

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



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

10 Writing

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

A

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

Answers

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

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

B

- Tell students that they are going to read a cover letter. Call on volunteers to tell the class what they remember about cover letters. Use questions to help them. For example: Who is a cover letter addressed to? What purpose does it serve? What kind of information does it include?
- Read the instructions for 1, 2 and 3 with the class. Explain that they will use the letter and chart on the next page. Direct them to page 23.

2 Careers

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



Teaching Tip

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

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

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



Additional Activity

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

Workbook

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

11 Project

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

Example questions:

How do you feel about working with other people?

Can you use specialized computer software to design interiors?

How long have you worked in sales?

What was the focus of your MA research/ dissertation?

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



Teaching Tip

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



Additional Activity

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

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

12 Self Reflection



- Brainstorm Careers. Write the word on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 14 and 15. Ask them think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
Did you like any of the dream jobs mentioned?
Which? Why? Why not?
What is your dream job?
Which qualities do you remember? Are there any qualities that you need more explanation on?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 16, 17, ask them some questions. For example:
How long have you been studying English?
How many different books have you used?
How long have you been attending this class?
 Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 18, 19. Call on volunteers to say what the context is in this lesson, i.e. business, jobs, job interviews.
- Have students say what they remember from this section and have them make notes in the chart.
- Write *JobPool* on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
Name 4 sections of a resume
 Say which is right:
A resume is written in complete, detailed sentences.
A resume is written in a condensed style
The most important thing in a resume is the language used

The most important thing in a resume is presenting information

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about cover letters. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 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. Hold a class discussion about project work. Elicit ideas from the students and explain some of the benefits of this kind of work. List some aspect of project work on the board. For example:
Personalization
Creativity
Natural language use
Focus on meaning
Research/ collecting information
Using other knowledge
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that student feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

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

Unit Goals

Vocabulary

Predictions
and opinions
Intelligent buildings
and homes
Time capsules
Hidden treasures

Functions

Make predictions
about the future
Express opinions

Grammar

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

Listening

Listen for specific
information from
a speech

Pronunciation

Words that are
not stressed

Reading

The Tulsa Time Capsule

Writing

Write a witness account
of an event

Project

Write about what
to include in a
time capsule

Warm Up



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

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

Language Builder



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

1 Listen and Discuss

- Have students open their books to page 26. Read the title aloud: ***A Vision of the Future***. Ask students what they know about Jules Verne. Explain that he was a French novelist who lived from 1828–1905, and is considered the father of science fiction. He was interested in science and geography and wrote a series of novels about journeys in which he talked about many scientific and technological achievements of the 20th century. He is especially famous for the novels *A Journey to the Center of the Earth* and *20,000 Leagues Under the Sea*.
- Write **science fiction** on the board. Explain that this is a type of fantastic literature based on science or pseudoscience. It had its beginnings in the late 19th century. At that time, things such as robots, space travel, and invasions from outer space were fantasies, but considered within the realm of future possibility. Ask students which of these are no longer considered fantastic. For example, we have robots today, and space travel.
- Direct students' attention to the pictures and ask students to describe them.
- Tell students they are going to read about Jules Verne and his vision of the future. Ask students to say what language they think they will be using in this unit if they're going to be talking about the future.
- Write the word **will** on the board. Say: **Find the question that Jules Verne asked**. Call on a student to read it. (*What will life be like at the end of the 20th century...?*) Point out that he uses *will* to indicate the future.
-  Play the audio of the passage as students listen with their books closed.
-  Play the audio again as students follow along in their books.
- Direct students' attention to question 2. Have students work individually. Call on students to read the sentences.
- Ask: **What did Jules Verne say life would be like?** Have students give specifics from the paragraph. Say: **Vision means the ability to see**. Ask: **Why do people call him a visionary?** (He could "see" into the future.) Ask students if they can think of anyone alive now who seems like a visionary.
- Allow time for students to ask about words and phrases that are unfamiliar to them. Review the irregular past tense verb forms in the paragraph: *wrote* (write), *dove* (dive), and *became* (become).

3 What Will Be, Will Be

Comments Made in the United States in 1955

- Direct students' attention to the photos on page 27. Ask students to describe the photos.
-  Play the audio for the predictions on page 27.
-  Play the audio again and have students follow along in their books.
- Call on students to read each prediction aloud. Have the class say if the prediction was right or wrong.
- Ask students to read the **FYI** silently. Elicit their reactions.

Quick Check

A

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

Answers

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

B

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

Answers

The following should be marked: 1, 2 and 5

2 Pair Work

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

Workbook

Assign page 17 for practice with *will* and *be going to*.

Language Builder

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



Teaching Tip

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



Additional Activity

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

I can't believe they thought...

They were right! We do have...

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

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



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

3 Grammar

Future with *Will* or *Be Going To*

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

Will versus *Be Going To*

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

Future Progressive

- Present to the class when the future progressive is used. Explain that both *will* and *be going to* can be used to talk about a continuous action that will occur in the future.
- Go over the affirmative statements and the questions. Point out that in conversation, the short answers are enough. It's not necessary to repeat everything because the meaning is clear.

- Have students work in pairs to ask each other about their plans for the week. They should reply with short answers. For example:

A: Will you be studying at the library tomorrow?

B: Yes. I will.

- Write on the board: ***What are you going to be doing...? / What will you be doing...?*** Then write future time cues on the board. For example: ***next year, at this time tomorrow, a week from today, in five years, a month from now, next weekend, next school vacation.*** Have students ask and answer questions using the cues. For example:

A: What are you going to be doing next weekend?

B: I'm going to go to my friend's graduation..

A

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

Answers

Answers will vary. Sample answers:

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

Language Builder

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

3 What Will Be, Will Be

B

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

Answers

Answers will vary. Sample answers:

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

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

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

C

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

Answers

Answers will vary. Sample answer:

- A:** Do you think there will be enough food for everyone in the world?
- B:** I believe there will be. Scientists will figure out a way to feed more people with the resources we have.

Workbook

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



Teaching Tip

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



Additional Activity

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

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

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

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

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

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

4 Language in Context

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


5 Listening


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

Who has been to a high school graduation?

Who usually goes to the graduation?

What do you think the principal will talk about?

- Explain that the principal will talk about four different students. Ask a student to read the names in the chart. Hearing the names in advance will help them follow the organization of the speech.
- Tell students they will hear the speech several times. The first time you just want them to listen for general understanding.
-  Play the audio for students to just listen.
- Ask: ***What two things does the principal talk about for each student?*** (the student's achievements and his predictions for their future)

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

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

Audioscript

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

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

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

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



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

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

Answers

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



6 Pronunciation

- A.  Play the audio for students to just listen.
 Play the audio again and have students repeat the words and sentences.
- B. Have students work alone to find sentences. Go over the task as a class.

7 About You

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

8 Conversation

- Have students cover the conversation and look at the photos. Ask: **What is the house like?** Tell students this type of house is known as an intelligent house. Explain that it's called *intelligent* because it has a complicated electronic system so that it can do many things automatically. Ask students to share what they know about intelligent buildings.
- Ask students questions about robots. For example: **Would you like to have a robot do your housework? What are the advantages and disadvantages?** List their ideas on the board.
- Tell students that the conversation is between a reporter and an engineer. They are talking about the features of an intelligent home. Ask them to scan the conversation and quickly read the questions the reporter asks, but not the engineer's responses.
-  Play the audio. Have students cover the conversation and just listen.
- Then have students read the conversation silently.
-  Play the audio again as students follow along in their books.
- Have students work in pairs to practice the conversation. After practicing it once, they should switch roles and repeat.
- Ask a few questions. Tell students to answer in their own words. For example: **What is the concept of intelligent buildings?** (an integrated system that makes people's lives easier) **How do you open the front door?** (The system reads your fingerprint.) **What makes the refrigerator "smart"?** (It can tell you what you need to buy.)

Real Talk

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

About the Conversation

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

Answers

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

Your Turn

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

Workbook

Assign page 21 for additional reading practice.



Teaching Tip

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



Additional Activity

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




- Crystal balls have been used for thousands of years to help people see into the future. Usually the ball is made of clear glass, but a clear bowl of water is also used. Now, it's possible to go online and use a virtual crystal ball to ask questions about the future. You simply send the question to a cyber crystal ball, and a prediction is sent back.
- An intelligent house can help you throw a party. You can program in advance the music you want to hear. The house also knows when to change the lighting to go along with the music in order to create the right atmosphere; a smart house indeed!

9 Reading

READING STRATEGY Analyzing pictures

Have students read the title. Ask what U.S. state Tulsa is in. (Oklahoma) Ask students to look at the photos on pages 32 and 33 carefully, and describe them. Ask what details in the photos help them understand the title.

- Ask the **Before Reading** questions. Encourage the students to scan the text and find the answers. After several minutes call on students for the answers..
- Have students share with the class anything else they know about time capsules. Then ask them to read the first paragraph of the article and stop.
- Ask: **What was the Tulsa Time Capsule? Why did they do it?** Have students answer in their own words.
- Point out that newspaper articles are typically organized like this one. The main ideas of the entire article are summarized in the first paragraph. The rest of the article provides more details.
- Have students read the article on their own.
-  Play the audio as students follow along in their books.
- Have students work in pairs. Tell them to reread the article silently, one paragraph at a time. After each paragraph, have them tell each other the main ideas of the paragraph in their own words. Explain to them that you don't want them to read aloud to each other. You want them to look down at the paragraph to get an idea, and then look up and say it. Tell them you don't expect them to say all of the information in each paragraph.
- When students are finished, ask some general questions about the time capsule. For example, ask:
Do you think it was a good idea?
What was the main reason the items in the time capsule were in bad condition?
What did Teddy and Gene mean by saying, "It's our King Tut's tomb?"
Who was King Tut?
- Share with the class that King Tut was a pharaoh in Ancient Egypt (133–1324 B.C.E.). He became a ruler when he was only nine years old. His tomb was discovered in the early 20th century. It was full of gold and treasures from the past.

Language Builder

Explain that the meaning of the expression, *I'll (never) make it* depends on the context. In this article, *to make it* means *to live that long*. Other examples with *to make it* include:

to make it to the train station on time = to arrive there on time

to make it in a career = to be successful

to make it to the game = to be able to go to the game

3 What Will Be, Will Be

After Reading

A

- Have students work individually to complete the exercise and then check their answers in pairs.
- Answer any questions about the vocabulary.

Answers

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

B

- Have students work in pairs to ask and answer the questions. Call on pairs to present for the class.

Answers

Answers will vary. Sample answers:

1. The purpose was to show how people lived in Tulsa in 1957.
2. They included the gas in case the combustion engine became obsolete.
3. The microfilm is obsolete.
4. The winner of the contest was going to be the one who guessed the population of Tulsa in 2007.
5. Water got into the vault, and the car was covered in rust. The microfilm for the contest wasn't found.

C

- Have students work alone to complete the sentences. Remind them to use their own words, and not copy directly from the reading.
- Have students compare their answers in groups. Then call on students to read their sentences aloud.

Answers

Answers will vary. Sample answers:

1. see what Tulsa was like in 1957
2. live long enough to win the prize
3. will find a woman's purse and its contents

Discussion

- Discuss "hidden treasure" as a class. Bring up the topic of treasure that has been discovered on sunken ships in recent years. New technology has made it possible to locate treasure no one could get to in the past. Who has the right to this treasure? Who should be allowed to keep the treasure?

Workbook

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



Teaching Tip

Encourage students to correct each other during pair work. Stronger students will have their skills reinforced, while weaker students will have more opportunities to become aware of their errors.



Additional Activity

Have students work in groups to plan a space capsule of items to send to another planet. Ask them to include at least 5–8 items that they think represent people on Earth.



In 1865, *The Republic*, a ship carrying supplies to New Orleans, sank during a hurricane. Now, about 150 years later, sunken treasure worth about 150 million dollars has been found on it. More surprising are the hundreds of jars and bottles of food still in excellent condition, such as pickles, champagne, and mustard. The ship is a kind of time capsule of life back then.

10 Writing

A

- Direct students' attention to the picture and the title. Give them a few minutes to discuss what they see in pairs.
- Read the directions for 1 and 2 ask students to try and guess what a keeper is. Ask them to speculate on what the treasure might be and where it might be hidden.
- Have volunteers report answers/ideas for the class. List the ideas on the board.
- Have students read the text individually to find out what the treasure was and where it was hidden. Ask them to compare with their ideas.
- Play the audio and have students follow in their books and mark stressed words. Have them compare stressed words in pairs. Then check in class. Play the recording again if necessary. Tell students that you will come back to the stressed items later.
- Have them read the story and make notes as in 3. Ask them to compare notes in pairs. Then tell students to compare their notes and the stressed words in the text to find out how many are the same. Explain that normally stressed items are the items we use to make notes.
- Check answers in class. Call on volunteers to report their answers.
- Please note that the answers given are sample answers. Allow students to make notes using their own words and accept answers that make sense.

Answers

Who found the treasure?	A Korean fisherman
Where did he find it?	Off/ near the Korean shore
How did he find it?	He caught an octopus with blue shards attached to its tentacles/ then caught another octopus with a whole plate
What was the treasure?	Thirty perfect 12 th century bowls
What did he do with it?	He contacted the museum/ He reported it to the museum

- Have students work in small groups discussing the fisherman's decision to contact the museum. Ask them to think about whether they would have done the same or not and why.
- Discuss ideas in class. Choose the best idea.



Additional Activity

A chain story– Explain to students that they will have to listen very carefully to every person as the story progresses. Start the story with an opener. For example:

One day, an old man called or This is the story of Or

Asma looked around. Everyone in the family ...

The first person has to continue and complete the sentence. For example:

One day, an old man called Saeed decided to dig a well. So

So he packed food and some more supplies and tools on his camel and left the village.

As he was

Explain that students need to listen very carefully so they can continue the story with their own sentence. From time to time call on volunteers to go over the story and repeat what has already been said.

If you wish you can record the story and have student listen, take notes and write it

3 What Will Be, Will Be

B

- Organize students in small groups and have them brainstorm stories that they might have read or heard about a “hidden treasure”. Give them a few minutes to discuss one or two stories in their group. Circulate and monitor participation to make sure that everyone is contributing to some extent.
- Call on each group to tell the story for the class. Encourage them to share parts of the story to make sure that everyone participates.
- Direct students to the Writing Corner. Ask them to think about stories they like and the reasons they like them. Have them think about the characters, the events, the place where the story takes place. Call on volunteers to say what they like about the stories in class.
- Read the guidelines in the Writing Corner with the class. Pause and discuss each point.

Audience: Tell students to think about the reasons they like some stories and use that to guide them. For example, if they like a story because it creates a very vivid and interesting picture of the main characters and the place, to try and do the same when they write their own story.

People: The characters are extremely important in stories. There are whole stories that are mainly based on characters and not so much on places or events. Tell students to choose the names of their characters carefully and to try and picture them in their minds before they use them. Also, have students think about the personality of each character and whether he/she is a good person or a bad person, etc.

The place or places: It is not enough to simply name a place, for example, place a character at home or at work. What kind of home is it? Is it large or small? Where is it located? Is it traditional? Are there large windows that let in plenty of light? Etc.

The time: Time is an important element in stories. We often tell a story in “jumbled order” in other words we do not follow a strict chronological order in stating the events but we use language to indicate that certain events took place before others. Also, era or season are quite important. For example, “a cold winter day” in Northern Europe or America carries a completely different meaning to “a cold winter day” in Southern Mediterranean or the Middle East.

The events/the plot: This is usually the part of the story that most people pay attention to. They talk about what happened. However, the events out of

context are not always very interesting. For example think about these two sentences:

He was lost in the desert, compared to, **He was lost**, or **He was lost in the mall**

Do they all carry the same meaning and evoke the same feelings and images?

The order of events: As mentioned before about time, we don’t always relate the events in the order they happened, in natural order. Remind students that there are stories or even films that begin with the final event and then go back.

The beginning and end of the story: It is important to think about how you are going to begin and end even if you decide to make changes later.

- Read questions 1 and 2 in the Writing Corner with the class. Have students think about the story they read. Did they expect the keeper to be an octopus? How did they feel when they found out? Were they surprised?
- Call on volunteers to elicit ideas. Explain that if a writer raises certain expectations by using certain words or phrases or events and then does something unexpected that does not agree with most people’s expectations he/she creates an effect.
- Ask students to think of how suspense is created. Use questions to help them. For example:
Does the writer or filmmaker give all the information at once?
Do you know what is going to happen next?
Are there clues that make you think something important is going to happen? How does that make you feel?
- Have students work in small groups to discuss their stories and make notes in the chart. Remind them to read the directions for B. Give them time to write their stories. Tell them to feel free to modify the group story if they want.
- Have students exchange drafts and make comments or suggestions. Encourage them to read as more drafts if there is enough time. Ask them to use the comments and rewrite their stories. Call on volunteers to read their stories in class.

Workbook

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

11 Project

- Organize students in groups and have them brainstorm on life in their country as they know it. Suggest that they think about :
People
Places
Transport
Shops
Travel
Cities
The countryside
Sports
Education
Food
Technology
Encourage them to think about different things if they wish. Remind them to choose one or two people in their group to make notes as they discuss their ideas.
- Call on a student from each group to present some of their ideas for the class.
- Tell students that they will have to plan a time capsule and choose objects to include. Encourage them to use their imagination and visualize life in their country in 50 years' time. Elicit ideas about changes in the country. Have them suggest the shape and material that they would use for the time capsule. Remind them that they might decide to use a type of container or packaging that is available.
- Have students read directions 1 to 4 and tell them to study the planner and make notes before they decide. Set a time limit for groups to decide or limit the number of objects they can put in the time capsule, for example an object per student in each group.
- Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- When the time is up remind them to share the work they need to do collecting information and writing about the objects. Give them time to share the objects in the group and tell them to write short texts about **what each object is, what it is used for, what it is made of, where it comes from and why it has been included** in the time capsule.
- Read directions for 5 and 6 with the class. Explain to students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Tell them that they can use any color they want and choose pictures or draw their

own. Tell them that sometimes people even attach small objects to the posters to make them three-dimensional. Remind them that they will need the short texts about the objects to use as captions on their poster.

- Allow time for research. This means that if students don't have access to the internet or a library they might not be able to collect the information and/or photos they need. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete the poster in the next lesson.
- Call on each group to present their poster. Suggest that they take turns presenting each item that they have researched and collected information about.
- Display the posters on the wall if you can. Have students choose the poster they like best.

Additional Activity

Have students work in groups to plan and create a time capsule to be opened at the end of the school year. Tell them that the box or container that they use will have to be sealed and handed in for safekeeping. Explain that they can include assignments, notes, photos, drawings, objects etc.

Teaching Tip

When students work in groups, more outgoing students tend to monopolize most of the discussion and decision making. In order to include everyone, remind students to choose one or two people to be note-takers and one student to act as a chairperson and make sure everyone has the chance to speak. Suggest that they assign tasks to each group member based on their individual skills and interests. For example, an artistic student should do the illustrations.

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

3 What Will Be, Will Be

12 Self Reflection



- Write 'A Vision of the Future' on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 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 do you feel about some of the predictions that people have made?
Can you make some predictions about the future from your viewpoint?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 28, 29, ask them some questions. For example:
Have you made any vacation plans? What are you going to do during the term break?
What will you be doing at this time on Friday? Will you be taking a test?
Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 30, 31. Call on volunteers to say what the context is in this lesson, for example: future career plans, future study plans, future homes and appliances
- Have students say what they remember from this section and make notes in the chart.
- Write The Tulsa Time Capsule on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:
What is your opinion about the Tulsa Time Capsule?
Would you have chosen to bury a car? Why? Why not?
What would you have used instead?

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about stories. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 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 objects chosen? Why? Why not?
Where did they find information? Where did they find photos?
Did they enjoy the poster presentation?
Would they change anything if they had the chance to do it again? What?
Did they enjoy designing the poster? Did everyone contribute?
Was there room for originality and creativity? Why? Why not?
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

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

Unit Goals

Language Review

Reading

Eye Make-up in Ancient Egypt

Project

Research the history of a fashion item

Chant-Along

I Wonder What They'll Be

Writing

Write about your personal dreams

1 Language Review

A

- This exercise reviews the present perfect progressive. Remind students that we use the present perfect progressive to say how long something has been happening. Refer back to the Grammar in Unit 2 (page 16) as necessary.
- Write on the board: ***I lost my keys. I (look) ____ for them all day.*** Ask students to complete the sentence. Elicit: ***have been looking.*** Next, have students form the question. Elicit: ***Have you been looking for your keys?***
- Have students work alone to complete the activity, and then check answers in pairs, taking turns asking and answering the questions.
- Call on students to say the questions.

Answers

Answers will vary. Sample answers:

- Have you been waiting for the bus a long time?
- Have you been eating chocolate?
- Have you been cleaning the house?
- Have you been skiing?
- Have you been jogging?
- Have you been sleeping?

B

- This exercise reviews when to use the present perfect progressive and the present perfect. Remind students that the present perfect progressive is used to talk about the length of an action in relationship to the present. The present perfect is used to talk about the completion of an action. Refer back to the Grammar in Unit 2 (page 16) as necessary. As an example, write on the board:

She has cooked dinner. (It's ready.)

She has been cooking dinner. (It's not ready.)

- Have students work alone. Then call on volunteers to read the completed sentences. Ask them to say the context clue they used to help them decide the correct verb form.

Answers

- has stolen
- have been living / 've been living
- have you been waiting
- haven't slept
- Have you been using
- have been painting, have only finished / 've only finished

C

- This exercise reviews formation of questions using the present perfect. Remind students that the present perfect progressive is used to ask about how long something has been done, and the present perfect simple is used to ask about how many times or how many things have been done. Refer back to the Grammar in Unit 2 (page 16) as necessary.
- Go over the example and point out that there is more than one way to form each question. For example:
1. How long have you been a doctor? How long have you been working at the hospital?
- Have students complete the exercise individually and then check their answers in pairs. To check as a class, have one student ask the question and another make up an appropriate answer.

Answers

Answers will vary. Sample answers:

- have you been flying airplanes
- books have you written
- cakes have you made
- have you been playing for the local team
- have you been studying English

D

- Have students work in pairs. Give them time to read the article and then tell them to ask and answer the questions: After several minutes call pairs to present their answers to the class.

Answers

Answers will vary.

E

- Have students work in pairs to discuss and write a brief reply. After several minutes call pairs to present their answers to the class. Point out the speech bubbles and tell students that they can model their answers after these examples. Ask them to give a reason for each answer.
- As a follow up have students consider which other technological advances (i.e. have affected our every day lives in a positive or negative way.)

F

- This exercise reviews future tenses. Referring back to the Unit 3 Grammar (page 28), remind students the different types of future (will, be going to, future progressive)
- Have students work in pairs. After several minutes have students compare their answers in small groups.

Answers

Answers will vary

Workbook

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

2 Reading

- Discuss the **Before Reading** questions with the students. Ask students to look at the picture on page 40 and describe what they see. Ask them not to read the text.

After Reading

A


- Have students work alone to answer the questions. Have them identify specific lines in the reading that tell them the answer.
- Help students with new vocabulary. To review the reading strategy of scanning, have students scan the reading quickly and identify words and expressions that are new to them. Write the words on the board. Encourage students to use the context to understand the meanings before you explain them.
- As a follow-up have students in small groups to discuss, provide, and share any information they have about customs and practices of other ancient civilizations i.e.
Sumerians,
Assyrians,
Thamud.
- Draw a chart on the board and have students do the same to organize their information.
- After several minutes call volunteers to report to the class.

civilizations	customs and practices

Answers

1. It was concocted with a mixture of lead and lead salts.
2. It was used to adorn the eyes and ward off evil
3. They believed that make-up had medical properties.
4. They observed the effect of lead chloride on a single cell.
5. Lead produces a molecule that activates the immune system to attack bacteria.
6. For thousands of years.

After Reading

-  Play the audio and have students read along as they listen.
- Help students with new vocabulary. Have students read as they listen and identify words and expressions that are new to them. Have students in pairs and encourage them to use the context to understand the meanings before you do the Task B.
- B**
- Check as a class by calling on students to give the answers.

Answers

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

Discussion

- Read the questions aloud. Organize students into small groups to discuss the questions. Ask students to discuss any other reasons why people wear make-up.
- Circulate and monitor students as they talk, but do not make corrections at this point since the focus here is on fluency.
- Have one student from each group report back to the class. Ask students to listen carefully and ask questions or make comments.

Workbook

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

3 Project

- Brainstorm a list of items students might research. Compile a list on the board. Tell students they can either choose from the list or choose a different item they would like to research.
- Discuss ways to do the research. For example, if they are going to do it online, ask them to consider what would be good key words to use to find the information they need.
- Students can work alone or in pairs to conduct their research, but have them prepare a written report to submit as a writing assignment.
- Have students report their findings to the class. Tell the class to listen carefully to each speaker, and to write down one question to ask him or her afterwards. This will encourage active listening and keep everyone involved throughout the activity.

4 Chant-Along

- Tell students that they are going to hear a chant called *I Wonder What They'll Be*. Ask students to cover the chant lyrics and just look at the picture. Ask:
Who do you see?
What is the relationship of the people?
What are they doing?
What do you think the chant is about?
 Elicit students' ideas and write them on the board.
- Have students read the lyrics to the chant silently. Ask them to share their first impressions of what the chant is about.
- ▶ Play the chant as students follow along in their books.
- Give students the opportunity to ask about any expressions that they don't understand. Point out that some of the language is metaphoric. Discuss the line *bring love and light to their own home*. Explain that *to bring light* means to bring happiness or joy.
- Ask students to say the lines that contain *will* and the contraction *'ll*. Point out that these lines tell us that the chanter is talking about his children in the future.
- ▶ Play the chant a second time so that students can learn the tune. Then play it again, pausing after certain lines to have students supply the next line.
- Ask students to identify the verbs and the verb phrases. For example, ask: **What is he hoping for?** (that they'll be kind) **What is he wondering?** (if they'll understand her dreams for them)
- ▶ Play the complete chant one more time and encourage everyone to participate.
- Ask students how the chant makes them feel. Help with vocabulary as needed.
- Then ask students what the main message of the chant is. **What does the father want to tell us in this chant?** (He hopes that his children have a wonderful future, and that he has helped to show them how to have a happy life.)

Vocabulary

A

- Read aloud the first word and have students say which of the phrases best defines how it is used in the chant. Then have students work alone to match the words and the definitions. Make sure that they refer to the chant to find the meanings, and not a dictionary.
- Check answers by calling on students to say the answer and to read aloud the line of the chant in which the word or phrase appears.

Answers

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

B

- Have students work in pairs or small groups to discuss the meaning of the expressions. Then ask each student to write their own definitions.
- Call on students to share their definitions with the class. Encourage them to use lines from the chant to support their ideas.

Answers

Answers will vary. Sample answers:

1. to show a person what to do or how to do something
2. something that is worthless and easily destroyed

Comprehension

A

- Have students work alone or in pairs to answer *true* or *false* for each statement about the chant.
- Go over the answers as a class. Ask students to read aloud the lines of the chant they used to decide their answers.

Answers

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

Discussion

- Read the questions aloud with the class. Have students work in pairs or small groups to discuss their answers. You might raise the question of whether they have the same dreams as their parents have

for them. (Remind them of the banker in Unit 2 who wanted to be a watch repairer, but his parents didn't approve.) You might also ask them to discuss what they plan to do to accomplish their dreams.

- Have one person in each group report back to the class. Ask him or her to share the dreams of one student's parents in the group, and how the student feels about those dreams.

5 Writing

- Review with students that before they begin writing, it is important to think about what they want to say, and organize those ideas. The graphic organizer in their book is a good way to organize their ideas.
- Demonstrate ways to use the organizer for this topic.
- Have students work alone to write, either in class or for homework.
- In class, have students exchange their finished writing with a partner and read each other's work. Tell them to ask questions about anything that's unclear, or that they want more information about.
- Call on students to read their writing about personal dreams to the class.

Workbook

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

Unit Goals

Vocabulary

Advertising
Products, designers,
and inventors
Unusual new gadgets
Credit cards

Functions

Talk about
commercials, ads,
and product history
Describe products
Make comparisons

Grammar

The Passive
Comparatives
and Superlatives
As...As
Verbs *Look, Smell,*
Sound, Taste with
Like + Noun

Listening

Listen for specific
information from
an ad

Pronunciation

Linking adjacent sounds

Reading

The World of Plastic

Writing

Write about a product
and its history

Project

Write an ad for
a product

Warm Up



Ask students about advertisements they remember from any source, such as radio, TV, the Internet, magazines, or on billboards. Have them describe the ad and say whether they liked it or disliked it, and why. Ask what kinds of claims were made in the advertisements. For example: *You will lose 10 pounds in only 5 days!* Try to elicit comparative and superlative forms. For example: *Your teeth will be brighter and whiter in no time!*

Ask: **What features make an ad good? What features make an ad bad?** Elicit ideas from students and list them on the board.

1 Listen and Discuss

- Have students open their books to pages 44–45. Tell students to look at the photos without reading the ads to think and write as many words as they can. After several minutes ask them to scan the texts to see if they can find any of the words. Then call on volunteers to report to the class. Ask: **What is each photo of? How would you describe the product in**

each ad? How is the old bicycle at the top of page 45 different from bicycles today?

- Explain that making comparisons to find patterns among components of a presentation will help students understand the purpose of the presentation. Have them scan the three parts of the reading to determine the overall theme, as well as language that is common to each part. The theme is that each part is promoting a product; all of them are advertisements. The language common to all three advertisements is comparative and superlative adjectives.
- Review how to identify comparative and superlative adjectives. Most comparatives are formed with either *-er* at the end of the adjective or the word *more* before it. Write examples on the board, for example: **prettier, stronger, more interesting, more intelligent.** Superlatives are formed with *-est* and the word *most*. Write on the board: **prettiest, strongest, most interesting.**
- Have students scan the product descriptions and write **C** above each comparative adjective and **S** above each superlative adjective. (Comparatives include: *smaller, better, lighter, easier, less bulky, bigger, and faster.* Superlatives include: *most expensive, smoothest.*) Ask students: **What is the superlative form of less bulky?** (least bulky)
- After going over the adjectives students found in the ads, ask if anyone wrote down *more readily*. Point out that *readily* is an adverb modifying *stored*, not an adjective.
-  With students' books closed, play the audio through.
-  Play the audio again as students follow along in their books. Ask them to circle any words and expressions that they don't understand.
- Have students work in pairs or small groups to ask about the unfamiliar words and expressions they circled.
- Ask the class about the phrase *to customize their car* from the car ad. Students will use the phrase *a personalized car* in Pair Work, and so this is a good point to explain that both terms mean *to make according to what someone wants*.

4 The Art of Advertising

Quick Check

A

- Read the directions with the class. Draw a three-column chart on the board. Label the headings: **car**, **suitcase**, and **bike**. Tell students to draw the chart on a piece of paper and use it to complete the activity. This activity can be done individually or in pairs.
- To check answers, call on students to fill in the chart on the board.

Answers

Answers will vary. Sample answers:

Car: tiny classic, new

Suitcase: most expensive, “friendly,” lighter than any other bag, price as high as a car

Bike: portable, smaller and less bulky, attractive

B

- Have students work individually to answer *true* or *false* for each statement.
- To check answers, call on one student to read each statement and have the class say if it is true or false.

Answers

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

2 Pair Work

A

- Organize students into pairs. Tell them to take turns asking and answering about the products in the advertisements. Tell them to ask as many questions as they can.



- Play the audio. Ask students to listen and repeat.

- Model the example conversations with volunteers, changing roles. Encourage students to use comparatives and superlatives in their questions and answers. For example:

A: How does the fold-up bike compare to a standard bike in size?

B: It's smaller and less bulky.

- Monitor students as they practice, offering help as needed. Then call on several pairs to present for the class.

B

- Give students a few minutes to choose a product and write down two reasons that he or she likes it.
- Have students share their products and reasons with a partner. Then have pairs form small groups to compare the products they chose, and why.
- Call on one student from each group to tell the class about a product of someone else in the group. This will encourage active listening during group work.

Language Builder

Explain that another way to say “the *standard* bike” is to say “the *typical* or *ordinary* bike.” We use the word *standard* to refer to what is normal or usual. For example: *It's now standard practice at some schools to take away students' cell phones before exams.*

Workbook

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



Teaching Tip

Having students work with their peers in small groups to check on unfamiliar vocabulary can benefit everyone. Students often feel more comfortable sharing their ideas with one another. Learning from peers can encourage them to work harder so that they can help each other more in the future.



Additional Activity

Arrange students in small groups to play a game. One student begins by describing an object in the room. For example: ***That book is small.*** A student in the group responds by describing another object. For example: ***This book is bigger.*** The student who responded then makes the next statement. Students see who can respond first. Alternatively, students take turns in a circle.



The Super Bowl, the championship game of the U.S. National Football League, is also a “Super Bowl” for commercials. Every year, approximately 90 million viewers watch the game—many of them just to watch the ads. So the ads must be innovative and spectacular. It costs several million dollars to air a 30-second ad during the Super Bowl, but many companies think it is worth it.

3 Grammar

The Passive

- Go over the material in the grammar chart for the passive. Point out that when using the passive, stating the agent (who or what performed the action) is optional. If the agent is included in a sentence, it usually comes immediately after the past participle and is preceded by *by*.
- Say, or write on the board, sentences in the active voice. Have students change each sentence from the active to the passive. For example:

You: The boy broke the window.

Class: The window was broken by the boy.

Comparatives and Superlatives

- Go over the material in the grammar chart for comparatives and superlatives.
- Have students practice using comparatives and superlatives with items in the classroom. For example, say: ***This piece of paper is small. This piece of paper is smaller.*** Alternatively, draw on the board lines, squares, and other geometric shapes for students to compare. For example, say: ***Triangle A is bigger than triangle B. Triangle C is the biggest.***

As...As

- Go over the examples of when to use ***as...as*** and ***not as...as***. Point out that this structure is used to show how things are the same or how they are different.
- Remind students that we use a similar structure to compare amounts or degrees (*as much/many + noun + as*) For example: ***This backpack has as many pockets as that one. She doesn't have as much money as I have.***

Verbs Look, Smell, Sound, Taste, with Like + Noun

- Read the examples in the chart with the class.
- To help students understand better, you might point out that all of the examples are about physical attributes, except for the one with *sounds like*. Contrast the example ***That sounds like a good idea*** with ***What's that? It sounds like a train*** to show that *sounds like* can also be used to talk about physical attributes.

A

- Have students work individually to rewrite each sentence in the passive.
- To check answers, call on volunteers to read their sentences for the class.
- Point out that the agent is not optional in numbers 1, 4, 5, and 6 because the agent adds to the meaning. In numbers 2, 3, and 7, the agent is optional because the meaning is clear without it, and the agent is obvious. For example, only people drive or buy cars, so there's no need to state this. We would, however, state the agent if it was more specific and the focus of the sentence. For example: ***In the future, smaller and smaller cars will be driven by commuters.***

Answers

Answers will vary. Sample answers:

- The first car was made by Karl Benz in 1886.
- Cars are produced (by companies) all over the world nowadays.
- In the future, smaller and smaller cars will be driven (by people).
- Perfume, watches, and jewelry are made by Cartier.
- The perfume industry was started by Francois Coty in the late 1800s.
- Famous perfumes have been produced by the French for many years.
- In the future, more and more hybrid cars will be bought (by people).
- In the past, bikes were used by many people to go to work.

Language Builder

Explain that *looks like* has other meanings.

When talking about the weather, we often use *looks like* to describe what the weather will be like soon. For example: *It's cloudy and windy out. It looks like it's going to rain.*

It can also be used to state a conclusion. For example: *Wow, it's going to snow a lot tonight. It looks like we aren't going to have school tomorrow.*

4 The Art of Advertising

B

- Have students work individually to complete the paragraph with the passive forms of the verbs.
- To check answers, call on students to read sentences of the paragraph for the class.
- For additional practice, have students rewrite the paragraph using the active voice. Explain that sometimes the agent will not be clearly stated. In those cases, they can omit the agent, or add *by people* if they think it is needed to make the meaning clear.

Answers

1. are made
2. were considered
3. was used
4. was opened
5. were sprayed
6. was worn
7. was named
8. was packaged
9. was launched
10. has been enjoyed

C

- Have students fill in the ads with the correct comparative or superlative form of the adjective in parentheses.
- Have students work in pairs to compare their answers. Check by asking students to read the ads aloud. Encourage them to think about ads on TV or radio, and present the ads in a lively way.

Answers

Perfume ad: most refreshing

Toothpaste ad: cleaner, brighter

Pet food ad: healthier

Hand-held device ad: most reliable

D

- Have students work in pairs to express their opinions about which ad is the best one. Ask them to focus on which ad is the most effective. For example, which ad would make them want to buy the product if it was something they needed?
- Encourage students to share their personal experiences in choosing products they often buy, such as shampoo or snacks. How do they decide what to buy? Do ads influence them?

Answers

Answers will vary.

E

- Have students work alone to complete the sentences.
- To check answers, call on students to read their sentences. In some cases more than one answer is possible.

Answers

1. sounds (or looks)
2. look
3. smells
4. taste
5. sound
6. look

Workbook

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



Teaching Tip

Personalizing learning in the classroom reinforces new language and shows students its relevance to their lives outside of the classroom.



Additional Activity

Activity 1: Have students work in groups to take turns describing their favorite foods, or traditional foods for holidays, using *looks like*, *tastes like*, and *smells like*.

Activity 2: Have students work in pairs. Ask them to decide on a product to advertise, and then to write an ad statement about the product. For example: *Brighto. It makes your clothes cleaner and brighter.*

4 Language in Context

- Direct students' attention to the pictures. Ask them to first identify what they see, without reading the exercise.
- Have students work alone to match the sentence halves, and then compare their answers in pairs. Check as a class by calling on students to read the completed sentences aloud.

Answers

Answers at bottom of page in Student Book


1. d 3. e 5. i 7. j 9. f
2. g 4. a 6. h 8. c 10. b

5 Listening


- Tell students they will hear ads about four products. Ask a student to read aloud the names of the four products. Next, ask students to read the phrases in the right-hand column. Tell them to make predictions about the matches, but not say them out loud.
- Explain that writing down key words instead of trying to remember longer phrases or sentences is an effective tool when listening for specific information. Here, they are being asked to focus on what the product is for. Do the first item with the class to model what key words to listen for.

 Play the audio for number 1 only.

- Write on the board: **suntan, protect, skin, care, protection**. Show students how these key words can help them find the answer.

 Play the complete audio. Have students listen and write down key words.

- Have students mark their answers.

 Play the audio again for students to check their answers.

Audioscript

1. Sunray gives you the most wonderful suntan while protecting your skin all day long against the wind and harmful rays of the sun. Use Sunray for utmost care and protection. Recommended by dermatologists all over the world.
2. When you're feeling tired, hot, and thirsty, there's nothing more invigorating than Sparkle. It's cooler than an ocean breeze, fresher than a mountain stream, and it has a delicious, refreshing taste. Try Sparkle now.


3. Do you have a splitting headache? Are you suffering from a toothache? NoAche will take away your pain, and you will feel better immediately. Why don't you try NoAche and get rid of your aches and pains almost instantly?
4. When the kids got home from their camping trip, their suitcases were full of dirty clothes that smelled bad. I just threw all the clothes into the washing machine, added a measure of Spotless, and just look at them now. They're clean and spotless again—and they smell great, too.


Answers

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

6 Pronunciation

- Point out that these adjacent sounds link naturally in speech.

 Have students listen to the audio and repeat the phrases and sentences.

 Play the audio again for students to listen and repeat.



- Have students work individually to find examples. After several minutes have students in small groups to practice reading them aloud. Monitor students as they practice, offering help as needed.

7 About You

- Have students work in pairs to use the questions as a basis for their discussion about truth in advertising, and how ads influence their buying decisions. Ask students to present details about the best and worst ads they've seen or heard.
- Ask pairs to share with the class one idea or conclusion from their discussion.
- Call on several volunteers to share with the class about an occasion when they bought a product after being influenced by advertising, but the ad turned out to be false or misleading.

4 The Art of Advertising

8 Conversation

- Have students scan the conversation for unfamiliar words and phrases. Encourage them to try to understand the words and phrases through context, or encourage other students to tell the meanings of the words and phrases if they know them.
- Give students a few minutes to scan the conversation to find and underline the passive sentences. Elicit the passive sentences.
 -  With books closed, have students listen to the audio.
 -  Play the audio again, and have students read along in their books.
- Have students underline examples of consonant + vowel and consonant+consonant

Real Talk

- Explain that *What are you up to?* is used to ask about what someone is doing at that moment. It is also used as a general greeting, similar to *How's it going?* or *How have you been?*
- Ask: **Who says What on earth?** (Adnan) **Why does he say this?** (He is unfamiliar with a flying helicopter alarm and thinks it's a little strange.)

Your Ending

- Have students work alone to choose an ending, and then form small groups to exchange ideas. Call on students for their answers, and the reasons they chose them.

About the Conversation

- Have students work alone to go through the conversation and underline the sentences that tell them how the flying helicopter alarm works. Have them write a short explanation in their own words.
- Then have students present their explanations to a partner. Tell students to help each other make corrections.
- Call on a few volunteers to present to the class.

Answers

Answers will vary. Sample answer:

The flying helicopter alarm is placed on a base. When it goes off it flies so you have to get up and catch it.

Your Turn

- Have students work alone to complete the organizer. After several minutes have students in pairs. One student describes a gadget, and the other expresses disbelief. Have students switch roles so that each gets the chance to describe a gadget and express disbelief.

Workbook

Assign page 35 for additional reading practice.



Teaching Tip

If possible, bring realia to class, such as magazines and newspapers that will provide students with ideas of new gadgets for Your Turn. Alternatively, have them research a new gadget for homework the day before presenting the conversation.



Additional Activity

Activity 1: Have students restate each sentence in Language in Context on page 48, using the active voice instead of the passive. For example: ***The Chinese invented ice cream 4,000 years ago.***

Activity 2: Have students work in small groups to design a gadget they think would be useful in their daily lives. It can be unusual and creative, but should address a real need. An example might be a gadget that allows them to prepare for a test while they sleep.




- At the St. Louis World's Fair in 1904, an ice cream vendor ran out of dishes. At another booth, Ernest Hamwi was selling waffles. Hamwi rolled a waffle into a cone to put the ice cream in. It worked great, and the ice cream cone was created. In 1920, Hamwi received a patent for his simple creation.
- The Internet is a part of our everyday lives now, but this wasn't always the case. It was designed in 1973 by an American computer scientist, Vinton Cerf. For many years it was only used by scientists and researchers. However, by 1996, more than 25 million people in 180 countries were connected, and it took off from then.

9 Reading

READING STRATEGY Analyzing paragraphs

Review the general format of a paragraph. Explain that it usually contains one or two sentences that express the main idea, and several sentences that support the main idea. Tell students that analyzing each paragraph within a reading will clarify all the ideas expressed about the topic of the reading.

- Point out that this reading gives a chronology of credit card use. Tell students to pay attention to each year mentioned, and what happened in that year. This will help them follow the development of credit card use.
- Have students read the title and look at the photos. Have a class discussion about the meaning of the title: *The World of Plastic*. Ask them to share any ideas they have on the topic, such as the pros and cons of using credit cards.
- Ask the first **Before Reading** question. Have students read the text and write sentences using the timeline.

 Play the audio as students follow along in their books.


- Ask a few general questions to check comprehension. For example:

What was the “First Supper” in the credit card industry? (the first time Frank McNamara used a credit card)

What happened in 1955? (A credit card was accepted by an airline for the first time.)

When was the first members rewards program created? (in 1984)

- Tell students that they will listen to the reading again. As they listen to each paragraph, ask them to think about these questions: **What is the paragraph about? What more does it tell me about the topic?**

 Play the audio again. Ask students to underline the sentences in each paragraph that tell the main idea.

- Arrange students in pairs. Have them tell each other the main idea of each paragraph in their own words.
- Monitor students to check that they are not reading from their books as they exchange ideas.

Language Builder

Write these sentences on the board:

I don’t have any plastic.

This restaurant doesn’t take plastic.

Can I use plastic?

Explain these are examples of how the word *plastic* is used in everyday conversation to refer to a credit card.

4 The Art of Advertising

After Reading

A

- Have students work individually to choose the correct meaning of each word based on the reading.
- Check answers as a class.

Answers

1. b 2. a 3. b 4. c 5. a 6. c 7. a

B

- Have students work alone or in pairs. Call on students to write their answers on the board for the class to copy into their notebooks.
- Ask students to notice the letters that come after the prefix *im-*. Ask them to say those words using *in-*, so that they know how difficult it is. This will help them understand why we use both prefixes for *not*.

Answers

Answers will vary.

C

- Have students work alone to answer the questions.
- Check answers as a class by having one student ask the question and another student answer. The student who answers asks the next question.

Answers

Answers will vary. Sample answers:

1. Since the 1950s.
2. He didn't have enough money to pay for a business dinner.
3. He thought people should be able to spend what they could afford, not only what they are carrying in cash.
4. "charging it"
5. Hollywood made a film about it, and a board game called Diner's Club was created.
6. It became a status symbol.
7. It started for use in restaurants and then expanded to other businesses and to other countries.

Discussion

- Have a class discussion about what the students' life would be like without credit cards. Ask students to think of specific situations, such as shopping online, buying airline tickets, and downloading computer programs..

Workbook

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



Teaching Tip

Brainstorming possible writing topics as a class helps generate ideas and stimulates creativity.



Additional Activity

Have students write a short essay about the funniest ad they've seen or heard.



Product placement is an important advertising strategy. Companies choose particular TV programs and movies during which to run their ads.

10 Writing

A

- Direct students' attention to the picture. Discuss what they see. Elicit answers to questions. For example:

Is this a common picture? Do you see many people with their cell phones glued to their ears in shops, work places or the street?

Do people use their cell phones in cars?

What gadgets are available to prevent people from holding their phones directly to their ears?

- Read the directions for 1 and 2 with the class. Have students work in pairs discussing the questions. Call on volunteers to present their answers for the class.
- Have students move around and find out what type of cell phone different people have as a class survey. Hold a class discussion on different types of phones and what they can be used for.
- Call on a volunteer to read the directions for 3 aloud for the class. Have students work individually to answer the questions. Tell them to make notes. Then have them compare with a partner.
- Call on students to report their answers and have a class discussion.

B

- Direct students to the title of the text. Ask them questions to help them make predictions. Call on volunteers to answer them for the class. Make a note of their answers on the board.

What kind of information do you expect to find in the text?

Is the cell phone a new invention? When do you think it was invented?

- Remind them that the title and pictures can help them remember what they know about the subject and make predictions that facilitate understanding of what they read.
- Play the audio and have students listen and follow in their books. Ask them to compare the information to their own answers about the invention of the cell phone.
- Call on volunteers to answer in class.
- Have students copy the timeline in their notebooks. Ask them to make it longer to include more dates after 1973.
- Read the directions for 1 and 2 with the class. Organize students in pairs. Give them some time to

read and make notes on the timeline. Circulate and monitor participation.

- Call on students to write their answers on a timeline on the board for the class. Have the class check their answers.

Answers

1843	Michael Faraday, research on electricity in space
1865	Dr. Mahlon Loomis, communication through wireless atmosphere
1973	Dr Martin Cooper, first user of cellular phone
1977	Cell phones go public in USA
1988	CTIA, goals & standards for cellular phone providers

- Have a brief class discussion about cell phones. Ask students how they would feel if their cell phones stopped functioning.



Additional Activity

Organize students in groups. Ask them to think about gadgets and inventions that they use and make a short list. Call on a student from each group to present the group's decision for the class. List the gadgets and inventions that are suggested on the board. Assign an item per group or pair and ask students to research and find out about its history on the web or in a book. Have them draw a timeline and make notes along the dates that they have written.



Teaching Tip

When students have to search on the internet for information, they are not always certain that what they have found is reliable. This is the reason they sometimes turn up with endless amounts of unfiltered information that is not very helpful. It might help if you set a limit to the number of sources they can download material from to , for example, three and encourage them to highlight key information on their hard copies or make notes.

4 The Art of Advertising

- Tell students that they will write a short text about the history of a product or gadget.
- Direct them to the Writing Corner and have them read the guidelines as you ask questions. For example:
Where can you find information about a product or gadget?
What kind of information do you need to select if you want to write about the history of the product/invention?
Do you need to include every single detail? Why? Why not?
How do you decide what to include and what to leave out?
How do you organize and present facts/events?
- Call on volunteers to provide the answers. Ask students to mention the guideline and/or words that they used to answer each question.
- Have students work in pairs. Tell them to make sure they have one book open on page 52 and one open on page 53. Explain that this will save having to turn back and forth from the Writing Corner to the text on The Invention of the Cell Phone.
- Call on a volunteer to read the directions for task 1 in the Writing Corner. Check to make sure all the students understand the task. Have pairs work together to identify features in the text. Tell students to highlight items in the text and make notes. Circulate and monitor, provide help or clarification when required.
- Call on pairs to present their answers for the class. Ask them to give reasons by mentioning clues and/or lines in the text.
- Direct pairs to task 2 of the Writing Corner and have them look at the text again and decided. Tell them to think of reasons for their answer. Check in class.

Answers

1. Facts and events are organized in chronological order, as marked along the timeline.
1843 Michael Faraday, research on electricity in space/ substantial effect on development /cellular phones – Stage 1
1865 Dr. Mahlon Loomis, communication through wireless atmosphere, developed method receiving/transmitting messages through atmosphere –Stage 2
1973 Dr Martin Cooper, first user of cellular phone/ invented first portable cellular phone – Stage 3
1977 Cell phones go public in USA/ trial testing/Chicago then other cities, attracted large companies/ introduced around the world.- Stage 4

1988 CTIA – Cellular Technology Industry Association, goals & standards for cellular phone providers – Stage 5
40 years later commercially accessible
Now one of the largest industries worldwide
5 main stages of development
People/organizations; Michael Faraday, Dr. Mahlon Loomis, Dr Martin Cooper, Cellular Technology Industry Association, CTIA.

2. Yes, the writer is addressing people who are familiar with cell phones. He doesn't present or define cell phones as a new item.
- Read directions for C with the class. Have students work in pairs to choose a product/gadget and find out as much as they can about it. If they have already collected information about an invention/gadget , ask them to use it.
 - Have students go through their information and put it on a timeline. Then have them use the chart to make notes about the product/invention.
 - Ask them to use their notes to organize and write about the history of the product. Encourage them to use the guidelines in the Writing Corner and the model text on the Invention of the Cell Phone.
 - Have students work alone to write their first draft. Then check with their partner.
 - Have students exchange drafts and comment on each other's work. Then ask them to rewrite an improved version of their product history, taking into consideration their partner's comments and suggestions.

Additional Activity

Help students collect all the texts on the history of different products/inventions and edit them. Create a book of inventions or a class portfolio with all the texts and pictures of the products. Encourage students to add more.

Teaching Tip

When correcting written texts, it helps to use a correction code for different language mistakes. For example:

WW	wrong word	WO	word order
VF	verb form	Sp	spelling
Pt	punctuation	Prep	preposition
Ar	article	^	something missing
?	I don't understand		

Workbook

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

11 Project

- Organize students in groups. Have them choose up to 3 Saudi products to advertize internationally.
- Call on groups to share their answers with the class. Have a class discussion about which products can be advertized more effectively on an international basis. Have groups choose one product to advertize. Tell them that if they choose the same product as another group, they will be competing for the same spot. So they will have to think of something more original and more impressive.

- Direct students' attention to the photos in the book. Ask them some questions about the photos.

What product is being advertized?

Where would you expect to find this photo/ image? (magazine, information leaflet, manual, book, menu, television commercial) Give reasons for your answer.

Which photos do you prefer? Why?

Which photos would you reject? Why?

- Call on volunteers from each group to provide answers for the class. Ask students to give reasons for their answers.
- Have students think about advertisements that they are familiar with. Ask them to say which ones are more memorable and why. Elicit slogans that they remember and write them on the board.
- Read the directions for task 2 with the class. Give them time to look at the organizer. Explain to students that they need to focus on one product and write a description in the box 'Product you want to advertise' and compare it with other similar products in their groups. Tell them to make notes in the box about 'How it is better than other products' and list its advantages.
- Ask students to brainstorm and list key words that can be associated with the product. Explain that this is going to help them create and write a slogan.
- Remind the groups to share the work involved in designing and creating an advertisement and to assign tasks to members of the group depending on their skills and talents.
- Have students work in groups making decisions about their advertisements as you circulate to monitor participation and help when needed.
- Have groups find photos or draw and present an initial draft of their advertisement to the class. Ask

the class to comment and make suggestions for improvement.

- Have students reflect on advertisements they have seen in publications and their televised versions, for example, sports shoes. Discuss differences and similarities in class. For example: television commercials show movement and a number of images of the product advertised from different angles or being used by different people for different purposes. Magazine advertisements only show one stationary image which might be one of the shots used on television with a slogan.
- Have a discussion about whether advertisers rely on television commercials when they design a stationary advertisement for a magazine, a poster or other publication.
- Have students work in groups to modify their advertisements so they can be used for a television commercial. Direct them to task 4. Tell students that they can arrange to film their advertisement if they want or act it out in class.
- Post advertisements on the wall for students to look at and evaluate. Have students choose the best advertisement and give reasons for their choice.

Additional Activity

Collect all the advertisements and put them in a class portfolio or display them on posters. If you choose to make posters you can choose different options:

- a) group the ads according to product categories, for example, leather goods, sports accessories, clothing, electronic gadgets etc.
- b) an assortment of different types of products on a number of posters, for example each poster includes an ad on sports accessories, an ad on clothing, another one on gadgets etc.

Teaching Tip

When students work in groups, they don't always share ideas or information. This happens because they are used to competing with each other. It is a lot more constructive to train students to work in groups in a collaborative manner making sure that everyone contributes something to the final outcome.

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

12 Self Reflection



- Brainstorm The Art of Advertising. Write the title on the board and elicit as many ideas and words as possible from the class. Call on a volunteer to list the words on the board.
- Have students scan pages 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:
Did you like any of the products advertised? Which? Why? Why not?
What is your dream product that you think would be an instant success? Describe it and list its advantages.
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 46, 47, ask them some questions. For example:
Which is the preferred car by young people in your country? Why?
Do many people drive SUVs? Why? Why not?
Why is it sometimes difficult to choose one of two comparable products? For example two pairs of shoes that you like.
 Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 48, 49. Call on volunteers to say what the context is in this lesson, i.e. products and their features, advertising..
- Have students say what they remember from this section and ask them to make notes in the chart.
- Write the title of the reading on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
How is a short history of a product organized?
 Say which is right:
You don't need to include the names of key people or organizations, only the facts.










When presenting the history of a product you don't need to describe all the stages of development in detail.

It is best to organize events in natural/chronological order when presenting the history of a product.

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about a brief history of a product/invention. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 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. Elicit answers from the students and ask them if they think it was beneficial. List some aspect of project work on the board. For example:
Personalization
Creativity
Natural language use
Focus on meaning
Research/ collecting information
Using other knowledge
- Have students reflect on the work they did with their group and evaluate the activity. Identify the aspect that they think they fulfilled.
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that student feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

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


Unit Goals

-  **Vocabulary**
 Accidents and personal injuries
 Accident prevention campaigns
-  **Functions**
 Talk about accidents and accident prevention
 Talk about cause and effect
-  **Grammar**
 Reflexive Pronouns
Because versus *So*
So and *Neither*
-  **Listening**
-  Listen for specific information from an informational talk
-  **Pronunciation**
 Consonant clusters
 /lf/, /lt/, /nt/, /st/, /nd/
-  **Reading**
 Unusual Accidents and Deaths
-  **Writing**
 Write an account of an accident
-  **Project**
 Write an accident prevention campaign

Warm Up

Tell students about a time you hurt yourself. For example: ***I hurt myself last week. I cut my finger when I was cooking.*** Or, ***I hurt myself when I was ten years old. I broke my arm playing football.*** Ask students to share stories about a time they hurt themselves. Encourage them to use *myself* in their sentences.

1 Listen and Discuss

- Have students look at the pictures on page 56 and describe what they see in each. Elicit that each picture shows someone who either has been injured or is participating in an activity which might cause injury. Ask: ***What do you think the topic is?*** (ways that people hurt themselves)
- Ask students which accidents in the pictures they think are the most common.
-  Play the audio for the pictures on page 56, and have students point to the person who is speaking.

- Write on the board: ***my + self*** and ***your + self***. Explain that these are reflexive pronouns. We use them when the subject and the object are the same. For example, write on the board:

She hurt me.

She hurt herself.

Explain that in the first sentence, *she* is the subject and *me* is the object. There are two people. In the second sentence there is only one person. The subject and the object are the same person.



- To check understanding, write on the board:

___ ***cut himself.***

___ ***told herself to stay calm.***

___ ***often stress themselves out over exams.***

Ask students to fill in each blank with a subject pronoun (*I, you, he, she, it, we, they*).

-  Play the audio again and have students underline the reflexive pronouns.
-  Play the audio again and have students follow along in their books.

- Discuss how accidents can be prevented. For example, say: ***If you use a helmet, you won't hurt your head.***
- Write the following examples on the board. Ask students to practice conversations like these in pairs.

A: I like to skateboard.

B: So do I.

A: I've never been in a car accident.

B: Neither have I.

A: He didn't get hurt.

B: Neither did she.

Language Builder

To express cause and effect, a speaker can choose to say either the cause first, or the effect first, depending on what he or she wants to emphasize. For example, write on the board: ***He didn't get hurt because he wore a helmet.*** ***Because he wore a helmet, he didn't get hurt.***

The first sentence emphasizes not getting hurt. The second sentence emphasizes that she wore a helmet.

5 Did You Hurt Yourself?

The Most Common Causes of Automobile Crashes

- Ask students to quickly scan the reasons in boldface and tell you the six most common causes of car crashes.
- ▶ Play the audio for page 57.
- ▶ Play the audio again, and have students circle any words or expressions that are unfamiliar.
- Elicit unfamiliar words and write them on the board. These may include *distracted*, *fatigue*, and *aggressive*. Do not explain the words, but ask students to use context to guess their meanings.
- Go over each cause. Call on students to summarize the main ideas in their own words. Ask them for context clues for unfamiliar words. For example, “**distracted drivers don’t pay attention, and take their eyes off the road.**” Ask them to guess the meaning of *take their eyes off* (don’t look at). There are several clues to help students understand *fatigue* (*drowsy, tired, fall asleep*). They can use the characteristics given for an aggressive driver to conclude what *aggressive* means.
- Other words and expressions that may be new for students include:
 - documents** = important papers
 - misjudge** = judge incorrectly
 - encounter** = meet
 - severe** = extreme or very bad
 - rude gestures** = impolite hand signals
 - verbal abuse** = very strong, unpleasant words spoken to another person

Quick Check

- A**
- Have students work alone or in pairs to list the verbs that refer to injuries.

Answers

Answers will vary. Sample answers:
hurt, got a shock, injured, cut yourself

- B**
- Have students work alone to complete the exercise.
 - Then call on one student to read each statement and have the class say if it is *true* or *false*.

Answers

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

2 Pair Work

- ▶ Play the audio and ask students to repeat. Model the examples with volunteers.

- A**
- Have students ask and answer questions about the people in the pictures.
- B**
- Have students share real accidents or injuries they have had. Make sure they switch roles.
 - Monitor as pairs practice. Then call on several pairs to present for the class.

Language Builder

The expression *take (one’s) eyes off* is also used to talk about something someone likes a lot. For example:
I can’t take my eyes off that coat. I have to buy it.

It can also be used in a request to *watch closely*.
For example: *I need to leave my backpack here for a minute. Please don’t take your eyes off it.*

Workbook

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

Teaching Tip

For some Pair Work activities, it works well for each student to work with a second partner. This way, students get practice telling a new partner about the first partner.

Additional Activity

Have students describe the man driving the car. This is an excellent opportunity to review the present progressive (*He is walking along, He is peeling a banana, etc.*) as well as words used to talk about a sequence of events (*first, then, next, and finally*).



Seatbelts save lives. They use the basic principle from physics, *inertia*, which states that something moving in a straight line will continue to move in that straight line unless something blocks its path. Sir Isaac Newton came up with this concept long ago. Seatbelts stop people from continuing to move when their car is in an accident. Basic physics!

3 Grammar

Reflexive Pronouns

- Go over the material in the grammar chart for reflexive pronouns. Explain to students an easy way to remember reflexive pronouns is that each one is formed by adding *-self* to the singular pronouns *my*, *your*, *him*, *her*, and *it*, and *-selves* to the plural pronouns *your*, *our*, and *them*.
- Direct students' attention to the **Note**. Explain that when we use a reflexive pronoun with this meaning, it means the same as *alone* or *independently* and is added for emphasis. In other words, it's grammatically correct to say *I fixed the hairdryer*, but adding *myself* points out it was done without help.
- Write sentence frames such as the following on the board, and have students fill in each blank with the correct reflexive pronoun.

Everyone went home. We were all by ____.

Can you do it ____, or do you need help?

She reminded ____ not to forget her dentist appointment.

I can't see ____ going to that restaurant.

It's too expensive.

Because versus So

- Go over the material in the grammar chart.
 - Explain that one way to remember the difference between *because* and *so* is to remember that *because* refers to a cause and *so* refers to an effect.
 - Write sentence frames such as the following on the board, and call on a volunteer to complete each sentence. More than one completion is possible.
- He missed the bus, so ____.**
- Because she didn't study hard, ____.**
- He needed more money, so he ____.**
- Do a class drill. Call on one student to say a sentence frame such as those on the board, and ask another student to complete it.

So and Neither

- Go over the material in the grammar chart. Call on students to read the example conversations aloud.
- Write the following conversation on the board:

A: He has never been to New York.

B: Neither have I.
- Then explain that one way they can check the correct verb form with *neither* is to first make an affirmative statement. For example: ***I have been to New York.*** From this they know the correct verb form is *have*.

A

- Have students work individually to complete the sentences.
- To check answers, call on students to read their completed sentences for the class.

Answers

- herself
- yourself
- myself
- himself
- themselves
- ourselves

Language Builder

Explain two more meanings of *so*. It can be used (with no comma) when expressing a desired result. For example: *I studied hard so I could do well on the test.*

It is also commonly used as an adverb for emphasis. For example: *I was so tired I couldn't finish my homework.*

5 Did You Hurt Yourself?

B

- Go over the example with the class. Point out that their first sentence should begin with a clause indicating the cause, and end with a *so*-clause indicating the effect. Their second sentence should begin with a clause indicating the effect, and end with a *because*-clause indicating the cause. Remind them that when the *because*-clause comes second, they don't use a comma.
- Have students work individually to write two sentences for each item as shown in the example.
- Have students compare answers in pairs, and then call on volunteers to read the answers for the class.

Answers

- The floor was wet, so Ahmed slipped and fell.
Ahmed slipped and fell because the floor was wet.
 - Julian wasn't wearing a seat belt, so he hit his head on the windshield.
Julian hit his head on the windshield because he wasn't wearing a seat belt.
 - The child put his finger in the socket, so he got an electric shock.
The child got an electric shock because he put his finger in the socket.
 - There wasn't any water to put out the fire, so we had to use sand.
We had to use sand because there wasn't any water to put out the fire.
 - Abdulah was riding too fast, so he fell off his bike.
Abdulah fell off his bike because he was riding too fast.
 - I didn't read the "Wet Paint" sign, so I got my hands all blue.
I got my hands all blue because I didn't read the "Wet Paint" sign.
- For additional practice, have students restate the sentences they wrote with *because*, using the *because*-clause first in the sentence. Remind them to use a comma when the *because*-clause comes first.

C

- Have students work individually to complete the sentences.
- To check answers, call on students to read their completed sentences aloud.

Answers

- so
- because
- because
- so
- because
- so

D

- Have students work alone to write their answers. Then have students work in pairs to take turns reading a statement and showing agreement.

Answers

- Neither have I.
- So do I.
- So did I.
- Neither did I.
- Neither do I.
- So am I.
- So do I.
- So did I.
- Neither am I.

Workbook

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



Teaching Tip

Encourage students to ask themselves how the grammar point will help them communicate their ideas effectively so that it's clear when they need to use it. For example, ask why they would choose to say *She cooked dinner herself* instead of simply *She cooked dinner*.



Additional Activity

Activity 1: Have students work in groups. One student starts a statement and the others complete it. For example:

A: He forgot to set his alarm, so ____.

B: He forgot to set his alarm, so he was late for school.

C: He forgot to set his alarm, so he overslept.

Students can also do this using *because*. For example:

A: Because he forgot to set his alarm, ____.

B: Because he forgot to set his alarm, he was late for school.

Activity 2: Have students work in pairs to talk about themselves, using *so* and *neither*. For example:

A: I have never been to Chicago.

B: Neither have I.

B: I like action films.

A: So do I.

4 Language in Context


- Direct students' attention to the pictures. Discuss the situation in each picture.
- Have students work on their own to match the words and pictures, and write sentences to describe them.
- Check answers as a class. Say a number and call on a volunteer to say the letter of the match and then read the sentence.


Answers

1. b He sprained his ankle.
2. c He poked himself in the eye.
3. f She fractured her arm.
4. d He burned his hand.
5. a She cut her finger.
6. e He broke his nose.

5 Listening



- Tell students they will hear a child psychologist talk about household dangers for children. Ask volunteers to read aloud the items in the chart. Explain that only some of these items will be mentioned.
- Explain that when listening for specific information, it is also important to understand the general idea of the listening passage. The purpose of the listening activity is to enhance listening skills, not to allow students to listen for only some of the details and fail to absorb the main ideas.

 Play the audio and have students mark their answers. Point out that in some cases the word in the chart isn't mentioned but a synonym is.

 Play the audio again and have students check their answers. Ask which items they marked.

Answers

pills, stove, sockets, pots and pans, windows, superheroes

- Tell students you want them to listen for general ideas about the following topics and take notes: *children's curiosity, the kitchen, the balcony, teaching children about dangers.*
-  Play the audio again as students take notes.
- Hold a class discussion about the topics.
-  Play the audio a final time for students to confirm their understanding of the main ideas.

Audioscript


Most of the accidents involving young children happen in the home. Children are naturally curious. They explore and want to find out about things for themselves. If you leave a child out of your sight for a minute, the child will usually get into something. You should try to keep anything dangerous out of the reach of young children. It's very common for children to swallow their parents' pills because the children think the pills are candy. Any sparkling liquid might be confused with soda. The kitchen is a common place for children to have accidents. The stove seems to attract children most of the time. They want to check out what parents are cooking, so they knock over pots and pans and often burn themselves seriously. Electric sockets are another children's favorite. Make sure the sockets in your house are finger-proof.

If you live in an apartment building and your building doesn't have window bars, keep all the windows locked in case children want to climb on the windowsills and look out. It's even worse if you have a balcony. Some people actually build safety nets to prevent children from falling off balconies.

But I think parents' approach to dangerous situations is the most important thing, including things shown on TV. Don't let your child believe that he or she can fly or climb up the side of a 40-story building. Wearing a superhero costume doesn't make anyone a superhero who can fly.

If you teach your children how to deal with danger, you will help to keep them out of harm's way.

6 Pronunciation



-  Have students listen to the audio and repeat the words.
- B. Have students work alone to find words. Go over the task as a class.

7 About You

- Have students work in pairs to discuss the questions. Encourage them to use the questions as conversation starters, not just as questions to be answered.
- Call on students to report back to the class something interesting they heard from a group member.

5 Did You Hurt Yourself?

8 Conversation

-  Play the audio while students listen and follow along in their books.
- Ask students to underline the verbs and verb phrases in the conversation. Then tell them to pay attention to the sequence of events. Say:
What happened to Samir first? Then what happened? How about Jasem?
-  Play the audio again while students reread silently.

Real Talk

- Ask: **Who says it was your lucky day?** (Samir) **Why does he say this?** (because Jasem wasn't badly hurt) Ask: **Who says stuck in a wheelchair?** (Jasem) **Why does he say this?** (to show empathy; he must not like not being able to get around) Ask: **Who says Look at it this way?** (Samir) **Why?** (to show there is more than one way to think about the situation)
- Have students work in pairs to practice the conversation.

About the Conversation

- Tell students to work alone to answer the questions.
- Have students check answers first in small groups, and then as a class.

Answers

Answers will vary. Sample answers:

- Samir's motorcycle skidded on a patch of oil, and it crashed into a car.
- He was lucky because he was wearing a helmet, and it probably saved his life.
- Jasem was cycling in the park. A squirrel ran in front of him, so he swerved to avoid it and hit a tree.
- Jasem is sorry for Samir because he is going to be stuck in a wheelchair for a while.
- He says that with two casts, he has enough room for all his friends to write their names on his casts.

Your Turn

- Have students work in pairs. Each student pretends to be either Jasem or Samir describing the accident to a friend. Tell them to refer to the conversation only as needed to recall the details of the accident. Remind students to switch roles.

Language Builder

Explain to students that the phrase *to get off lightly* can be used in many situations in which the outcome isn't as bad as it could have been. For example:

My flight was cancelled. I got off lightly, though. They put me on another flight right away.

My manager told me we all had to work overtime last weekend. But, I got off lightly. I only had to work a couple of extra hours.

Workbook

Assign page 43 for additional reading practice.

Teaching Tip

Pantomime can be a useful way to present verbs that are difficult to explain; for example, *swerve*, which appears in the conversation. Demonstrating an action saves time and enables students to use knowledge of their own life experiences to understand new vocabulary.

Additional Activity

Activity 1: Have students work in pairs to come up with two accident scenarios; for example: *broke a leg snowboarding*, and *sprained an ankle in a race*. Pairs write them down and exchange papers with another pair. Then they role-play the scenarios they were given.

Activity 2: Have students pantomime actions from the conversation; for example: *skid on a patch of oil*. The rest of the class guesses the verb.

fun facts

Is it true that accidents just happen, and they can't be prevented?


- It was reported that a man was mowing his lawn when he went over a 60-meter (200-foot) cliff.
- Lightning struck a woman, Elizabeth Mena, while she was cooking dinner in her kitchen in Pennsylvania. She was standing near the back door, when the lightning came through the door and struck her. Luckily, she wasn't injured seriously.
- In 1927, the dancer Isadora Duncan died of a broken neck when one of her scarves got caught in the wheels of a car she was riding in.

9 Reading

READING STRATEGY Reading subheads

Explain to students that articles are often broken into sections with subheads. The subheads give information about different topics within the reading. Subheads can help students understand the focus of what they will be reading.

- Ask students to read the title and subheads of the reading. Have them predict what the reading is about and tell you how it is organized.
- Ask the **Before Reading** questions and have students work individually. Call on students to read their answers.

 Play the audio while students listen with their books closed.

- Have students open their books and scan the reading to find any words and expressions that are new to them. Elicit and write them on the board. Do not explain them, but use them in sentences and have students guess the meanings. Words and expressions that might be new for students include:

meteorite = a mass of stone or metal from space that reaches Earth

They thought they saw a UFO in the sky, but it was a meteorite.

on the spot = immediately

He had a heart attack and died on the spot.

stall = when a motor stops working

The car suddenly stalled in the middle of the road.


weave through (traffic) = run in and out of the way of obstacles (cars), zigzag

airborne = in the air

The snowboarder flew off a jump and was airborne.

conscious = awake and able to understand what is going on

The man fell and hit his head hard, but he remained conscious.

 Play the audio again as students follow along in their books. Tell students to underline the sentences that express the unhappy or happy endings.

- Have students work in pairs to tell each other what happened in each situation.

Language Builder

Point out how the phrase *as a result of* is used to express cause and effect. For example, the following two sentences have the same meaning:

The engine stalled as a result of a gust of wind.

The engine stalled because of a gust of wind.

5 Did You Hurt Yourself?

After Reading

A

- Have students work alone to choose the correct meaning of each word as it is used in the reading.
- Check answers as a class.

Answers

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

B

- Have students work alone to complete the sentences.
- Call on students to read their answers.

Answers

Answers will vary. Sample answers:

1. Aeschylus was killed
2. you will get hurt / should protect your head
3. many children were invited and a lifeguard was going to be present
4. it didn't open
5. couldn't believe he survived

Discussion

- Have students work in groups to discuss the questions.
- Call on each group to report to the class their answer to one of the discussion questions.

Workbook

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



Teaching Tip

Peer editing allows students an opportunity to find out how clearly they are expressing their ideas, and to reinforce their knowledge of English as they help one another. It also enables them to correct small grammar mistakes before they submit their writing.



Additional Activity

Activity 1: Have students write sentences about the incidents in the reading using reflexive pronouns and *because* and *so*. For example: *The woman didn't kill herself when she jumped out of the window. The husband was entering his building at the wrong time, and so he got killed. Aeschylus was killed because an eagle dropped a rock on his head.*

Activity 2: Have students choose one of the following topics to write about.

A time when they ignored a warning and got hurt

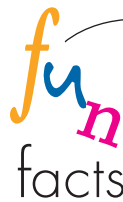
A time when they helped someone who was injured

A time when they gave someone a warning and prevented the person from getting hurt



Project: Bicycle Safety

Have students research the types of accidents that occur with bicycles and prepare a list of safety tips.



- In May 2007, a German driver was trying to enter a parking garage, but mistook the subway entrance for the parking garage and got his car stuck in the stairs on the subway.
- That same year, a truck driver accidentally set his truck on fire while driving and cooking. He had put a small gas grill on the passenger seat and was cooking as he drove along.

10 Writing

A

- Ask students if they have ever witnessed an accident or been in one. Elicit answers from the class. Discuss why accidents happen and how they feel when they are driving or are being driven along a road with heavy traffic and speeding cars.
- Read the directions with the class. Have students answer individually and make notes of their answers. Ask them to compare with a partner.
- Call on students to report their answers for the class.
- Have students focus on 3 and discuss with a partner. Ask them to provide reasons for their answer. Have students move around the classroom and ask as many people as they can within the time set, for example 5 minutes. Call on volunteers to say what most students in class think. Hold a class discussion on the question. Write the three groups, teenagers, people over 25, and people over 60 on the board and list the ideas or arguments that students express in note-form.
- Have students check the information on the board and make a final decision as to which age causes more accidents..

B

- Direct students' attention to the picture and the title. Give them a few minutes to discuss what they see in pairs. Ask them to think about what happened before the time shown in the photo and afterwards. Call on pairs to present their ideas.
- Read the directions and have students look at the headings in B. Explain that they have to highlight the word/s or phrase/s that give the information. Call on a volunteer to demonstrate. For example: When it happened: morning
- Have students read the text individually and make notes/ write key words or phrases next to each heading.
- Play the audio, have students follow in their books and mark stressed words. Have them compare stressed words in pair. Then check in class. Explain that this task trains them to 'hear' the stressed items and helps understanding. It can also help them when they read on their own.
- Ask them to compare notes in pairs. Check answers in class. Call on volunteers to read their answers.
- Please note that the answers given are sample answers. Allow students to make notes using their own words and accept answers that make sense.

Answers

What happened: car crashed into us/ threw us into telephone pole/ hit my face on dashboard

When it happened: morning

Where it happened: on the way to school

How it happened: speeding car didn't stop at the intersection/ crashed into us

Who caused it: driver of the other car

Who it happened to: The writer and his brother

Why it happened: the other driver was 90 years old

- Have students cover the text and use their notes to summarize the accident. Ask them to work in pairs. Tell them that they don't need to use the same words as the text.
- Call on pairs to summarize. Have the rest of the class, the audience; decide if the summary was complete and accurate.
- Have a discussion on: Should people over 80 be allowed to drive? Why? Why not?
- Organize students in groups depending on their opinion, have 'yes' and 'no' groups. Have the groups exchange ideas and prepare their arguments to support their position.
- Call on the groups to present their view and their arguments. Give them 5 minutes for each presentation. Have the undecided students in class decide which group was more effective and more persuasive.

Additional Activity

Brainstorm words that are associated with the account of an accident. Include general vocabulary items. Have students work in groups to write five words or phrases on slips of paper. Ask them not to show what they have written to other groups. Fold the pieces of paper and place them on a desk. Call on individual students to pick a paper unfold it and use it in part of an account of an accident. Explain to the students that they are free to add as many sentences as they like in order to connect each item with the preceding developments of the story. Set a time limit for each student, for example 1 minute.

Remind students that they need to listen very carefully so they can continue with their own sentence as part of the same account. From time to time call on volunteers to go over the account and repeat what has already been said up to that point.

5 Did You Hurt Yourself?

10 Writing

A

- Tell students that they are going to write about an accident. Direct students to the Writing Corner. Have them read the guidelines in order to answer a few questions. For example:
Is it a good idea to use long, complicated sentences when writing an account of an accident?
Do we need to mention all the details?
How can we connect events and reasons or causes?
What is important for the reader to do as he/she reads or listens to the account?
- Have students read the last question in the Writing Corner and work in pairs to identify features of the text.
Text organization/ answer:
Paragraph 1: the scene: time, setting/place, people
Paragraph 2: events immediately after the accident/ the other driver
Paragraph 3: Closing statement/ Outcome/ effects of the accident
- Go through directions with the class. Have students study the organizer. Give them a few minutes to ask questions if they need help with anything.
- Organize students in small groups and have them brainstorm accidents that they might have witnessed, had, read, and heard about. Give them time to discuss a few of the accidents. Tell them to help each other and make notes in the organizer especially in the boxes for words. Circulate and monitor participation.
- Have students decide on an accident to write about. Allow them to help each other. Explain that they can decide to write about their own experience or use ideas and language from the group discussion to write an account. Have them complete the organizer with notes about the accident they have chosen.
- Remind them to follow the guidelines in the Writing Corner and organize their information/notes along the lines of the text about the accident on page 64.
- Have students write their first drafts using their notes. Encourage students to share what they know and help each other.
- Have students exchange drafts and make comments or suggestions. Encourage them to read more drafts if there is enough time. Ask them to use the comments and rewrite their accounts. Call on volunteers to read their accounts in class.



Additional Activity

Ask students to roleplay in pairs and act out a conversation between friends or an interview between an insurance representative and a witness or the driver at the scene of the accident. Encourage them to use their notes. Remind them that in unrehearsed spoken communication, people repeat things, ask for clarification, start saying something, interrupt it and restart etc.



Teaching Tip

When students are asked to write an account of an event, they often focus on things like tenses, spelling etc. to the detriment of effect and impact. One of the areas that is underestimated in such cases is that of feelings. Have students brainstorm on feelings when something like an accident takes place from the different viewpoints, for example a witness or participant and list words and phrases that convey the state of the people involved. For example: in shock, dazed, frightened, panic.



Additional Activity

A slogan competition – Have students work in pairs creating slogans. Ask each pair to write three slogans to present for the class. Remind them that a slogan needs to be:

Catchy, memorable, clever and convey a message in a funny or striking manner to create an effect. Call on pairs to present their slogans and then post them on the wall or on the board. Have students decide on the best three slogans from different groups.



Teaching Tip

Monitor groups to make sure that they have appointed a chairperson and a secretary/ note-taker. Go over the duties of the chairperson and explain that if a member of the group wants to speak they need to raise their hand to let the chairperson know. The chairperson makes a note of the people who want to speak and gives them the floor/the right to speak in the order they made their request.

Workbook

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

11 Project

- Organize students in groups and have them brainstorm on accidents in their country. Suggest that they think about accidents on the news, in newspapers, on the internet or accidents that they have heard people talk about. Ask them questions such as these:
Are accidents common news items on television?
Is there always reference to one or more accidents in every broadcast?
Which accidents are more common; accidents in the home, at the workplace or on the road?
- Give groups some time (approximately 6 to 10 minutes) to discuss. Remind them to assign tasks to different group members and to make sure there is at least one person making notes.
- Call on a student from each group to report the group's ideas for the class. Encourage the class to comment, respond or challenge what is said. Remind them to give reasons that support their ideas.
- Direct students to the picture and the blue box at the top of the Project page. Have them read the information in the box and comment. Ask them questions. For example:
Did you know that so many people died in road accidents?
Where do you think most accidents happen?
Are they caused by younger or older drivers?
Why do you think so many accidents happen in your country?
 Discuss answers in class.
- Read the directions with the class. Explain that they can use different sources of information or talk to people they know.
- Have students study the charts and suggest examples. Such as these:

	Questions	Your answers
1	Where do the accidents happen the most?	On busy roads in the city, at intersections, on highways
2	What kind of accidents?	Car crashes, accidents that involve pedestrians, car breakdown
3	What caused the accidents?	Reckless driving, speeding, engine failure, brake failure, flat tire
4	How can these accidents be prevented?	Through more careful driving at reasonable speeds, obeying speed limits, watching out for pedestrians, stopping at intersections, servicing cars regularly

5	What can you tell people so these accidents won't happen?	That they are endangering their own and other people's lives, a small mistake can cause major damage, driving safely will ensure getting to their destination, driving fast won't
6	What changes should be made so that these accidents don't happen?	Speed should be monitored, speeding should be fined heavily, traffic police should run random checks of cars to make sure that they are in good working order, ...
7	What kind of poster can you design to inform people about the information you collected above?	A split poster showing a bad crash in one part and children greeting their father as he gets out of his car at home in the other/ A large poster that shows pedestrians about to run across a busy street with cars rushing past as someone stops them from crossing ...

- Organize students in groups and have them discuss their own answers to the questions and make notes in the organizer. Encourage them to be as creative as possible.
- Call on a student from each group to present some of their ideas for the class. Ask students to listen carefully and discuss or comment on the ideas that are presented.
- Direct students to the directions for task 3 and give them some time to decide on what they are going to use in their group campaign. Encourage them to add their own ideas or replace some of the ideas listed in their book. Remind groups to assign tasks and responsibilities to group members depending on their skills and abilities. Tell each group to appoint a chairperson that can control the discussion and make sure everyone has a chance to express their opinion and make suggestions. Advise students to decide on a campaign theme, a slogan, style and color and target audience.

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

12 Self Reflection



- Write 'Did you hurt yourself' on the board and elicit as many ideas and words as possible from the class. List the words on the board. Ask students to say what they associate the question with? (accidents in the home, at work, on the road etc.)
- Have students scan pages 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:
How do most common home accidents happen?
What are they caused by?
What are some of the most common causes of automobile crashes?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 58, 59, ask them some questions. For example:
Complete these sentences:
Most home accidents happen because ...
The road was wet so ...
You should never use a very sharp knife, you might hurt ...
A: I'm a good student. B: So ...
A: I don't like... B: Neither ...
 Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 60, 61. Call on volunteers to say what the context is in this lesson, for example: common accidents
- Have students say what they remember from this section and make notes in the chart.
- Write Unusual Accidents and Deaths on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:
How many people have been hit by things falling from outer space?

Describe an amazing escape.

- Have a class discussion about unusual events and coincidences.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about stories and writing accounts of accidents or other events. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 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 the campaign?
Would they change anything if they had the chance to do it again? What?
Was there room for originality and creativity? Why? Why not?
- Allow time for students to make notes on the project section individually.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

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.
talk about accidents and accident prevention			
talk about cause and effect			
use reflexive pronouns			
use <i>because</i> versus <i>so</i>			
use <i>so</i> and <i>neither</i>			

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

Vocabulary

Advice
Keeping fit

Functions

Discuss common problems
Ask for and give advice

Grammar

Modal Auxiliaries:
Should, Ought To, Might, Could—questions, affirmative, negative
Had Better—questions, affirmative, negative
Two- and Three-Word Verbs

Listening

Listen for specific information to complete a chart about problems

Pronunciation

Stress in two- and three-word verbs

Reading

Breaking the habit—
Getting healthy

Writing

Write advice for a common problem

Project

Write about community resources

1 Listen and Discuss

- Have students open their books to pages 68 and 69 and look at the web pages. Discuss how information on a website is usually given in small chunks: banners with headlines, lists with bullets, drawings and photos, paragraphs, and links to related websites. Discuss how web designers play with the format to make the content interesting and to hold the reader's attention. Ask students if any of them have designed websites. If so, ask them what they considered when designing.
- Have students scan the websites and identify the various sections: main title, address, subtitles, etc.
 - Play the audio for page 68. Have students circle any words that are new for them.
 - Play the audio again as students follow along in their books. Then go over any new words and expressions students ask about.
- Write the following phrasal verbs on the board: **turn to, stay away from, turn down, and keep down**. Ask students to find the sentences with these verbs. Elicit the meaning of these phrasal verbs in these sentences.
 - turn to** = go to for help
 - stay away from** = avoid
 - turn down** = refuse
 - keep down** = control
- Have students find the verbs used to give advice: *had better* and *should*. Also point out that imperative verbs are sometimes used to give advice. For example: *Turn them down!*

Warm Up



Have a general discussion about problems among teenagers. Ask: **What kinds of problems do people your age often have? What common problems do some of your friends have?** Write their answers on the board. Students may suggest some of the following problems: getting along with parents, getting along with friends, doing well in school, having too much stress, losing or gaining weight.

Ask: **What do you do when you have problems? Who do you go to? Do you go online to get advice?** Ask students what websites they use for advice. Compile a list on the board. You might want to suggest that students copy the list into their notebooks.

Language Builder

Remind students that the prefix *il-* means *not*. For example, *illegal* means *not legal*; *illegible* means *difficult or impossible to read*; *illiterate* means *not able to read or write*.

6 Take My Advice

-  Play the audio for page 69.
-  Play the audio again, and have students read along silently. Go over any new vocabulary words that students mention.
- Write the following phrasal verbs on the board: **put off**, **take up**, and **work out**. Have students find the sentences with these verbs. Elicit the meaning of these phrasal verbs in the sentences.
put off = postpone
take up = start, learn how to play
work out = exercise

Quick Check

- A**
- Ask students to work individually to underline the expressions of advice.

Answers

Answers will vary. Sample answers:

you'd better, you should, you ought to, you could, you might

B


- Have students work in pairs to ask and answer the questions. Call on pairs to present for the class.

Answers

Answers will vary. Sample answers:

1. You should call the counselors on the website.
2. They shouldn't avoid food.
3. Some young people avoid food to look attractive.
4. You might take up a sport or work out.
5. They should wear their seat belt. They should slow down on intersections.

2 Pair Work

-  Play the audio for the conversations.
Ask students to listen and repeat.
- Model the examples with volunteers, changing roles. Encourage students to continue each conversation a few more lines. For example:
A: What kind of exercise should I do?
B: Running is great, or you could try swimming.
A: But, I have to have my snacks.
B: You should eat less junk food. Try more fruit.

- Organize students into pairs. Tell them to take turns asking for and giving advice about the problems mentioned as well as other common problems.
- Monitor students as they practice. Then call on several pairs to present for the class.

Language Builder

The phrasal verb *work out* has several meanings.

I like to work out.

(*work out* = to exercise)

We need to work out how much we owe.

(*work out* = to calculate)

We need to work out where to go over break.

(*work out* = to decide)

Don't worry, everything will work out fine.

(*work out* = to turn out, to be)

Workbook

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



Teaching Tip

In general, it benefits students to personalize activities and draw from their own experiences. However, when topics, such as weight, may be sensitive, students might prefer to focus on other people rather than themselves.



Additional Activity

Before class, explore websites that offer appropriate advice, and note the URLs. Make a list of problems and questions for students to answer based on information from those websites. Write the URLs on the board. Students can work in pairs or small groups to find the information.

fun
facts

- There are many websites that provide daily personal advice. You simply go to the website, describe your problem, and submit it. Within a few days, advice is sent back by email. The best part is you can get advice, and no one knows who you are.

3 Grammar

Modal Auxiliaries: *Should, Ought To, Might, Could*

- Go over the material in the grammar chart. Remind students that *shouldn't* is the contracted form of *should not*, and that there is no contracted form for *ought to*.
- Explain that *might* and *could*, when used to give advice, express suggestions or possibilities. They are less strong than *should* and much less strong than *ought to*. They are usually used to express ideas rather than give advice.
- Explain that the negative form of *ought to* is considered formal and is usually only used in formal speech and writing.
- Ask questions with *should* to request advice. Have one student give an affirmative response, and have another student give a negative response with *shouldn't*. For example:
You: Should I give you more homework?
A: Yes, you should. I want to study harder.
B: No, you shouldn't. I'm too busy already.
- Then have pairs of students ask for and give advice to each other.

Had Better

- Go over the material in the grammar chart.
- Remind students of the contracted forms of *had* with all the subject pronouns: *I'd, you'd, he'd, she'd, it'd, we'd, and they'd*.
- Ask *yes/no* questions, and have students respond, giving advice with *had/d better* or *had/d better not*. For example:
You: Should we skip the school assembly?
A: Yes, we'd better. We need to work on our projects.
B: No, we'd better not. Everyone in the school should go.
- Then students work in pairs to ask for and give advice using *had better*.

Language Builder

Explain that *throw out* has the same meaning as *throw away*.

Two- and Three-Word Verbs

- Go over the material in the grammar chart. Write on the board: ***His book fell off the table. He put off the meeting until next week.*** Review that in the first sentence *off* is a preposition, whereas in the second sentence *off* is a particle, and it is part of the verb.
- Explain that all of the two-word verbs are separable. That is, the object can go after the particle or between the verb and the particle. For example, write on the board: ***They put off the meeting. / They put the meeting off.*** With separable two-word verbs, we can replace the noun object with a pronoun. For example: ***They put it off.***
- Explain that with three-word verbs the object always goes after the preposition. For example, write on the board: ***Ali gets along with Omar. He gets along with him.***
- Write sentences on the board with an object. Have students restate the sentences, replacing the object with an object pronoun. For example: ***He's going to take up karate.*** (He's going to take it up.)
- Say or write on the board sentences using synonyms of the three-word verbs in the chart. Have students restate the sentences using the correct three-word verb. For example:
You: He told him he exercises every day.
Class: He works out every day.
You: They are friendly with each other.
Class: They get along with each other.
You: He couldn't accept the bad working conditions.
Class: He couldn't put up with the bad working conditions.

A

- Have students work alone to complete the sentences.
- To check answers, call on students to read their completed sentences for the class.

Answers

1. filled it out
2. took it back
3. cut it off
4. threw them away
5. turn it off

6 Take My Advice

B

- Have students work individually to complete the sentences, substituting the words in parentheses with two- and three-word verbs. Alert students that they may need to add pronouns or prepositions.
- Have students work in pairs to compare answers. Then call on students to read the completed sentences for the class.

Answers

1. throw away
2. put up with
3. put off
4. take up, give up
5. don't get along, put up with

C

- Have students work in pairs to read the situations and make suggestions using *should*, *ought to*, *might*, *could*, and *had better*.
- Call on students to share with the class one piece of advice their partner gave for any of the situations.

Answers

Answers will vary. Sample answers:

1. You could go to a sport's club.
2. You ought to get a nicotine patch.
3. You'd better give up sweets. You ought to eat more vegetables.
4. You should have more confidence in yourself.
5. You should go out and have fun. You might volunteer to help others.

D

- Have students work alone to write their sentences.
- To check answers, call on pairs. One student reads the situation and the other reads his or her response, using *had better*.

Answers

Answers will vary. Sample answers:

1. You'd better go home.
2. I'd better take a vacation.
3. They'd better go to bed.
4. We'd better buy a new car.

Workbook

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

Language Builder

To *give (something) up* means to stop completely.

To *cut down on* or *to cut back on* means to reduce the amount of. For example:

He's trying to give up smoking. So far he has cut down on it.

He only smokes a couple of cigarettes a day.

My brother used to play video games all night. He can't give it up, but he's cut back on it. He only plays for a few hours now.



Teaching Tip

Establish an atmosphere of trust in the classroom so that students feel relaxed practicing new language. This will enhance their confidence to use it outside the classroom. To this end, it's important to work on accuracy, and also give students opportunities for fluency practice without corrections.



Additional Activity

Activity 1: Have students work in groups. Students take turns saying a situation, and their group members offer advice. For example:

A: It takes me so long to do my homework.

B: You should try to do it right after school if you can.

C: You ought to work with a classmate.

D: You could talk to the teacher about it.

Activity 2: Write on the board the expression, ***Don't put off until tomorrow what you can do today.*** Discuss the meaning. Ask students if they know a similar expression in their language.

4 Language in Context

- This can be done in pairs. One student makes a sentence about Ali's lifestyle; for example: *He works 10 hours a day.* The other student offers advice for Ali, using *should*, *ought to*, or *had better*.
- Have students take turns making the statements and offering advice.


Answers

Answers will vary. Sample answers:

He ought to work less. He shouldn't work on weekends. He ought not to drink a lot of coffee. He should move closer to work. He'd better start to exercise. He should go out with friends more. He'd better take a vacation.

5 Listening

- Remind students that knowing what information they need to listen for will make the listening task easier. Ask: **For each person, what are you going to hear?** (a problem and the doctor's advice)

 Play the audio twice and have students write notes in the correct columns.

 Play the audio a third time for students to check their answers.

Audioscript

1. Doctor: Now, Harvey, what seems to be the problem?

Harvey: Well, doctor, whenever I look at myself in mirror, I feel terrible. I'm putting on so much weight.

Doctor: Do you ever work out? Do you exercise?

Harvey: Not really. I spend a lot of time sitting at my desk playing games on my computer.

Doctor: What kind of food do you eat?

Harvey: I have the usual pizza, beef burgers, fries, mostly fast food, but I don't eat all that much.

Doctor: It isn't just the quantity—it's the quality. You should change your diet and eat more salads, fruits, and vegetables. And you ought to take up a sport or do some other physical activity.

Harvey: Can't you just prescribe some of those diet pills, doctor?

2. Doctor: What can I do for you, Adel?

Adel: Doctor, I have a problem with my skin. Look at my arms and hands, they're really itchy and I scratch all the time.

Doctor: Have you talked to your parents about this? Have you used a different soap or something lately?

Adel: Actually, it was my parents who suggested I come and see you. ... No, I haven't used a different soap and I know we haven't changed detergent, so I don't know what it is.

Doctor: What have you been eating?

Adel: Meat and vegetables and some fruit ... fries, but I've always had fries; they've never done this to me. Oh, yes, cashew

nuts. I eat loads of nuts because I do a lot of training for the football team, you know...

Doctor: Well, Adel. I don't think you need to worry about anything, as long as you stop eating nuts... Yes, I know they're really nutritious but they don't seem to agree with you. And just to be on the safe side, I would advise you to stay away from all types of nuts and salty snacks...

3. Doctor: So, Saeed, what's the matter with you?

Saeed: I'm not sure. Every time I exercise or run I feel really weak. The other day I nearly fainted at school. And the strange thing is, I eat well and I watch what I eat. I try to avoid junk food, I don't eat any sugar. I don't use salt.

Doctor: I've known you since you were a kid and you never had a problem. What made you give up salt and sugar completely? Did anyone encourage you to avoid them?

Saeed: Well, actually, no but I read some articles on the web and they said that if you are a man it's a good idea to be careful with food and to get regular exercise, as prevention against high blood pressure.

Doctor: you're a young man. You've been strong and healthy since you were a baby. No, wonder you've been feeling faint. You use up a lot of energy and you need calories, fuel for your system. Start with salt in your food. By the way, a little sugar won't hurt you especially before or after practice. Your body needs it. The articles you read were probably addressed to older men, not teenagers like yourself. And don't believe everything you read, at least not yet...

Answers

Answers will vary. Sample answers:

1. Harvey

Problem: He's gaining weight.

Doctor's Advice: He should change his diet and take up a sport or do some other physical activity.

2. Adel

Problem: He has a problem with his skin.


Doctor's Advice: He should stop eating nuts..

3. Saeed

Problem: He feels weak every time he exercises.

Doctor's Advice: He should start having salt in his food again.

6 Pronunciation

A.  Have students listen to the audio twice and repeat the phrasal verbs and sentences.



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

7 About You

- Have students work in small groups or pairs to discuss the questions.

6 Take My Advice

8 Conversation

- Have students look at the photo and describe who they see. Ask: **What do you think their relationship is? How do you know?**
- Have students scan for two-word, three-word verbs, words, and expressions that are unfamiliar. Elicit and write them on the board. Encourage students to try to understand the words through context, or ask other students to explain the meanings if they know them. Some words that might be new include: *give up* (quit), *well-being* (feeling healthy and happy), *open* (relaxed and honest).
-  Have students listen to the audio with books closed.
-  Play the audio again, and have students read along silently.

Real Talk

- Explain that we can use *feeling down* to mean depressed, and can also use *feeling up* to mean happy.
- Explain that when someone says *you should look out for yourself*, they usually mean that you should care about yourself instead of being concerned about other people..

About the Conversation

- Have students work in pairs to ask and answer the questions. Encourage students to answer in their own words rather than reading from the Conversation.
- Call on pairs to present to the class.

Answers

Answers will vary. Sample answers:

1. Mohammed's classmates keep calling him to ask questions or ask him to help them prepare for the exams.
2. He says that Mohammed ought to talk to their classmates and explain that he has to work/study as well so they can't expect him to be free all the time.
3. They think Mohammed knows everything and doesn't need time to study.
4. To find out what kind of mood Mohammed is in before they call him.
5. He is fed up with people calling him and has run out of things to say. He wants Mohammed to talk to their classmates and explain that he needs time to prepare before the exams as well.

Your Turn

- Have students work in pairs to create their conversation. One student asks for advice about a relationship and the other offers advice. Explain that they can choose any type of relationship: parents, a brother or a sister, a co-worker, a friend, or a team member on a sports team. In any case, advice is needed because there is a problem in the relationship.

Workbook

Assign page 51 for additional reading practice.



Teaching Tip

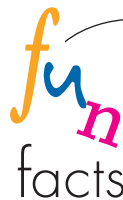
Modify activities to meet the needs of your students. For example, in some classes, students may need to concentrate more on accuracy and grammar practice than on fluency skills that they develop through discussions. It's important to gauge the needs of a class, and how those needs may change over time.



Additional Activity

Activity 1: Have students work in groups of 4 to 6 to role-play a TV advice show. One student is the moderator, one is the guest who has a problem, and the other students are experts there to offer advice. Encourage students to disagree about the advice they offer, and to give reasons for their point of view.

Activity 2: Have students work in small groups. Students take turns asking for advice about a problem. The other students give a range of advice, starting with suggestions using *might/could*, and working up to *should/had better*.



- Ann Landers was an advice columnist for 45 years. Her column was a regular feature in newspapers across the United States. People would write to her, and she would publish her responses in her column. After she died, her column became "Annie's Mailbox," written by others because they knew many people still wanted advice!
- Judith Martin, Miss Manners, is known as an authority on polite behavior. She offers advice in her newspaper column on the most polite way to deal with situations and social dilemmas people face each day, such as noisy neighbors, problems with friends, and co-workers who are hard to put up with.

9 Reading

READING STRATEGY Listing ideas about a topic

Explain to students that listing ideas about a topic before reading can help them predict the language they will encounter. In addition, listing what they know about the topic can either reinforce what they already know or point out contradictions to what they thought was true.

- Ask the **Before Reading** question. Have students work alone and then share their ideas in groups.
- Have a general class discussion about healthy eating. Ask students to summarize their ideas and compile them on the board.
- Have students read the title and look at the photos. Have a class discussion about the meaning of the title: *Breaking the habit-Getting healthy*.
- Point out the organization of the article. It's divided into three sections. Ask students to scan and tell you what each section is about. (1st section: Good eating habits; 2nd section: Reason to change eating habits; 3rd section: ways to stick to your decision)
- Have students read the article on their own. Tell them to pause after each point and ask themselves: *What is the main idea?* For example, for the first item, a student might decide the main idea is *you have to break the habit that doesn't help you stay fit and control your weight*. Have students work alone and tell themselves in their own words the main ideas of what they just read.
- 🔊 Play the audio as students follow along in their books.
- 🔊 Play the audio again as students underline words and expressions that are unfamiliar.
- Have students work in pairs to tell each other the main idea of each item in the checklists. Encourage them to use the context to help each other with new vocabulary.

- Help students with any vocabulary they still have questions about. Words that may be new to students include:

ingredients = the things that are used to make a particular food.

Comfort eating = having unhealthy food often when we feel stressed, bored, or lonely.

Addicted = liking to do something so much you don't want to stop it.

6 Take My Advice

After Reading

A

- Have students work individually to write *true* or *false* for each statement.
- Check answers as a class. Have students read aloud the information in the reading that supports their answers.

Answers

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

B

- Have students work alone or in pairs to complete the sentences based on information in the reading. Call on more than one student to give an answer for each sentence. Tell the class to listen carefully and not repeat what's already been said.

Answers

Answers will vary. Sample answers:

1. worry
2. turn down the offer
3. cut down food gradually or altogether
4. change your eating habits
5. give up

Discussion

- Have students work in groups and use the questions to hold a discussion. Have one student in each group take notes.
- Have each group present a summary of their discussion. Choose students other than the note-takers to report back.

Workbook

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



Teaching Tip

Encourage students to keep a vocabulary log of new vocabulary they encounter. Encourage them to review it, add to it, and try to use the new words in their conversations and writing.



Additional Activity

Activity 1: Have students create role plays about someone who eats mostly fast food. Use the advice in the reading. For example, one friend feels tired and drowsy every time he eats, and the other friend is trying to get him to change his eating habits and take up a sport.

Activity 2: Have students work in pairs to make a list of ten two- or three-word verbs that start with *take*, *look*, *get*, or *turn*. Allow them to use dictionaries. Have them write sentences using these words, and then form groups to share their words and sentences.

10 Writing

A

- Direct students' attention to the picture. Elicit ideas from students about who the person is, where he is and how he is feeling. Ask students to speculate on why he's feeling this way. Call on volunteers to report their answers in class.
- Read the directions for 1 and 2 with the class. Have students work in pairs asking and answering the questions and comparing information and ideas.
- Call on pairs to report answers/ideas for the class. List the ideas on the board.
- Have students read directions for tasks 3 and discuss in groups. Call on a students from each group to report their answers.
- Read the directions for 4. Have students read the letter individually and identify the problem. Ask them to make a note of the problem.
- Play the audio and have students listen to the letter. Tell them to add information and/or details to their notes about the problem.
- Call on volunteers to present the problem for the class. Ask them to mention what they used as clues in the letter.
- Hold a class discussion on all the issues mentioned in the letter. For example:
He misses all his friends.
He is considered "the new student" and excluded from the group.
He is not invited anywhere.
When he invited classmates over to his house only one turned up the rest ignored him.
They won't let him participate in the football team.
- Have students summarize the problem. For example:
He feels isolated. He is very unhappy and bored.
He can't concentrate not think straight.
He can't function well at school.
- Organize students in groups and have them discuss the situation that the boy is in. Ask them questions such as these:
How would you feel if you were in this position?
What would you do to get people to accept you?
Why do you think he has gained weight?
What do you think he should do?
What do you think he means when he says "I feel like giving up on everything"?

- Circulate and monitor groups to make sure that students are participating.
- Call on volunteers to report their groups suggestions/ ideas in class.



Additional Activity

Have students draft a brief email to their partner presenting a real or imaginary problem and asking for advice. Exchange emails and reply.

6 Take My Advice

- Go through directions for task 5 and have students make notes in the organizer as they read alone. Encourage them to use their notes and ideas from the discussion they had in their groups.
- Have them compare with a partner.
- Call on volunteers to report their answers.

Sample answers

The problem	
He is very unhappy and bored. He misses his friends. He can't adjust to his new school.	
The cause of the problem	Your advice or solution to the problem
He has not been accepted by his classmates in his new school	(Students' own answers)
He is the "new student"	
He is not invited anywhere	
He is not allowed to participate in the football team/ or play football at school	
He is ignored and rejected by his classmates	
Only one person turned up when he invited them	

- Accept different answers from students if they make sense. Some students might list some of the causes as the problems and the move as the main cause of the problem/s.
- Direct students to the Writing Corner. Tell them that they are going to write a letter of advice. Have volunteers read each point in class. Discuss each point in class and encourage students to suggest examples from their own experience. For example, when repeating the problem, you show that you have been listening very carefully and thinking about what the person is saying. Everyone likes to be heard and when there is a problem most people need someone to talk to who will listen to them and pay attention to what they are saying.
- Have students think about each point in the box and use their own experience and feelings to comment. Elicit and discuss ideas in class.
- Have students read the section on appropriate words and expressions when giving advice. Then have them read and respond to the statements at the bottom of the Writing Corner box, using words and expressions from the list.
- Have students practice in pairs through speaking. Call on some pairs to act out for the class.

- Have pairs repeat the exchange in written form. Ask each person to take on one of the problems and write a brief email to their partner outlining the problem. Ask them to exchange emails and reply.
- Have pairs read their replies to each other and evaluate them. Ask them to give reasons for their answer.

Are they helpful?

Are they patronizing?

Is the writer judging the recipient?

- Organize students in pairs and have them write a reply to the writer of the letter. Ask them to organize their letter first and decide on how they are going to begin, what they are going to include first, second, third.
- Have them write the reply individually and then compare with their partner and edit. Remind them to use phrases from the Writing Corner.
- Call on pairs to read their letters aloud. Post the letters on the board and ask students to stand up and read them. Ask them to choose the best letter. Tell them to use the same criteria/questions as the ones above.



Additional Activity

Have students write an email to three people about a problem that they are having. You will need three copies of the text for this activity. The recipients need to reply without talking to each other. Organize students into writers and recipients for this activity. You might wish to ask them to write the reply at home.

Workbook

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

11 Project

- Have students look at the photos and think about where the people are and what they are doing. Ask them to give reasons for their answers. Elicit answers from volunteers and list ideas on the board.
- Organize students in groups and have them brainstorm on organizations that offer community, health and other services in their country. Suggest that they think about areas such as, health, housing, energy, education, technology, childcare, career orientations etc.
- Read directions for tasks 1 and 2 and have students write as much information as they can in the organizer. Encourage them to research add information from the internet or other sources. If students know people who are involved in any of the organizations, advise them to interview them.
- Ask students to download and print information that they find on the internet as well as any promotional material or leaflets with information about the organizations. Tell them to include material in Arabic if they need to get more information.
- Go through directions for tasks 3 and 4. Elicit ideas and guidelines about poster presentations from volunteers. Have students work in groups to compile a list of DOs and DON'Ts for the preparation of poster presentations based on their experience this year. Ask students to write their list on a large sheet.
- Call on a student from each group to present the group's ideas for the class.
- Have groups make decisions and assign tasks to members of the group. Encourage them to communicate after school in order to talk to each other about what they found and coordinate the next stage in their preparation.
- Remind students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Tell them that they can use any color they want and choose pictures or draw their own. Tell them that sometimes people even attach small objects to the posters to make them three-dimensional. Remind them that they will need short texts and captions for their poster as well as the logos of the organizations.
- Allow students to decide if they want to research and present one or more organizations per group.
- Allow time for research. This means that if students don't have access to the internet or a library they

might not be able to collect the information and/or photos they need. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete the poster in the next lesson.

- Call on each group to present their poster. Suggest that they take turns presenting each item that they have researched and collected information about.
- Display the posters on the wall if you can. Have students choose the poster they like best.



Additional Activity

Have a class discussion on each organization. Consider the work it does and who benefits from it. Does the organization offer an indispensable service to the community? What other type of organizations do you think would be beneficial to your community? Give reasons for your choice.

Have students brainstorm and collect their thoughts in groups and then call on students to present their suggestions in class.

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

6 Take My Advice

12 Self Reflection

- Write 'Take My Advice' on the board and elicit as many ideas and words as possible from the class.
- Have students scan pages 68 and 69. Use questions to help them remember. For example:
Why should people say NO to junk food?
What kind of problems can cause eating disorders?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Direct students to pages 70, 71. Have some of the students describe a problem and ask the rest of the class to listen and give advice. Discuss the grammar of the unit with the class.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 72, 73. Have them say what they remember from this section and make notes in the chart.
- Write *Breaking the habit-Getting healthy* on the board and brainstorm on language and information that students remember.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about letters of advice.
- Have students scan pages 76 and 77 and make notes as before.
- Direct students to the Project page and hold a class discussion about project work. Allow time for students to make notes individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

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

Unit Goals

Language Review

Reading

Teenage Stress

Writing

Write about stress and give advice

Chant-Along

Flip-Flops

Project

Prepare a jingle for a product

1 Language Review

A

- This exercise reviews using *should* or *shouldn't* to give advice. Referring back to Unit 6, remind students that *should* and *shouldn't* are stronger than *might* and *could*, which are used more to make suggestions.
- Have students work alone to rewrite the sentences, using *should* or *shouldn't*.
- Call on students to read their sentences.

Answers

- You should take a math course.
- You shouldn't skate without a helmet.
- The police should do more about crime.
- You shouldn't travel without a hotel reservation.

B

- This exercise reviews using *had better*. Referring back to Unit 6, remind students that *had better* is used to give advice, and that it's stronger than *should* and *ought to*. Write on the board and elicit the difference between these two sentences:

You should call him.

You had better call him.

- Have students work alone to rewrite the sentences in **A**, using *had better*.
- Call on students to read their answers aloud.

Answers

- You'd better take a math course.
- You'd better not skate without a helmet.
- The police had better do more about crime.
- You'd better not travel without a hotel reservation.

C

- This exercise reviews using *ought to*. Referring back to Unit 6, remind students that *ought to* is stronger than *should*, *might*, and *could*, but not as strong as *had better*.
- Go over the example and point out that there is more than one way to complete each sentence. For example: ***You ought to see it. You ought to go this weekend. You ought to check it out.***
- Have students complete the sentences and then check answers in pairs.
- To check answers as a class, have one student read the first part of a sentence and another complete it.

Answers

Answers will vary. Sample answers:

- she ought to study for it tonight
- You ought to put on a jacket
- you ought to go home
- The driver ought to get a ticket

D

- This exercise reviews reflexive pronouns. Referring back to Unit 5, remind students that reflexive pronouns are used when the subject and the object of the sentence are the same person. Remind them that the reflexive pronoun *myself* is used to emphasize that you did something without anyone's help.
- Have students complete the sentences and then check as a class.

Answers

- myself
- yourself
- themselves
- himself
- itself
- ourselves

E

- This exercise reviews two-word verbs. Referring back to Unit 6, remind students that the meaning of a two-word verb is often very different from the meaning of the words taken separately. Review that pronouns can go between the verb and particle; and nouns can go between the verb and particle, or after the particle.
- Write on the board:
Where is my magazine? Did you throw it away?
I threw the magazine away.
I threw away the magazine.
- Have students work in pairs to complete the sentences, using the appropriate two-word verbs. Circulate and review vocabulary, as needed.
- Review the meaning of any two-word verbs with the class, as needed.
- Call on volunteers to read their completed sentences.

Answers

1. gave up
2. took up
3. turned down
4. put off
5. didn't get along
6. throw away
7. broke down

F

- This exercise reviews the passive. Referring back to Unit 4, remind students that the passive is used to emphasize what was done instead of who did it. Also remind them that a phrase with *by* following the passive verb indicates who performed the action.
- Have students work in pairs to fill in the correct passive form of each word in parentheses.
- Call on volunteers to read the ad aloud.
- Discuss with students any unfamiliar vocabulary. Encourage students to use the context to get a general understanding of the meanings.

Answers

1. is located
2. was built
3. are offered
4. are decorated
5. is surrounded
6. is dedicated
7. are prepared
8. are used
9. will be designed
10. will be created
11. will be improved
12. will be reduced


Workbook

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

2 Reading

- Ask students to open their books and look at the picture of the teenage boy. Ask students to describe them. For example, ask: ***How do you think they feel? What's going on? Do you ever feel like that?***
- Organize students into pairs. Ask the **Before Reading** question: ***What do you know about stress?*** Give pairs a few minutes to talk about their ideas.
- Point out the title: *Teenage Stress*. Read aloud, or call on a student to read aloud, the definition of *stress* on page 82. Make sure students understand the following words:
strain = severe, tiring pressure
demand = urgent, pressing requirement
adapt = change to fit a certain condition or situation
equilibrium = state of balance
- ▶ Play the audio for *The Causes of Stress*. Have students close their books and just listen.
- Help students with new vocabulary. Have students scan the article quickly and say which words and expressions are new to them. Write the elicited words on the board. Encourage students to use the context to understand the meanings before you explain them. Words and expressions that might be new include:
adolescence = teenage years
carefree = without worries or anxiety
peer = person equal to another in age, abilities, etc.
expert = specialist
perception = understanding, insight
achieve = accomplish
adjust = adapt to
deal with = attend to, take care of
- ▶ Play the audio for *The Causes of Stress* again and have students follow along in their books.
- Give examples of how we use the word *stress* in everyday conversation. Explain that *stress* can be a noun. For example: ***I am under a lot of stress this week.*** It can also be a verb. For example: ***Having two part-time jobs plus school is making him feel stressed.*** We can say that a person who is feeling stressed is *stressed out*. For example: ***Aisha is stressed about her exam.*** / ***Aisha is stressed out about her exam.*** We can also say ***The exam next week is stressing her out.***

Tips for Dealing with Stress

-  Play the audio for *Tips for Dealing with Stress*, as students follow along in their books.
- Have students reread the first tip silently. Then ask volunteers to say in their own words the main ideas of that tip. (Possible answer: *Try not to worry. It's good to find a solution to a problem, but worrying doesn't help to solve it.*) Continue with the next three tips in the same way.
(Possible answer for Tip 2: *Always remember that you will find guidance in the Quran. Prayer will remind you of what is important and help you see things from a different perspective, so you can appreciate what you have been given.*)
(Possible answer for Tip 3: *Get organized and do your activities one step at a time. You'll feel good about meeting your goals.*)
(Possible answer for Tip 4: *Know signs of stress, like feeling moody, not being able to sleep well, getting sick a lot, not eating like you normally do.*)
(Possible answer for Tip 5: *Don't expect to get rid of stress problems overnight. Do it in steps.*)
 - Have students read the Conclusion on page 83 and summarize the main ideas in their own words. Begin a class discussion by asking the following questions:
Is it possible to smile and laugh if you're under stress? Can you smile and laugh if you really don't feel like it? Why would a doctor recommend that you try to smile and laugh? Do you agree that this helps? Why or why not?

After Reading

- A**
- Have students work alone or in pairs to match the words and their meanings. Students should refer to the reading to see how the words are used in context.

Answers

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

- B**
- Have students work in pairs to answer the questions based on the information in the reading.
 - Check answers as a class by calling on students to summarize their answers.

Answers

Answers will vary. Sample answers:

- Teens can experience stress related to money, family problems, self-esteem, acceptance by peers, getting accepted into college, choosing a career, and pressure to do well in school, sports, or clubs.
- Stress among teens is more common nowadays because childhood has gotten shorter, and the line between childhood and adulthood is less and less clear.
- You should avoid unnecessary worry and become better organized. You should see if you have a problem with stress and you should try to deal with your problems one step at a time.

Discussion

- Organize students into small groups to discuss what they think causes stress for their age group. The causes may be the same as what is listed in the reading, or there may be other stresses specific to your students' age group and where they live.
- Encourage students to think about their own community. Tell them they do not need to share any personal information in this activity unless they choose to.
- Have one student from each group report back to the class. Compile a list on the board of the things they think cause stress for them.

3 Writing

- Have each student choose two important causes of stress in their peers to write about. Have them give some advice on how to avoid and handle it.
- Students can write in class or for homework. When finished, have them exchange papers and read each other's writing. Tell them to offer suggestions, make comments, and ask questions about anything that isn't clear.
- Have volunteers read their writing for the class.

Workbook

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

4 Chant-Along

- Tell students that they are going to hear a chant called *Flip-Flops*. Ask students to cover the chant lyrics. Direct their attention to the photos of flip-flops. Ask students to describe the different flip-flops they see. This is a good opportunity to review comparative and superlative adjectives. For example, ask: **Which flip-flops do you like better, the first pair or the second pair? Which do you like the best?**
- Explain that the chant *Flip-Flops* is for an advertisement. If possible, present a chant for an ad that is currently popular with your students.
- Ask: **What do you think Flip-Flops is about?**
Elicit ideas and write them on the board.
- ▶ Play the chant as students follow along silently in their books.
- Have students read the lyrics to the chant. Ask: **What is Flip-Flops about?**
- Ask them to scan for comparative and superlative adjectives. (*latest, lighter*)
- Remind students that this is an ad. Ask students to scan the chant and identify the lines that say why someone should buy flip flops. For example: *good for the kids, for mom and dad; they come in all colors, sizes, and styles.*
- Ask students which lines are repeated. (*They're the latest fad; Good for the kids, for mom and dad; Everyone is flippin' with flops everywhere.*)
- ▶ Play the chant a second time so that students can learn the tune. Then play it again, pausing after certain lines to have students supply the next line.
- ▶ Play the complete chant one more time and encourage everyone to participate.
- Ask students their reaction to the chant. Ask: **Does the chant Flip-Flops make you want to go buy some flip-flops? What lines, in particular, make you want to buy some?**
- Then ask students their opinion of the chant.
Ask: **What makes this a good chant for an ad?**

Vocabulary

A

- Discuss the expressions with the class. Point out that in Scotland *clan* is the term used to refer to a large extended family. Then have students write their own definitions.

Answers

Answers will vary. Sample answers:

1. something that is currently very popular, such as a fashion or a type of clothing
2. the entire family; a large group of people who are often together
3. they're the very best

B

- Call on students to say their answer. Encourage them to use lines from the chant to support it.

Answer

b

Comprehension

A

- Have students work in pairs to ask and answer the questions.
- Go over the answers as a class by calling on pairs.

Answers

Answers will vary. Sample answers:

1. The latest craze is to wear flip-flops.
2. They are made of rubber, plastic, or leather.
3. Everyone wears them.
4. They can be worn anywhere.

Discussion

- Read the questions aloud. Have students work in pairs or small groups to discuss their answers. Check understanding of the phrase *stuck in your head*. (It's something you keep hearing in your mind.) Encourage them to mention specific ads and chant to support their answers to questions 2 and 3.
- Take a class survey to find out how many students wear flip-flops.

5 Project

- Direct students' attention to the ads. Ask them to say what the ads are for.
- Organize students into groups to prepare a chant for a product of their choice. Tell them they can choose one of the products in the book or another product. Tell them to write down their chant and prepare an illustration to go with it.
- Call on groups to present their chants to the class.

Workbook

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