

MEGA

GOAL 3

TEACHER'S GUIDE

Waleed Al Sqour
www.saudienglish.com

MANUEL DOS SANTOS
JILL KOREY O'SULLIVAN
ELI GHAZEL - DANAE KOZANOGLU



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Scope and Sequence

	Unit Title	Functions	Grammar
1	Connected by Technology Pages 2-13	Ask for clarification and confirm Discuss using technology for communication Talk about personality characteristics	Auxiliary verbs: <i>do, have, be</i>
2	Crime Doesn't Pay Pages 14-25	Discuss crime and punishment Read and discuss newspaper articles Explain steps in a process	The passive Past perfect and past perfect progressive
3	Far and Away Pages 26-37	Talk about travel experiences and travel dreams Discuss hotels and services Make and decline special requests	Adverbs of degree Sentence adverbs
EXPANSION Units 1–3 Pages 38-43		Language Review Reading: Computer Viruses: A Headache for Humans Language Plus: Words ending with <i>load</i>	
4	TV Around the World Pages 44-55	Discuss types of TV programs Express and explain preferences Express certainty	Direct and indirect objects <i>To</i> and <i>for</i> before indirect objects
5	Working 9 to 5 Pages 56-67	Talk about jobs Discuss job requirements and responsibilities Ask for favors	Subjunctive <i>I'd like you</i> + infinitive / <i>I want you</i> + infinitive
6	Going Green Pages 68-79	Evaluate how "green" you are Discuss ways to be environmentally responsible Make suggestions	Gerunds after verbs Infinitives after verbs
EXPANSION Units 4–6 Pages 80-85		Language Review Reading: The Psychology of Color Language Plus: Idioms with colors	

Listening	Pronunciation	Reading	Writing
Listen for specific details about a cell phone bill	Syllable stress on numbers	Amazing Internet Connections	Write about socializing on the Internet and in person Write about and evaluate things you can do on the Internet (Project)
Listen for specific details in a lecture on safety	Linking adjacent consonant sounds	Crime Puzzles	Write a newspaper article about a foolish crime Research and write about Famous Crimes, Frauds, or Blunders (Project)
Listen for specific details about packing for a trip	Stress on compound nouns	Ecotourism: See the World While Saving It	Write about a place you would like to visit Research and make a poster promoting ecotourism in your country (Project)

Tools for Writing: Capitalization

Writing: Write about a problem or difficult situation you have experienced

Listen for specific information about a game show	Reduction of <i>going to</i> and <i>want to</i>	A Brief Overview of the History of Television	Write an episode summary about your favorite TV program Write, direct, and film your own TV episode (Project)
Listen for specific information about a survey on job satisfaction	Syllable stress on words ending with <i>-tion</i> , <i>-cian</i> , and <i>-sion</i>	You Do <i>What</i> For a Living?	Write about an unusual job that you might like to have Research and write a presentation on Great Jobs and Careers (Project)
Listen for specific information about glass recycling	Thought groups	Living Off The Grid	Write about how you plan to go greener Design and make posters promoting Going Green in your school

Tools for Writing: Common errors with prepositions

Writing: Write about cultural meanings of color, symbols, customs, or gestures

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
 Personality characteristics
 Technology and the Internet
- 
Functions
 Ask for clarification and confirm
 Discuss using technology for communication
 Talk about personality characteristics
- 
Grammar
 Auxiliary Verbs
- 
Listening
 Listen for specific details about a cell phone bill
- 
Pronunciation
 Syllable stress on numbers
- 
Reading
 Amazing Internet Connections
- 
Writing
 Write about socializing on the Internet and in person

Warm Up

With books closed, ask students: ***How do you communicate with your friends when you're not in school?*** Make some notes about their answers on the board.

1 Listen and Discuss

- Have students look at the notes on the board about the Warm Up discussion. Which of these means of communication involve technology?
- Have students open their books and look at the pictures and profiles from the social networking site. If you haven't discussed this already, ask students what a social networking site is and which ones they and their friends use most.
-  Play the audio for the profiles on pages 2 and 3. Have students listen with their books closed.
-  Play the audio again. Ask students to read along in their books.

- Put students into small groups and assign each group one of the profiles. Have each group find two important details about each and list three or four words or phrases from the profile that describe the person's personality. As an example, point out the word *spontaneous* in Faisal's profile. Elicit that *spontaneous* means that a person is ready to do something at a moment's notice, without a lot of planning. These are a few of the words and phrases students might choose:
Faisal Al Harbia: spontaneous, likes to set challenges for himself, straightforward, constantly late
Luke Mitchell: obsessed with technology, not a loner, funny, laid back
Ahmed Al Ali: down to earth, loves being outdoors, a good listener
- Have groups report on the important details and the words or expressions they selected for each person. Elicit or explain the meaning of any words or expressions students don't understand.
- Write these phrases on the board. Have students find them in the profiles and guess their meaning.
(be) plugged in = be connected to some kind of technology
crack people up = make people laugh
lighten up = not be too serious
down to earth = realistic and practical; a person who likes simple things in life, such as friends and family

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Quick Check

A

- Do the first item with the whole class as an example. Ask a volunteer to read aloud the sentence. Ask: **Who's the best person for this, Faisal, Luke, or Ahmed?** Elicit that Luke is probably the best answer because he likes technology and spends a lot of time online.
- Have students work individually to choose the right person for the other situations. Then have them compare answers with a partner. If their answers are different, have them discuss the answers.
- Check answers with the class by calling on students to read aloud a sentence and name the person they chose. Ask if everyone agrees. If some don't agree, have them explain why. Accept any logical answers.

Answers

Answers may vary. Sample answers:

1. Luke
2. Ahmed
3. Faisal
4. Ahmed
5. Faisal
6. Luke
7. Luke

Language Builder

Explain that a *proverb* is a common saying that usually states a general truth or gives advice.

B

- Have students read the proverbs silently. Answer any questions about vocabulary, but don't get into a discussion of the meaning of the proverb at this time.
- Put students in pairs to discuss the meaning of each proverb and choose which person it describes best.
- If students have trouble understanding the proverb *The apple doesn't fall far from the tree*, allow them to look it up or provide an explanation. This proverb means that children are similar to their parents.
- Call on pairs to explain the meaning of each proverb and name the person they think it describes. Ask if everyone agrees. If not, have them explain why not. Accept any logical answers.
- Ask students if they have any similar proverbs in their own language.

Answers

Answers may vary. Sample answers:

1. Faisal
2. Faisal
3. Ahmed
4. Luke
5. Luke
6. Faisal

2 Pair Work

- Put students in pairs to discuss the questions in the first item.
- Have students work individually to write their own profiles. They can use the profiles on these pages as models. As students are working, go around and help as needed with vocabulary. Write some of the more useful words students ask for on the board for everyone to learn.
- Have students exchange profiles with their partners and discuss them. Do they think the profile describes their partner well? What would they add to the profile?

Workbook

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



Teaching Tip

If students don't already have vocabulary notebooks, have them start one now. They should write new words that come up in class in their notebooks. As students become more advanced in the language, they will need more words that describe their own individual interests and activities.



Additional Activity

Have students role-play explaining a proverb from their own language to an English speaker. Put students in pairs. Each student thinks of a proverb in the student's own language and tries to explain what the proverb means to his or her partner using only English.



The first real social networking site was a site called Six Degrees. It was created in 1997. It allowed users to create profiles and list their friends. The site was not successful and closed in 2000. Some think it was just ahead of its time.

3 Grammar

Auxiliary Verbs

- Focus students' attention on the chart and give them a few minutes to read the explanations and examples.
- Remind students of some of the basic features of the use of auxiliary verbs.

The short answer echoes the auxiliary used in the question.

Do you...? **Yes, I do.**

Did he...? **Yes, he did.**

Questions usually follow the same pattern:
auxiliary verb + subject + main verb.

Have you charged your phone?

Did they call you?

After **do**, **does**, and **did** we use the base form of the main verb.

He didn't answer the phone.

- Write a few questions and answers on the board and have students come up and write the correct auxiliary in the blank. For example:

_____ **you gone online today?** (Have)

Yes, I _____. (have)

_____ **he join the networking site yesterday?** (Did)

No, he _____. (didn't)

_____ **you chatting online last night?** (Were)

Yes, I _____. (was)

_____ **she like being outdoors?** (Does)

No, she _____. (doesn't)

Language Builder

Point out that the verbs *do*, *have*, and *be* can also be the main verb in a sentence. For example, in the sentence *Tom did his homework*, *did* is the main verb. But in the question *Did he arrive late?* *did* is an auxiliary and *arrive* is the main verb.

A

- Ask a volunteer to read the directions and the first sentence aloud. Elicit that the auxiliary verb in this sentence is *are*.
- Have students work individually to circle the auxiliary verbs in the other sentences.
- Check answers by calling on students to read aloud a sentence and say which word they circled. Point out that in number 2, the verb *am* (in ...*when I'm on vacation*) is not an auxiliary verb. It's the main verb in that part of the sentence.

Answers

1. are
2. do
3. have
4. Did
5. is
6. had
7. have

B

- Read the directions and the example with the class.
- Have students work individually to write the questions.
- Check answers by having students write their questions on the board. If there are errors in the sentences on the board, get the class to point them out and correct them rather than pointing them out yourself.

Answers

1. Did he find lots of good resources for his essay online?
2. Does she usually turn her cell phone off before class?
3. Has she had that bicycle for a long time?
4. Is he not answering his phone?
5. Has she posted photos on her website?
6. Have you downloaded the program you were looking for?

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C

- Give students a minute or two to read the conversation silently. Ask a few questions for general comprehension. For example:

What does Ana make? (jewelry)

Is it a hobby or a business? (a business)

Where does she sell her jewelry? (online)

What is she making now? (a bracelet)

- Put students in pairs to complete the conversation. As students are working, go around the room and check answers. If some pairs finish early, have them help check the answers of another pair.
- When you're sure all the pairs have completed the conversation correctly, have students practice the conversation with their partner.
- Ask one pair to act out the conversation for the class.

Answers

1. Do
2. have
3. Are
4. am
5. have
6. is
7. am
8. Did
9. did
10. Do
11. does
12. do
13. do

D

- Focus students' attention on the photo. Ask a volunteer to read the directions and the example questions.
- Elicit one or two more questions that students might ask about the picture.
- Have students work individually to write their stories. After they finish writing, they should circle or underline all the auxiliary verbs in the story. As students are working, go around and check their use of the auxiliary verbs.
- Ask a few volunteers to read their stories to the class. How are the stories the same or different?

Workbook

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



Teaching Tip

When students are writing, tell them not to worry about things like spelling and grammar at first. They should just focus on putting their ideas down on paper. Then they can go back and make corrections as necessary.





Additional Activity

Have students work in groups to create a questionnaire about social networking sites for their classmates. They might include questions, such as *Do you belong to a social networking site? How often do you use it? Do you like it? Have you made any new friends?* Then have groups exchange questionnaires and answer them. Discuss the questionnaires with the whole class.



One of the first online businesses to make online shopping popular was Amazon.com. Jeff Bezos started Amazon in 1995 to sell books. However, the company quickly expanded to sell other things as well. Now Amazon is an international company that sells a wide variety of products including books, music, electronics, and home furnishings. The company has warehouses and order centers in North America, Europe, and Asia. One of the best selling items Amazon has ever had was the book *Harry Potter and the Deathly Hallows*. Amazon received more than 1.6 million orders for this book before it was even published.

4 Conversation

- With books closed, ask students what they know about texting. For example, ask: ***Is texting a common means of communication? How do people text in your language? Do you use abbreviations?***
- Tell students they are going to listen to a conversation between a grandmother and granddaughter about texting.
-  Play the audio. Tell students to listen with their books closed.
- Ask a couple of simple questions to see what students have understood. For example:
What's Cara doing? (texting her friend Maria)
Does Cara's grandmother know how to text? (no)
-  Play the audio again. Have students listen and read along in their books.
- Have students practice the conversation with a partner. Then they switch roles and practice again.

Language Builder

Explain the words *abbreviation* and *acronym*. An abbreviation is a short form of a word. For example, *ovr* is an abbreviation of *over*. An acronym uses the first letters of several words to write a phrase. For example, *DYWT* means *Do you want to*.

Real Talk

- Model the phrases for students to repeat.
- Ask students who says each phrase and why. For example, ask: ***Who says How on earth?*** (Cara's grandmother says it because she doesn't understand how Cara can type so quickly.)
Who says Hold on? (Cara says it because she's going to show her grandmother how texting works.)
Who says hang out? (This is what Cara wants to do with Maria.)
Who says get it? (Cara's grandmother says this when she understands the text message.)
Who says got the hang of it? (Cara says this when she knows that her grandmother understands texting.)
- Write the following sentences on the board. Have students practice by completing these sentences with their own ideas and telling or asking a partner.

How on earth can you _____?
My friends and I often hang out at _____.
Hold on a minute. I have to _____.
I don't get it. Why do you _____?
I finally got the hang of _____.

About the Conversation

- Have students work in pairs and take turns asking and answering the questions.
- Check answers to questions 1 and 2 by calling on pairs to read a question and an answer.
- Discuss question 3 with the whole class. Ask several students to tell about a time they explained something to someone or learned something new.

Answers



1. The grandmother doesn't understand how Cara types a text message so quickly.
2. The grandmother learns the acronym, "DYWT," or "do you want to."
3. *Answers will vary.*

Your Turn

- Call on a student to read the directions aloud.
- Direct students' attention to the box of phrases for *Asking For Clarification and Confirming*. Ask students about the items in the box. For example:
Which things would you say when you don't understand something or want an explanation? (I don't understand. Can you explain it? How do you...? What does that mean?)
What do you say when you understand something? (I get it.)
What do you say when you want to know if your explanation is clear? (Does that make sense?)
- Brainstorm with students a few ideas that they might use for the conversation. Remind them of their answers to question 3 in About the Conversation.
- Put students in pairs to create their conversations. Remind them to use the phrases from the box and also the phrases from Real Talk. Students should switch roles so each student gets a chance to explain something.
- Ask two or three pairs to present their conversations to the class. As they do this, have the class check off the phrases that they use to ask for clarification and confirm.

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5 Listening

- Focus students' attention on the photo. Tell students that the father and son are talking about using the cell phone. Ask: **What do you think the father is saying? What do you think his son is saying?**
- Give students a minute to read the questions.
-  Play the audio. Tell students to listen but not to write their answers at this time.
-  Play the audio again for students to write their answers. Then play the audio a third time, pausing as necessary for students to check answers.
- Ask students if they ever have similar discussions with their parents or families about cell phone use.

Answers

- 300
- 950
- \$79
- \$0.40
- \$20
- one-third

Audioscript

Father: Michael, I want to talk with you.

Son: About what, Dad?

Father: How many minutes do you think you've used on your cell phone so far this month?

Son: I don't know. Maybe 300?

Father: Try 950! I checked our account. We pay \$79 for 900 minutes. You've used up the whole family's minutes and we're only half-way through the month.

Son: No! Really?

Father: Yes, really! And did you know that we pay 40 cents a minute for every minute over our plan? That adds up fast. The extra 50 minutes you have used so far will cost \$20.

Son: Wow. Sorry dad. I'll cut back on my calls.

Father: "Sorry" isn't enough. You're 17 years old. You need to start contributing some money towards the cell phone bill.

Son: Aw dad. How much?


Father: Since there are three people in the family, I think you should pay a third of the bill. And if you use more minutes than we have in our plan, you'll have to pay the extra charges.


Son: OK. I guess that's fair.

Father: What are you doing?

Son: Calling my friend, Tom. I have to tell him about this.

6 Pronunciation

-  Play the audio for the explanation while students read along in their books.
- Model pronunciation of numbers, showing how the first syllable is stressed when counting but the last syllable is stressed when saying the time.

-  Play the rest of the audio and have students circle the word they hear.

Answers

- SEVENteen
- FORty
- fifTEEN
- THIRteen
- THIRty

7 Vocabulary Building

A

- Have students work individually to complete the chart.

B

- Have students compare charts with a partner.
- Check answers with the whole class. Find out which words students already knew or were able to guess, and which words they had to look up in a dictionary.

Answers

Related to Computers: networking, virtual, cyber, posted

Synonym for "Special": unique, extraordinary

Related to Health: asthma, paramedics

Workbook

Assign page 5 for additional reading practice.



Teaching Tip

Encourage students to become independent learners and not rely only on the teacher for answers. Students can learn from each other or look things up in dictionaries and other sources.



Additional Activity

Have students work in small groups and research cell phone plans available in their area. How much does the plan cost each month? How many minutes does it include? How much do extra minutes cost? Have them choose one plan and report on it to the class. Compare the plans the groups present. Which is best?




According to a recent study, teens love their cell phones. Forty-six percent said a cell phone is necessary for their social lives. Teens prefer texting to talking. The main reasons teens like texting are that it's fast and they don't have to talk to the other person.

8 Reading

- If possible, tell students about a time when the Internet has helped you find an old friend or meet a new one. Then, with books closed, ask students the **Before Reading** question: *Has the Internet ever helped you meet or reconnect with a friend?* Elicit answers from several students. Encourage others to ask questions.

READING STRATEGY

Using pictures and titles to predict

- Focus students' attention on the pictures on pages 8 and 9. Ask: *What can you tell about the people in the pictures? How old are they? Where are they? What are they doing?*
- Have students read the titles on pages 8 and 9 and the introduction on page 8. Then have them tell you what they think each article will be about. Make notes of their answers on the board.
-  Play the audio for the first story. Have students read along as they listen. Then refer to the notes on the board. Were their predictions correct?
- Have students read the story again. Ask a few questions to check comprehension. For example:

Saving A Life


What was Sean Redden doing? (He was playing a cyber fantasy world game.)

What problem was the Finnish woman having? (She was having an asthma attack.)

Why couldn't she get help? (She was locked in the computer lab.)

Was this part of the game or was it real? (It was real.)

What did Sean do? (He called the police.)

-  Play the audio for the next two stories and check the predictions on the board as before.
- After students listen to each story, have them read the story again. Ask questions to check comprehension. For example:

Finding your double

Who is Patrick Swales? (a 21-year old web designer)

Who did he see on the subway? (He saw his double)

Why didn't he speak to him? (The train doors shut and it started moving)

How did he find him? (He created a website and posted a description of the man he had seen)

What are Patrick and Manuel doing now?

(They are best friends.)

Reunited 60 Years Later

What was the relationship between Asma and Sabah in the past? (They were best friends.)

Why did they lose contact?

(Sabah's family moved away.)

Who helped Asma find Sabah? How? (Her grandson Khan showed her how to surf the Web, and they found Angela's phone number.)

What is the relationship between Sabah and Asma now? (They are inseparable.)

- Remind students that it usually isn't necessary to understand every word in order to get the main ideas of a story. But of course there are some words that are quite important. Tell students that they should each choose one word from one of the stories that they don't know and that they think is important.
- Ask students to write the words they have chosen on the board. Discuss the words with the class. If a student knows the meaning of a word, have the student explain it. Encourage students to use context to make educated guesses. Then explain the meanings of any remaining words or have students look them up in a dictionary.

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After Reading

- Arrange students in groups of four. Assign one question to each member of the group. Give students a few minutes to make notes about the answer to their question.
- Have students ask and answer the questions in their groups. Each student answers the question he or she has been assigned, and the group comments on the answer. As students are working, go around and check that all the students are participating in the discussion.
- Go over the questions with the whole class. Have each group report on their answer to one of the questions.

Answers

Answers will vary.

9 Speaking

- Brainstorm a few ideas about the advantages and disadvantages of the Internet. Draw a chart on the board like the one in the book and make notes in the appropriate sections.
- **Note:** Keep the brainstorming session short and limit it to only one or two ideas for each section. You want students to go on and discuss their own ideas, not just copy what's on the board.
- Have students work in pairs or groups to share ideas.
- When students have finished, have them exchange their ideas with the whole class. How are their ideas similar or different?

Workbook

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



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

Play a story-telling game. Bring a ball of string to the class. Write this sentence on the board (or use another idea): ***I met an interesting person on the Internet.*** Tell the class that this is the first sentence in a story and that they are going to make up the rest of the story. Give the ball of string to a student (S1) and have that student make up the next sentence in the story. S1 then holds on to one end of the string and throws the ball to another student (S2) who adds another sentence. S2 then holds on to his or her part of the string and throws the ball to a third student and so on. As students tell the story, they are creating a web of string around the room. (This also makes it easy to see who has and has not contributed a sentence. They're not on the web!)



Project: Social Networking Sites

Have students do research on social networking sites that their classmates and friends use. What are the features of the different sites? What are some of the possible problems in using these sites? What protections do the sites offer? Have students present their findings to the class.



A theory known as "Six Degrees of Separation" says that you can connect any two people on the planet in an average of six steps by connecting people they know. Some social networking sites are experimenting to see if this is true. One experiment came up with 5.73 as the average number of steps it took to connect one user to another through people that one or the other knew.

10 Writing

A

- Direct students to the photos and elicit what they see. Ask them to compare the two photos and discuss differences and similarities. Write face-to-face learning and online learning on the board. Have students brainstorm ideas about each mode of learning. Call on individual students to report their answers.
- Organize students in groups. Read the directions for tasks 1 to 3. Give the groups some time, 5 to 10 minutes to discuss the questions. Circulate and monitor participation.
- Call on groups to report their ideas for the class. Ask students to find out how many students in class prefer face-to-face and how many online learning. Encourage them to move round and ask students in different groups.
- Read task 4 with the class. Play the audio and ask students to listen and follow in the text. Have them highlight as many answers as they can in the text.
- Ask students to read the text silently and confirm or find answers to all the questions in task 4. Have them compare answers with the rest of group.
- Discuss the answers to the questions in class.
- Have students read directions for task 5 and work individually to find the answers.
- Tell them to highlight words or phrases that they have used as clues and use them to justify their answers. For example: F2F course, face-to-face instruction, communication with peers as clues for paragraph 3/ presents information about F2F courses.

Answers

- Presents information about F2F courses: paragraph 3 (see example above)
- Sets the scene and introduces the topic: Paragraph 1: significant changes in education due to technology, Internet/determining role/ transforming face of education/ universities and colleges/ F2F/ Online course mode/ blended/ synchronous e-learning
- Presents information about online courses: paragraph 2 and end of paragraph 3 choose different options, individual preference, practical considerations/ flexibility/ combine learning and work
- Rounds up issues: both groups/defend choice/ success rates/ learning outcomes/benefit from online courses / face-to-face contexts.

- Call on volunteers to present their answers to the class.
- Have students work in small groups to identify the main characteristics of face-to-face, online and blended courses. Remind them to assign responsibilities to different members of the group and make sure one student in each group is responsible for taking notes that the group can use to present their answers. Circulate and monitor participation. Help when necessary.



Additional Activity

On the contrary For example On the other hand
The main advantage of synchronous e-learning is that participants can interact with each other and their tutor as well as work in smaller groups when necessary.(1)_____ should a participant wish to address a question or make a comment, all they need to do is signal their intention and speak, closely following standard norms of interaction.
(2)_____, if participants do not have access to a reliable connection, they can miss sessions for reasons beyond their control.
(3)_____, face-to-face courses can operate under minimal conditions if necessary without disruption in the event of power failure or inability to access the internet. This is further demonstrated by the fact that schools in a number of developing countries consist of as little as a straw enclosure and boulders as seats.

Answers

1. For example
2. On the other hand
3. On the contrary

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B

- Tell students that they are going to write an essay on Socializing Online and in Person.
 - Read directions 1 and 2 with the class.
 - Draw the diagram on the board.
 - Organize students in pairs and direct them to B and the diagram. Have them brainstorm and make notes on the features of each type of Socializing. Point out that the features they have in common can be placed in the centre where circles overlap. Indicate an overlapping area on the board.
 - Call on pairs to present their ideas for the class. Have the rest of the class listen and add to their notes or comment.
 - Have two volunteers write the notes in the right section of the diagram on the board.
 - Have pairs discuss differences and similarities and make notes on the chart. Call on pairs to report their ideas in class. Ask the rest of the class to listen and comment, modify or add to their notes.
 - Direct students to the Writing Corner. Read the first point with the class and ask them to find and highlight examples in the text.
 - Call on volunteers and check the examples in class. Examples: On the other hand, On the contrary
 - Have students discuss the meaning of each example, e.g. to emphasize, to add to, to contrast, to provide another option, to present a similarity, to present a difference etc.
 - Have students read the opening lines of the model text and work in groups to think of a different alternative as an opening section of the essay and make notes.
 - After several minutes, call on one student from each group to present their idea for the class. Tell students to listen carefully as each group presents, and then ask them to compare their answers.
 - Give students a few minutes to check their notes and complete them or ask their classmates for help.
 - Have them read 4 and 5 and explain that they are going to write a first draft using their notes which will be commented on and edited before re-drafting. Point out that in real life there are usually multiple drafts.
 - Have students write individually using their notes. Then ask them to exchange and comment on/correct each other's essays.
- Give them some time to rewrite their essays. Call on some student to read their essays in class. Then circulate the rest of the essays in class so that students read as many essays as possible. Encourage them to make a note of anything they find interesting, for example a word or phrase, an expression and so on.

Additional Activity

Divide the class into two teams, one in favor of face-to-face learning and one in favor of online learning. Give the groups time to prepare their arguments before you begin.

Workbook

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

11 Project

- Direct students to the photos at the top of the page and ask them to discuss what they see in pairs. Call on volunteers to report their ideas for the class.
- Read directions for task 1 with the class. Ask students to go through the list and suggest more details. For example, which interactive games does each student like? Are there new interactive games that someone would recommend? Why would he/she recommend them?
- Organize students in groups and give them time to discuss the things they do on the Internet. Tell them to add their own ideas and provide information that they think the rest of the class will find interesting. Remind students to make notes as they discuss.
- Call on students from different groups to report their group ideas, comments and suggestions.
- Have students brainstorm on social networks. Ask questions like these:
What are they? Are there different types of networks? Are they popular? Why? Why not?
Do you use social networks? Why? Why not?
- Have students work in groups discussing the rest of the items on the list. Ask them to make notes in the chart focusing on advantages and disadvantages.
- Have students use examples of social networks, blogs, electronic articles, videos, information and websites from the Internet.
- Direct students to questions 3 and 4 and have them discuss in their groups.
Remind them to assign roles/responsibilities to individuals in the group depending on their skills and abilities, including note-taking. Circulate and monitor participation.
- Call on a student from each group to report the group's ideas. If the group is split, i.e. if they disagree, call on someone else in the group to present the opposite view.
- Explain that when discussing 4, students will have to think of the internet as a learning resource and not only as the medium that defines the type of learning, e.g. online learning. In other words, have students think about the different uses of the internet in their class. Tell them to consider research and collecting data, obtaining information about issues and or places that seem obscure and difficult, reading the news etc.
- Have students read 5 and 6 and outline the stages

that they will have to go through to prepare a Power Point presentation or a poster.

- Allow students to decide what type of presentation they would like to prepare; Power Point or poster? When they have decided reorganize groups into poster and Power Point groups.
- Give them some time to plan and assign tasks to members of the group.
- Point out the guidelines at the bottom of the page. Explain that the first two points apply to poster presentations as well.
- Set a time limit for each presentation and remind learners to rehearse in each group before doing the actual presentation for the class.

Additional Activity

Have students design and start a blog with a discussion on the advantages and disadvantages of the Internet in learning and research.

Organize students in groups. Have each group design a website and present it to the class. The class chooses the best design and sets up a website.

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

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12 Self Reflection



- Divide students into groups and have them brainstorm on Technology in learning, life and work. Tell them not to open their books. Remind them 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 main focus of the unit? Which aspect of technology did it provide more information and activities on? Which activity do you remember more clearly?
Which words and phrases do you remember?
Which part of the unit did you dislike? Why? Did you like any part of the unit? Which?
What do you feel you can do better now?
- Call upon a student from each group report what the group decisions were.
- Have groups compare their findings and make notes. For example, compare the words and phrases they remember and make a note of additional items.
- Have students scan pages 2 and 3. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
Would you choose to communicate with any of the people whose profiles are presented? Which? Why? Why not?
Which qualities would you include about yourself?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 4, 5, ask them some questions. For example:
Have you created your own website?
How many different cell phones have you used so far?
Is your cell phone working? How do you know?
Have you joined a social network recently?
Were you asked to use a new password?
Do you use the same or different passwords for different sites?
- Have students work in pairs to discuss the questions. Ask them to compare with other students in class.
- Discuss the grammar of the unit with the class. 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 6, 7. Call on volunteers to say what the conversation was and if they feel it was realistic, interesting, useful or boring. Ask them to give reasons for their answer.
- Have students say what they remember from sections 4 to 7 and make notes in the chart. Use questions like these:
Do you use your cell phone or landline when you are at home? Why? Why not?
Do you use your cell phone to speak to someone who is in the same building? Why? Why not?
What's the difference between 70 and 17?
Is 'asthma' a condition or a computer virus?
- Write Amazing Internet Connections on the board and brainstorm on language and information that students remember.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
What would you do if someone asked you for help through the Internet?
Would you ever try to find your double? Do you think there is another person who is identical to you in the world? Why? Why not?
- Have students discuss what they liked and/or disliked and what they found difficult or easy. Ask them to make notes in the Self Reflection chart.
- 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 1b More! in class.**

Unit Goals

Vocabulary

Crime
Punishment

Functions

Discuss crime
and punishment
Read and discuss
newspaper articles
Explain steps
in a process

Grammar

The Passive
Past Perfect and Past
Perfect Progressive

Listening

Listen for specific
details in a lecture
on safety

Pronunciation

Linking adjacent
consonant sounds

Reading

Crime Puzzles

Writing

Write a newspaper article
about a foolish crime

Warm Up

With books closed, ask students about what kinds of crimes are common in their community and about recent crimes they've seen in the news. As students talk, make some notes on the board about crime words that come up in the discussion, such as **steal, hijack, robber, burglar, thief, theft**. Also include words related to law enforcement, such as **police, prison, jail, and sentence**.

1 Listen and Discuss


- Discuss the first introductory question with the whole class. Elicit two or three famous crimes students have heard of. As students talk, continue to add words to the vocabulary list on the board. **Note:** As the topic of crime can bring up sensitive issues, direct the discussion as much as possible to less violent crimes.
- Focus students' attention on the headlines. Point out that there are six headlines, but only three newspaper stories on pages 14 and 15. Have students read the headlines and skim the stories quickly to match the stories with the correct headlines.

Answers

Story 1: The Impatient Inmate

Story 2: Criminals with Big Plans, Small Car

Story 3: Credit Card Thief Signs Own Name

 Play the audio for the three stories on pages 14 and 15. Have students read along in their books.

- Have students read the stories again one by one. After they read each story, ask a few questions to check comprehension. For example:

The Impatient Inmate

Where does the story take place? (California)

How did Newton escape?

(He went through an open gate.)

What was Newton's crime? (reckless driving)

How long was his sentence? (5 days)

How long might Newton be in prison now when they catch him? (1 year)

Criminals with Big Plans, Small Car

What did the robbers do? (They stole a security van with \$1.3 million in it.)

What kind of car did they steal for the getaway car? (a small, compact car)

What problem did they have? (There wasn't enough room in the small car for all the money they had stolen.)

Credit Card Thief Signs Own Name

What did the criminal steal? (a credit card)

What mistake did he make when he used the credit card? (He signed his own name, not the name on the card.)

Did he buy expensive things with the card? (No, he bought coffee, milk and cereal.)

- When you're sure students understand the main points in each story, put students in groups to discuss the third introductory question: **Which criminal do you think is the most foolish? Why?** Tell students that each group must choose one criminal they think is the most foolish.
- Have one person from each group report the group's decision and explain why.

2 Crime Doesn't Pay

- Draw a two-column chart on the board. Label the columns **Crime** and **Punishment**. Have students work with a partner and write as many words as they can from the stories under each header. Possible answers include:
Crime: drunk driving, armed robber, hijack, getaway car, stolen (steal), escape
Punishment: inmate, release, jail, prison, sheriff, deputy, serve a sentence, misdemeanor, accused, charged
- Invite two students to come to the board and write their words in the appropriate columns. Discuss the words with the class.

Quick Check

A

- Have students work individually to match the words with their meanings.
- Check answers by calling on students to read aloud the word and the meaning. Then have students find each word in the stories and read the sentences that contain the words aloud.

Answers

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

Language Builder

If students ask, explain that in the U.S. a *misdemeanor* is a crime that is not considered very serious. Someone who commits a misdemeanor usually pays a fine or spends a few days in jail. More serious crimes are called *felonies*. For a felony, a person can spend months or years in prison.

B

- Have students work individually to write *true* or *false* for each sentence. Then have students compare answers with a partner.
- Check answers by calling on students to read a sentence and say if it's true or false. For the false sentences have students say the correct story.

Answers

1. false (That's *The Impatient Inmate*.)
2. true
3. true
4. true
5. false (That's *Criminals with Big Plans, Small Car*.)

2 Pair Work

- Brainstorm a few crime stories that have been in the news recently. Remind students of some of the stories they mentioned earlier. Students might also think of crimes they have seen on police shows on TV. Again, direct students toward less violent crimes.
- Have each student choose a story. Give them four or five minutes to make some notes about the story. Go around and help with vocabulary as needed.
- Have students tell their story to a partner. They should include as many details as possible.
- Ask two or three volunteers to tell their stories to the whole class.

Workbook

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



Teaching Tip

When dealing with sensitive topics like crime in the classroom, be aware that some students may find the topic upsetting. Keep the mood in the classroom light and the focus on the less serious, more amusing aspects of crime.



Additional Activity

Practice the verb collocations with crime vocabulary. Write these sentences on the board and have students fill in the verbs. If necessary, write a list of the verbs in a different order for them to choose from.

The police _____ **the man of stealing a credit card.**
(accused)

He _____ **a two-month sentence for robbing the grocery store.** (served)

They're going to _____ **him from jail next week.** (release)

The police _____ **the robbers with a helicopter.** (pursued)

Two prisoners _____ **from the jail last night.** (escaped)



There are strange crimes and also strange laws. In Michigan, U.S.A., it's illegal to chain an alligator to a fire hydrant. In Oklahoma, a state in the U.S. that has no sea coast, it's illegal to hunt whales. In Athens, Greece, police can take away someone's driving license for being poorly dressed or dirty.

3 Grammar

The Passive

- Write these sentences on the board:
The police accused the men of stealing a car.
The men were accused of stealing the car (by the police).
- Explain that in the first sentence the action (accused) is performed by the subject (the police). The verb *accuse* is an active verb in this sentence. In the second sentence the men receive the action. Here the verb *accuse* is passive. Draw arrows to show how *the men* moves from the object to the subject position.
- Have students read the explanation and the examples in the chart. Ask: ***What's more important in passive sentences, the action or the person or people who do the action?*** (the action)
- Direct students' attention to the three stories on pages 14 and 15, and have them find more examples of sentences in the passive. Ask about the tense of the verbs. For example:
Newton saw a gate that had been opened... (past perfect)
Newton is being pursued... (present progressive)
The robbers were forced... (simple past)
The credit card was reported... (simple past)
Ramirez has been charged... (present perfect)

Past Perfect and Past Perfect Progressive

- Write this sentence on the board: ***When Alicia got home, the robbers had already left.*** Then write these sentences on the board and label them as 1 and 2 to show which action happened first:
(2) Alicia got home. (1) The robbers left.
 Explain that the verb phrase *had already left* is in the past perfect. We often use the word *already* with the past perfect.
- Have students read the explanation and the examples.
- Have students find more examples of the past perfect in the stories on pages 14 and 15. For example:
... the gate had been opened...
Newton had been serving...
The car the robbers had stolen...
Ramirez had used...

Language Builder

Point out that in many cases we can use either the past perfect or the simple past or past progressive. However, the past perfect helps make the order of events clearer.

A

- Read the directions and the example with the class. Point out that the example sentence does not include the phrase *by the police* because it is not the most important part of the sentence.
- Do the first sentence with the whole class. Point out that in this sentence students should include the phrase with *by*. The detail about the grandmother is an important part of the sentence.
- Have students work individually to write the sentences. Check answers as a class.

Answers

- The criminal was chased and caught by a 92-year-old grandmother.
- Fifty-four moneyboxes were discovered in the suspect's home.
- The suspect was found hiding in a trash can.
- The suspect was found guilty of stealing \$40,000 worth of bananas.
- He will be fined for littering the sidewalk.

B

- Ask a volunteer to read aloud the directions and the example. Ask students what changes were made.
- Do the first sentence with the whole class. Elicit the sentence: ***A man has been accused of driving a stolen SUV to court.*** Point out that the present perfect is better for this situation since the time is not known or not important. Make sure that students add the necessary articles.
- Have students work individually to write the sentences. Check answers by having students write their sentences on the board.

Answers

Answers will vary. Sample answers:

- A man has been accused of driving a stolen car to court.
- A man was jailed for driving too fast.
- A break-in suspect was found asleep in the house.
- A man has been found guilty of stealing candy from a child.
- A man has been arrested for not paying library fines.
- Some businessman have been fined \$35 for parking illegally.

2 Crime Doesn't Pay

C

- Read aloud the directions and go over the example. Point out that the labels *1st* and *2nd* give the order of the events.
- Have students work with a partner to combine the sentences. Point out that they may need to change the order of the sentences.
- Check answers by having pairs write their sentences on the board.

Answers

1. Tania had been talking on the phone when she heard an intruder in the house.
2. Before he was arrested for stealing state funds, he had been a trusted politician.
3. Luckily, I had installed an alarm before the robbery took place.
4. Before he got into his car, he had been jogging..
5. I didn't have any money because my wallet had been stolen.

D

- Have students read the newspaper article through first, without writing, to get the main idea of the story. Ask a few questions about the main events in the story. For example:
What kind of crime did John Wilkinson plan?
(to rob a drugstore)
Where did he leave his car? (in front of the drugstore)
Why couldn't he get into his car after the robbery?
(He left his keys in the car.)
- Do the first item with the whole class as an example. Explain that this is a simple statement about one event in the past.
- Have students work individually to complete the paragraph. Then have students compare answers with a partner. When their answers are different, they should discuss whether or not both answers are possible.
- Check answers by calling on students to read the completed story aloud.

Language Builder

Point out the idiom in the story ...*went off without a hitch*. To *go off without a hitch* means to do something without having any problems or interruptions.

Answers

1. attempted
2. had spent
3. had bought / bought
4. had taken / took
5. felt
6. had planned
7. went
8. tried
9. ran
10. had left
11. tried
12. discovered
13. had made
14. had thought/ had been thinking / thought
15. had locked / locked

E

- Have students look at the picture and read the directions and the questions.
- Put students in small groups to answer the questions and make up a story.

Workbook

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



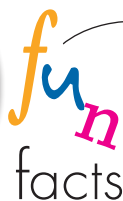
Teaching Tip

Tell students that as they become more advanced in English, they will come across more situations where there is more than one possible answer to a question or more than one way to say something correctly.




Additional Activity

Have students make a timeline of important events in their lives. Then have them write sentences with the past perfect. For example: *Before I started first grade, I had already learned to read*. Then have them share some of their sentences with the class.



- Most burglaries take place during the day, not at night.
- The number of thefts goes up every month during the time of the full moon.
- The most common time for a bank robbery is on Friday between 9 A.M. and 11 A.M. The safest time to be at the bank is on Wednesday afternoon between 3 P.M. and 6 P.M.

4 Conversation

- Focus students' attention on the photos. Ask:
What's happening to the person with the wallet?
Introduce the word *pickpocket* as a noun and a verb. *To pickpocket* means to steals things from another person's pockets (or other thing they carry with them, such as a purse or backpack). A *pickpocket* is someone who does this.
-  Play the audio twice. The first time, students listen with their books closed. The second time, they read along in their books.
- Ask questions to check comprehension. For example:
How do pickpockets choose their victims? (They look for people who are looking at buildings and other things. They often choose tourists.)
What do they do before they commit the crime? (They bump into their victim, or act very friendly and shake the victim's hand.)
What do you think Albert does when he says, Like this? (He acts out what the pickpocket does.)
Why is Ali surprised at the end of the conversation? (Albert has stolen his wallet from his pocket.)
- Have students practice the conversation with a partner. Then they switch roles and practice again.

Real Talk

- Model the phrases for the students to repeat.
- Ask students who says each phrase and why. Possible answers include:
easy mark (Albert says this to describe the type of person it's easy to steal from.)
by accident (Albert says this to explain that the pickpocket bumps into people and makes it look like it was not intentional.)
let your guard down (Albert says this to describe a moment when the victim stops paying attention and isn't careful.)
nabbed (Albert uses this slang expression to mean *stolen*.)
Are you kidding? (Ali says this because he doesn't believe that Albert's telling the truth. He thinks it's a joke.)
Come on! (Ali wants Albert to stop kidding or joking.)
I'm positive. (Ali says this to emphasize that he is very sure no one could steal his wallet that easily.)

- Have students practice these phrases by using them in sentences or situations with a partner.

About the Conversation

- Have students work in pairs and take turns asking and answering the questions.
- Check answers to questions 1 and 2 by calling on pairs to read a question and an answer.
- Discuss question 3 with the whole class. Ask several students to tell stories about times when they or people they know have been pickpocketed.

Answers

- They are talking about pickpocketing.
- Look for someone who isn't walking; pretend to bump into the victim by accident; shake victim's hand, act really friendly; take wallet and walk away.
- Answers will vary.

Your Turn

- Call on a student to read the directions aloud.
- Direct students' attention to the box. Tell them that these are some expressions people use when describing a process in order to put the steps in the right order. Ask: **Which expressions does Albert use in the conversation?** (to begin with, consequently)
- Brainstorm with students a few ideas that they might use for the conversation. Remind them that it doesn't have to be about crime. Some starter ideas might be things like these: *how to study for a test*, *how to learn new words*, *how to get your parents to say "yes."*
- Put students in pairs to create their conversations. Remind them to use the phrases from the box. Students should switch roles so each student gets a chance to explain something.
- Ask two or three pairs to present their conversations to the class. As they do this, have the class check off the phrases that they use to put the steps for their process in order.

2 Crime Doesn't Pay

5 Listening

- Focus students' attention on the photo. Ask: **What do you think the man is doing?** Elicit from students some things they do to stay safe from crime. Make notes of their answers on the board.
- ▶ Play the audio once for students to just listen. Play it again for them to write their answers.
- ▶ Play the audio a third time. Pause after each section to ask students to summarize what they heard, using the notes they wrote in the chart.
- Review the notes on the board. Which things were also mentioned in the lecture on safety?

Answers

1. Things you can do to stay safe: Keep valuables out of sight. Travel with another person. Stay alert. Avoid unfamiliar locations. Take a self-defense class.
2. You can recognize dangerous people or situations.
3. *Answers will vary.*

▶ Audioscript

Thanks for coming to our "Safety Tips" seminar today. This short class will give you important tips and tools for maintaining your personal safety.

One of the easiest and most important things you can do to prevent yourself from being mugged is to keep valuables out of sight. Expensive watches, rings, and necklaces make you an easy mark. They are like an invitation to a mugger. I recommend leaving these things at home to prevent them from being nabbed. However, if you must wear them, make sure that they are covered by your clothing until you arrive at your destination. I had been wearing an expensive watch earlier in the day. I took it off before leaving home.

Whenever possible, travel with at least one other person. When a person is walking down a street on their own, they are more likely to become a target.

Another extremely important and basic way of staying safe is to stay alert! Always remain aware of your surroundings and don't let your guard down. While I walked here today, I was taking constant, quick glances around. This gives you the chance to recognize people or situations around you that are potentially unsafe. If you feel unsafe, quickly walk to a well-populated area and, if necessary, get help.

Whenever you can, avoid unfamiliar locations. If you must travel through an area you aren't familiar with, become familiar with it. Before I came here today, I had never been to this part of town. So before I left my house, I mapped out the route to get here. I also made sure to find out the location of the local police station.

You might also consider taking a self-defense class. I took a self-defense class last year, and as a result, I feel more confident about my ability to protect myself. In fact, while I was taking the class, someone actually tried to mug me. I say "tried" because, thanks to the class, he didn't succeed!

6 Pronunciation

- ▶ Play the audio for the explanation while students read along in their books.
- Model the first sentence for the class, showing how the *s* from *tips* becomes the first sound of *seminar*.
- ▶ Play the rest of the audio for students to listen and repeat the sentences.

7 Vocabulary Building

A

- Read the directions with the class. Have students read the list of words and the sentences. Then have students work individually to complete the sentences.

B

- Have students compare answers with a partner.

Answers

- | | | |
|------------|----------------|------------|
| 1. insured | 4. coincidence | 7. assume |
| 2. suspect | 5. installed | 8. display |
| 3. grim | 6. pavement | |

Workbook

Assign page 13 for additional reading practice.

Teaching Tip

Tell students that they shouldn't try to write a lot while listening. They should write only one or two words about important points. When the recording stops, they should complete their notes before they forget.

Additional Activity

Give a dictation. Play the audio of the last paragraph of the Listening. Pause the recording after each sentence and have students write as much as they can. Then put students in small groups to compare what they've written and add to or change their sentences. Play the audio again for students to check.




Pickpocketing accounts for two-thirds of the crime in New York City. Pickpockets can be difficult to catch. However, pickpocketing is a felony and the thief can get up to seven years in jail for this crime.

8 Reading

- With books closed, discuss the **Before Reading** questions. Ask students about mystery or crime stories they have read or that they watch on TV. Who are their favorite detective characters?

READING STRATEGY Jigsaw reading

- Tell students that they are going to read a crime story. Put students in pairs and assign each pair one of the two crime stories on page 20. Tell them that they are going to read the story and then tell another pair about their story. (They should not read the other story.)
- In pairs, students read the story and then practice retelling the story in their own words.
- As students are working, go around the room and help as needed. Answer questions about the stories and give them some ideas about how they can retell this story.
- Have students work with a pair that read the other story. Each pair then tells their story to the other pair. (They should not tell them the explanation of the crime.) Students should ask questions about anything they don't understand. Remind them of the language for asking for clarification and confirming that they studied in Unit 1 (page 6).
- When students finish telling the story, they ask the other pair to guess how the detective knew who had committed the crime.
-  When students have finished telling the stories, play the audio for the two stories. Have students read along as they listen.
- Invite one pair to tell each of the stories for the class. Have students ask questions about any details in the stories they still don't understand.
- As an extension, work with the vocabulary of the reading. Write these definitions on the board and have students find the words in the stories.

The Case of the Stolen Jewels

left lying in a mess all over a certain area

(paragraph 2: littered)

moved the head up and down to agree

(paragraph 5: nodded)

The Case of the Bowling Alley Murder

a large number of something (paragraph 1: a swarm)

full of angry, unhappy feelings (paragraph 2: bitter)

touch quickly with the flat part of the hand

(paragraph 8: pat)

2 Crime Doesn't Pay

After Reading

- Have students work individually to write *true* or *false* for each sentence. Have them rewrite the false sentences to be true. Then have them compare answers with a partner.
- Check answers by calling on students to read a sentence and say if it's true or false. Then have them refer to the part of the story that proves this.

Answers

1. false (He was at the coffee shop.)
2. false (The glass was outside on the sidewalk.)
3. false (The story says it was the "oldest" bowling alley. This implies there are others.)
4. false (They were having a bitter campaign battle.)
5. true

9 Speaking

- Put students in small groups to discuss the questions. Give one student the role of reporter and say that this student will have to report what the group says about the characteristics of a good detective.
- Ask students to draw a similar organizer in their notebook. As students are working, go around and check that everyone is participating in the discussion, and writing their ideas in the organizer.
- Have the reporter from each group tell the class the characteristics the group thinks make a good detective. Do the members of the group think they would be good detectives? Why or why not?

Workbook

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



Teaching Tip

When students are having a group discussion, try to make sure that each person in the group has something to do. For example, give each student a role to play, such as leader, reporter, or secretary. This helps ensure that everyone participates.



Additional Activity

Play the Alibi game. Write the word **Alibi** on the board and explain it. Tell students that a crime has been committed. Make it something silly, such as someone stole all the potato chips from the cafeteria. Give the time. Say that four students are suspects. Divide the class into five groups. Put all the suspects in one group. They have to agree on an alibi to explain why they couldn't have committed the crime at that time. The other groups are the police. They make up questions to ask the suspects. Then each one of the four suspects goes to a different group to be interviewed. The police groups compare answers. If the suspects' answers agree, they are innocent. If they give different answers, they're guilty.



One of the best-known crime writers in the world was Agatha Christie. She wrote 66 mystery novels. Her books have sold more than 2 billion copies around the world and have been translated into 45 languages.

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 person is? What is he doing in the picture? Where do you think he is? Why?**

- Have volunteers report answers/ideas for the class.

A

- Write the title CHARGING YOUR CELL PHONE, CAN GET YOU IN TROUBLE on the board and allow students to reflect and make suggestions on what the title is referring to. Elicit and discuss suggestions in class.
- Read the directions for 1 with the class and have students to try and predict what the article is about. For example:
Was the burglar arrested? How do you know? What makes you think that?
- Play the audio and have students listen and follow in the text. Were their predictions confirmed?
- Have students read the text 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.

Answers

- Because he heard someone enter the house and he didn't want to get arrested.
- They found a cell phone that did not belong to anyone in the family, plugged into a socket
- One of the police officers called a contact listed in the phone memory & the man was identified .
- Direct students to question 2 and have them work alone on their answer. Then ask them to compare with a partner.

Answers

- A burglar ... broke into.* It begins with the final event and the reason that led to it to raise reader interest and expectations.
- Have students work on 3 in pairs. Ask them to highlight words or phrases that they used as clues in the text.

Answers

Clues will vary.

- paragraph 2:** police, searched, prints, clues, identify the man
- paragraph 1:** arrested, broke into, looking for valuables
- paragraph 3:** police officers, idea, get in touch, identified, arrested and charged with 12 burglaries

- Have students read directions 4 and 5 and highlight relevant items.

Answers

- was arrested, broke into, was going through , heard, jumped, fled, searched, pointed, had never seen...etc., i.e. all the past forms in the text
- There are a few passive forms. For example: A burglar was arrested (paragraph 1) and the man was identified, was arrested/ charged. The passive forms are used to focus on the burglar and the burglary and not the person or people who acted, in this case the police, because it is understood that the police investigated the case and caught the burglar.

2 Crime Doesn't Pay

B

- Tell students that they are going to write a newspaper or web article about a foolish crime. Ask them to work in pairs to write a definition of a foolish crime. Call on pairs to tell the class what they wrote. Compare with other pairs.
- Read directions for 1 and 2 and organize students in pairs or small groups. Ask them to brainstorm on stories and talk about the components that are important, for example, the character/s, the location, the events, the reasons etc.
- Have students look at the pentagon and work on **Who**. Ask them to make notes using the lines over the pentagon. Circulate and monitor.
- Call on a student from each pair/group to report using their notes.
- Have students use the rest of the diagram to make notes on the location, events, reasons and time of events in the story. Circulate and monitor participation.
- After groups/pairs have made their notes around the pentagon read directions for 3 and 4.
- Direct students to the Writing Corner. Have students read the first point and discuss what kind of stories or openings to stories/articles make them want to read on.
- Call on volunteers to report their thoughts in class.
- Ask the class to reflect on the order used in the burglary story they read. Use questions like these:
Were events reported in the order they happened?
Are there a lot of details between events as they are reported?
- Read the next point in the writing corner about density. Explain that such articles are dense because a lot of information is packed within very limited space. Point out that having notes which outline the events and other information will help students write an article of this type.
- Encourage students to word process their articles in order to facilitate drafting and editing and save time.
- Organize students into pairs/groups. Ask them to write their first draft and exchange drafts in order to comment and make suggestions. Direct them to the model text but allow them to change the beginning of their article if they want.
- Have students read the comments and suggestions, edit and re-draft.
- You may wish to have one or two more editing stages here before asking students to write their final draft and post it to each other or mail it to each other if possible.
- Call on volunteers to answer in class.

Additional Activity

Regroup students and ask them to integrate their notes on the story and create a new story or series of silly crime stories.

Teaching Tip

Encourage learners to focus on the content of their story/article. Explain to them that it is important to decide on what they are going to write and then on how they are going to write it. If they only focus on language, their story is going to be weak even if it is all grammatically correct and not very attractive to the reader.

Workbook

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

11 Project

- Direct students to task 1. Ask them to explain the meaning of **frauds** and **blunders**.

Answers

Fraud: an act of deceiving someone for personal gain or to damage to another individual

Blunder: a bad mistake that is caused by carelessness

- Have students work in pairs or groups and choose the topic that they are going to research in 1. Call on a student from each group to report the topic that the group is going to focus on.
- Read 2 with the class and have students research, collect information and make notes. Allow them to add more details if they wish. Circulate and monitor to make sure that they are focusing on their chosen area and making notes.
- Ask students to read directions for task 3 and explain what they are required to do.
- Remind them to assign tasks to different members of the group in order to make the best use of time and resources. Point out that it would be better if they decided on some of the points as a group. For example, planning what they are going to present and in what order.
- If students have access to a library and/or the internet, you could aim to complete this and do the presentation on the same day. If not, they will have to organize themselves carefully to share tasks and do their research and data collection individually, then coordinate and present as a group.
- Before students start preparing their presentation material direct them to the points to remember. Write Focus on your audience, Focus on your content, Focus on slides.
- Have students listen to the points as you read and assign them to the appropriate heading/ category. Read one or two points at a time and ask students to categorize. Call on volunteers to report their ideas and decide in class. Encourage them to talk about each point and provide examples.
- Give groups time to organize themselves and share the tasks that need to be completed among members of the group. Let students work on their presentations.
- Circulate and monitor and/or help when necessary.

- If there is access to the internet in the classroom or in the library, encourage students to use it in order to access information, download pictures and design their slides.
- When the tasks have been completed, ask groups to coordinate all their work and work on the actual presentation both in terms of staging and materials. Circulate and make sure that students are following guidelines, for example limiting the points on each slide to a minimum of 5, using visuals as well as doing a trial run.
- Have groups present for the class on the same or a different day. Encourage them to involve as many members of their group as possible in the presentations.



Teaching Tip

Remind students to bear their audience in mind when they are in the process of preparing a presentation and while doing it. Explain, that there is always the temptation to include too much but what students need to keep remembering is how they feel when someone tries to give them a huge amount of information at once.



Additional Activity

Have students use a real event in the news or in history. Tell them that they are allowed to intersperse, delete or substitute words or information. They then read their modified text as naturally as possible for the rest of the students to spot the "defect" and stop them. If listeners spot 4 "defects" the presenters stop.

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

2 Crime Doesn't Pay

12 Self Reflection



- Brainstorm Crime Doesn't Pay. Write the title on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 14 and 15. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
Which headlines on page 14 did you find more intriguing? Why?
Which silly crimes do you remember? Which one was the silliest? Why?
- 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:
Choose a news item about an event?
Who was involved and/or affected?
Were the police contacted?
What has been found so far?
- Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 18, 19. Call on volunteers to say what they remember from the Conversation. Elicit expressions from volunteers.
- Have students reflect on safety in pairs. Call on pairs to say which safety tip they remember from Listening.
- Have students make notes in the chart.
- Write *CrimePuzzles* 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:
Was the case of the stolen jewels a fraud or a burglary? How do you know?
Did the second case involve a murder or an accident? How do you know?

- Have students reflect on the Speaking activity. **Which are the characteristics that make one a good detective? Can you name students who could be "good detectives"? What qualifies them?**
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about articles on crimes. 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 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 2b More! in class.**

Unit Goals

Vocabulary

Vacations
Travel
Ecotourism

Functions

Talk about travel experiences and travel dreams
Discuss hotels and services
Make and decline special requests

Grammar

Adverbs of Degree
Sentence Adverbs

Listening

Listen for specific details about packing for a trip

Pronunciation

Stress on compound nouns

Reading

Ecotourism: See the World While Saving It

Writing

Write about a place you would like to visit

Warm Up

Use the questions on page 26 as the Warm Up. With books closed, tell students about an interesting hotel you have been to. Then ask students to tell you about the most interesting hotels they have been to.

Ask students the question: **What are the five things you expect a hotel to have?** Have students tell a partner. Then discuss answers with the whole class.

1 Listen and Discuss

- Have students look at the pictures and skim the four articles. Ask a comprehension question and have students raise their hands as soon as they find the answer. When three or four students have raised their hands, call on one student to answer the question. This activity should move very quickly. Possible questions include:

Which hotel is a tree house?

(Ariau Amazon Towers Hotel)

Which hotels have very small rooms?

(capsule hotels)

Which hotel has rooms made of snow?

(The Kakslauttanen Hotel)

Which hotel do you have to scuba dive to get to?

(Jules' Undersea Lodge)

Which hotels are not very expensive?

(capsule hotels)

- Play the audio for the four articles. Have students listen and read along in their books.

- Then have students work with a partner and take turns reading the paragraphs aloud.
- Have students tell their partner which hotel they would like to stay at and why. Ask a few students to report their partner's answer to the class. For example:

You: Where would (name) like to stay?

Student: (Name) would like to stay at...

- For additional vocabulary practice, write the following definitions on the board and have students find the words in the articles. You could also do this activity orally. For example, say: **Find a word in the article about Jules' Undersea Lodge that means round.** Have students raise their hands when they find the word. After three or four students have raised their hands, call on one student to answer.

Jules' Undersea Lodge

round (circular)

Capsule Hotels

another choice or option (alternative)

Ariau Amazon Towers Hotel

connect (link)

the tops of the trees in a forest (canopy)

Kakslauttanen Hotel

comfortable and warm (cozy)

extremely beautiful (stunning)

3 Far and Away

Quick Check

A

- Have students read the whole paragraph. Tell them not to fill in the missing words at this time. Ask two or three comprehension questions. For example:
Where does the writer live?
(in a beautiful area of Panama)
What kind of hotel does the writer want to open?
(a small, friendly hotel)
How much would the writer charge for admission to the wildlife park? (The writer wouldn't charge any admission.)
- Have students work individually to complete the paragraph with words from the box. Tell them not to worry if they don't know some of the words. They should just make their best guess.
- Have students compare answers with a partner. If their answers are different or if they don't know a word, they should look it up in a dictionary.
- Check answers by calling on students to read the completed sentences aloud. Ask students to explain in their own words what each word means.

Answers

1. widespread
2. relatively
3. undisturbed
4. surface
5. commercial
6. ecosystem

B

- Have students work individually or with a partner to write *true* or *false* for each sentence. Have them rewrite the false sentences to be true. For each sentence, they should find the part of the article that supports their answer.
- Check answers by calling on students to read a sentence and say *true* or *false*. Then have them point out the part of the article that proves their answer.

Answers

1. true
2. false (Guests scuba dive to Jules' Undersea Lodge.)
3. false (It has large, circular windows.)
4. false (The Arianau Amazon Towers Hotel gives guests the opportunity to explore the rainforest canopy.)
5. true
6. false (Guests leave the rainforest's ecosystem undisturbed.)

2 Pair Work

- Have students work with a partner to design their own hotel. Write a few questions on the board to guide them. For example:
Where is the hotel?
How large is it?
What attractions does it have?
What makes it unique?
- Have each pair present their hotel to the class.

Workbook

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



Teaching Tip

Try to recycle vocabulary from previous units as much as possible. Here's one idea. At the start of a class, write a word on the board from an earlier unit and then give a "prize" to the first student who manages to use the word in a natural way during the class.



Additional Activity

Give each student a postcard (or index card) with the name of a classmate on it. Have students imagine that they are staying at one of the places on these pages or in the hotel they designed in the Pair Work activity. Have them write a short note on the card to the classmate about their experience. When they have finished, have them "mail" the postcard by taking it to their classmate. Students then read the postcards they receive.



For people who find a capsule hotel room a little bit too small, a man named Simon Woodroffe has come up with the idea of a Yotel. Each room is a small compartment or cabin similar to those on a train. Each cabin is about 10 square meters and has its own bathroom, a place to put luggage, and small fold-down desk. Of course, each room also has a TV. You can find Yotels at airports in London and Amsterdam.

3 Grammar

Adverbs of Degree

- Read the explanation about adverbs of degree with the class. Have students look at the articles on pages 26 and 27 to find examples of adverbs of degree. (Some examples include: Jules' Undersea Lodge—*extremely* unusual hotel; Capsule Hotels—*just* big *enough* for a bed, people can *scarcely* sit up, offer a *relatively* inexpensive alternative)
- Write the following words on the board and have students find other words in the hotel descriptions with a similar meaning.
absolutely (completely)
very (extremely)
almost (nearly)
barely (hardly, scarcely)

Language Builder

Explain the difference between *too* and *very*. *Very* simply means extremely; *too* means more than is necessary or desirable. For example:

This hotel is very expensive, but we're going to stay there.

The hotel is too expensive. We can't stay there.

Sentence Adverbs

- Have students read the explanation and examples of sentence adverbs. Have students find examples in the articles on pages 26 and 27. (Some examples include: Jules' Undersea Lodge—*Undoubtedly*, most people have...; Arianu Amazon Towers—*Amazingly*, Arianu's towers are built...; The Kakslauttanen Hotel—*Luckily*, the hotel provides...)

A

- Have students close their books to focus attention on the board. Write the example sentence on the board: **We have recovered from our trip.** Tell students you want to add the word *almost* to the sentence. Elicit that it goes before the verb *recovered*. Point out that the adverb usually goes between the auxiliary verb and the main verb.
- Have students open their books and work individually to write the sentences. Then have them compare sentences with a partner.

- Check answers by calling on students to write their sentences on the board. Have the class check that the adverb is in the correct position.

Answers

1. We **hardly** ate anything on the airplane.
2. The food was **too** bland for me.
3. The flight attendant **nearly** dropped my meal on me.
4. Sleeping on the train was **rather** uncomfortable.
5. We were **absolutely** exhausted by the end of our trip.
6. The airplane seat wasn't big **enough** for me.

Language Builder

Explain that the words *scarcely*, *barely*, and *hardly* are negative words and can't be used with another negative. This is a common error, especially with *can/could* + *hardly*. For example:

It's very dark. I can hardly see. (NOT: I can't hardly see.)

- For additional practice, have students rewrite these sentences with *can* + adverb:
 I can't hear you. (barely)
 (I can barely hear you.)
 He couldn't eat anything. (scarcely)
 (He could scarcely eat anything.)
 We couldn't sleep. (hardly)
 (We could hardly sleep.)
 My feet are so cold, I can't feel my toes! (hardly)
 (My feet are so cold, I can hardly feel my toes!)
- Call on volunteers to write their sentences on the board.

3 Far and Away

B

- Have students look at the picture and read the paragraph. Tell them not to fill in any of the blanks at this point. Ask a few questions to check comprehension. For example:
What kind of hotel is this? (a cave hotel)
How old is it? (1,000 years old)
What was it before it was a hotel? (a prison and then an edifice)
- Have students work with a partner to complete the paragraph. If they don't agree on an answer, have them write both choices. Tell them that they should use each word at least once.
- Check answers by reading the paragraph aloud and calling on students to give their choices. When students give more than one answer, discuss whether both answers are possible.

Answers

Answers will vary. Sample answers:

1. Indeed
2. probably
3. actually
4. However
5. Surprisingly
6. Interestingly
7. presumably
8. obviously

C

- Have students look at the pictures and read the information about the Ice Hotel in Sweden. Ask: **Why do you think people would want to stay in this hotel? Would you like to stay there? What happens to the hotel every spring?** (It melts into the river.)
- Have students work individually to write paragraphs using the information given. Tell them to try to use at least two adverbs of degree and two sentence adverbs in their paragraph.
- Have students read their paragraphs aloud to a partner. The partner should listen for the adverbs and note which ones the student used.

Workbook

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



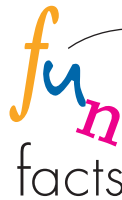
Teaching Tip

When a student asks a question in class, try to elicit the answer from other students before providing the answer yourself. Involve the class in the discussion. In this way, everyone will benefit from the student's question. Otherwise, students will tend to "tune out" while you are answering the question, thinking it has nothing to do with them.



Additional Activity


Have students write two or three sentences about a travel experience. One of the sentences should begin with a sentence adverb. For example: *My family and I went to a beach resort last year. Unfortunately, it rained every day while we were there.* Have students read their sentences to the class. Have the class listen to the sentences and make a list of all of the sentence adverbs that they hear.



Even if you can't scuba dive, you may be able to stay in an underwater hotel. The Hydropolis is a hotel being built off the coast of Dubai. Guests will travel to the hotel by train through an underwater tunnel. There will be 220 bubble-shaped guest rooms with walls of clear glass. Of course, it will be a little expensive—\$5,500 a night!

4 Conversation

- With students' books closed, ask the class about their experiences with airplane travel. For example, ask:
What do you do when you board a plane? Do you have to sit in your assigned seat? Where do you like to sit—by a window or on the aisle?

 Play the audio twice. The first time students listen with their books closed. The second time, they read along in their books.

- Have students practice the conversation with a partner. Then they switch roles and practice again.
- Ask students questions to elicit their opinions about the situation. For example:

What is your opinion of the man's request?

Was it OK to ask for the seat change?

What do you think of the airline policy?

Elicit student's ideas. You might also ask if students have seen other examples of airline passengers having problems with seating.

About the Conversation

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

Answers

1. He would like to change seats.
2. He says that changing seats won't be possible because it wouldn't be fair to other passengers. It's also against the policy of the airline.
3. The passenger was in the wrong seat to begin with. He moves to his assigned seat, which is the one that he wanted.

Real Talk

- Model the phrases for the students to repeat.
- Ask questions about the phrases. For example:
Why do you think that overnight flights are called red-eye flights? (because overnight travelers are usually very tired and have red eyes)
Are the expressions crummy and a drag formal or informal expressions? (They are informal. *Crummy* especially is not very polite and should be used with care.)

What doesn't the passenger get? (He doesn't know why he can't sit in the open seat.)

Why does the passenger say Awesome! at the end of the conversation? (He's happy that he will get the seat he wanted.)

Your Turn

- Call on a volunteer to read the directions aloud.
- Direct students' attention to the box with the expressions for *Making and Declining Special Requests*. Point out that using phrases like these makes the request sound more polite.
- Have students find examples of the phrases in the Conversation. (Some examples include: Passenger: *I wonder if I can ask...*; *I was wondering if it would be possible...*; Attendant: *Unfortunately, that won't be possible...*; *The problem is...*)
- Brainstorm a few ideas with the class for special requests you might make at a shopping mall, for example: asking for a specific item, or brand, or asking for extended guarantee.
- Put students in pairs to create and role-play the conversation. Remind them to use the phrases for making and declining requests. As students are working, go around the room and offer help as necessary.
- Have one or two pairs act out their conversations for the class.

3 Far and Away

5 Listening

- Ask students if they've ever gone on a backpacking trip. Then have students look at the list of items. If several students in the class have gone on backpacking trips, ask: **Which of these things did you take on your trip?** If not, ask: **What would you take on a backpacking trip?**

- ▶ Play the audio. Tell students to listen but not to write their answers at this time.
- ▶ Play the audio again for students to check the items the speaker recommends bringing.
- ▶ Play the audio a third time for students to check their answers.

Answers

The following items should be checked: rain jacket, toiletries, trash bags, water bottle, 2-3 bandages, tweezers, sunglasses, and guide book.

▶ Audioscript

The most important rule of thumb when packing a backpack is to pack light! You may think it's a good idea now to pack that pair of expensive boots and your smartphone. But later you will undoubtedly find yourself wishing you hadn't brought these things. One common backpacking tip is to pack everything you think you need...and then take out half of what you've packed!

In addition to items you obviously must bring like toiletries and a few changes of clothing, don't forget to pack essential items such as a light rain jacket, a fast-drying towel, and some first aid equipment. It's important to pack some bandages. However, just pack two or three bandages—not a whole box! Tweezers also come in handy for everything from removing ticks to taking out splinters. It's also a very good idea to throw a couple of trash bags in your backpack for dirty laundry, wet items, or garbage.

Aside from what you should pack, it's also quite important to consider where you should pack each item. Nothing is quite so frustrating as having to dig through your backpack to retrieve an item that is buried at the very bottom. Keep items which you will need to access often, such as your sunglasses, your water bottle, and your guide book in an easily accessible front compartment.

And one final thought: You know that expensive watch your parents bought you for graduation? Leave it home. The same thing goes for all expensive jewelry and equipment. Unfortunately, things have a way of getting lost, stolen, or broken when you're backpacking. So only take items you won't be horrified or heartbroken to lose.

6 Pronunciation

- A ▶ Play the audio of the explanation as students read along in their books.

- Have students work with a partner and practice saying the sentences.

- ▶ Play the audio of the sentences for students to check their pronunciation. Then play it again and have students repeat or speak along with the recording.

B

- Have students work individually to find compound nouns. After several minutes put students in groups to practice reading them aloud.

7 Vocabulary Building

A

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

B

- Have students compare answers with a partner. When their answers are different or they don't know a word, they should look it up in a dictionary.

Answers

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

Workbook

Assign page 21 for additional reading practice.

Teaching Tip

There will be times when even the most carefully planned lesson doesn't work for one reason or another. It's a good idea to have some ideas for what you will do if a plan doesn't work out.


Additional Activity

Choose one of the longer words from this unit, such as **deforestation** or **characteristics**, and write it on the board. Have students work with a partner to write as many words of three or more letters as they can, using the letters of this word. Give them a time limit of three minutes. When time is up, choose a pair to read their list. If other students have the same words, they cross them out. Then ask other pairs to say more words. The pair with most unique words wins.

fun facts

One maker of hiking equipment recommends that a packed backpack should not weigh more than one quarter of the person's body weight. It's also a good idea to put lighter items at the bottom of the pack and heavier ones on top.

8 Reading

- Ask a volunteer to read aloud the **Before Reading** question. Write the word **Ecotourism** on the board and underline *Eco*. Ask: **What does Eco- mean?** (related to the earth or the environment) Then elicit students' ideas about the meaning of *ecotourism*.
- Focus students' attention on the pictures and the title. Ask: **What do you think the main idea of the article is going to be?** Elicit students' responses and make notes on the board, but don't indicate if any answers are right or wrong at this point.
-  Play the audio. Have students listen and read along in their books.
- Review the notes on the board. Which of the students' ideas best describes the main idea?

READING STRATEGY Summarizing

- Read aloud the first paragraph again as the class listens. Then ask students to close their books and tell you in their own words what the paragraph is about. (Responses should include the idea that it's about taking vacations in beautiful places and helping the environment at the same time. This is called *ecotourism*.)
- Put students in pairs and tell them to take turns reading the paragraphs in the article and summarizing them. One student reads a paragraph while the other listens. Then that student closes the book and summarizes what he or she has just read. Then the other student reads the next paragraph and summarizes, and so on. Point out that students don't need to repeat everything they read, just the main ideas.
- When students have finished, ask if they have any questions about the article. Discuss these with the whole class.
- As an extension, you may want to do additional work with the new vocabulary in the article. Have students look at the words in Vocabulary Building on page 31. Have them find and underline the words in the article.
- Discuss with students what each word means in the context of the article. For example, ask: **What is a pristine beach?** (It's a beach in its natural state. There aren't a lot of hotels or restaurants. It's clean and without a lot of garbage.)

- The following are some phrases and possible responses for other words. (The symbol ~ represents the word.)

preserve (~ the environment = protect the plants, animals, water and land)

conservation (water ~ = saving water; keeping it clean)

incentive (economic ~ = possibility of earning money while doing something)

deforestation (highest rate of ~ = Costa Rica was cutting down more trees than any other country)

characteristics (some of its ~ = some of ecotourism's features; things that are special about it)

remote (~ destinations = places that are far away and difficult to get to)

reduction (a dramatic ~ in deforestation = cutting down many fewer trees than in the past)

lush (~ rainforest = forest full of green trees and many other plants)

3 Far and Away

After Reading

- Have students work individually to complete the sentences. Tell them to look back at the article as necessary to find the words.
- Check answers by calling on students to read their sentences.

Answers

1. ecotourism
2. Costa Rica
3. deforestation
4. a quarter
5. wind, solar power

9 Speaking

- Have students work in pairs or groups based on the questions. Have students ask the questions and call on classmates to answer. They should elicit answers from as many classmates as possible.
- Have students work in groups to list names of places in their country that are good for ecotourism and the activities that are offered there. After several minutes have students present their list to the class.

Workbook

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



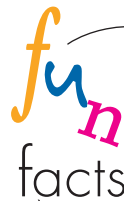
Teaching Tip

Explain why you're asking students to do certain activities. This is especially important with older and more advanced students. For example, explain that discussing the meaning of vocabulary words in relation to the context helps them get a better understanding of the words. It also makes it more likely that they will remember the words.



Additional Activity

Have students find pictures of different kinds of travel destinations and bring them to class. In small groups, have students describe the pictures to their classmates. What are characteristics of each place?



Another kind of vacation travel that is becoming more popular is "voluntourism." This means that a person takes vacation time to travel and work as a volunteer for a local project. The travel company Condé Nast did a survey and found that 55 percent of the people it asked would be interested in this kind of vacation.

10 Writing

A

- Direct students' attention to the picture and the title. Give them a few minutes to discuss what they see in pairs. Ask them if they have heard of the Galapagos before.
- Elicit three places that students would like to visit from the class and write their names on the board. Have students who know some things about them tell the class.
- Organize students in pairs or small groups. Read the directions for 1 and ask students to follow in their books as you play the audio. Allow them to discuss the answers with their partner.
- Call on students to report their answers for the class. Ask them to provide reasons or clues in the text for their answers.

Answers

- The writer would like to visit the Galapagos islands.
- He would like to visit the islands to experience their beauty and see the diverse marine and land species. Overall, he would like to have the opportunity to visit a unique place in the world.
- He would like to go diving, trekking and hiking and see marine and land species in their natural habitat.
- Read directions for 2 with the class. Ask students to read the article and work individually to find the answers. Circulate and monitor.
- Have students compare answers with their partners. Call on volunteers to report answers for the class.

Answers

- It begins with: "Ever since I saw a documentary ..." Explain that it is not always necessary to begin with the main topic, in this case the Galapagos. Tell students that they can approach a subject /topic through impressions, feelings or memories. Elicit examples from the class.
- **Paragraphs 2 and 3** provide only factual information.
- **Paragraph 5** provides personal views
- **Paragraphs 1 and 4** provide factual information and personal views.
- Have volunteers report answers/ideas for the class. List the ideas on the board. Elicit reasons for the answers.

- Read directions for task 3 with the class. Have students answer the questions individually.
- Call on students to express their ideas. Encourage them to provide reasons for their answers.
- Go through questions 4 and 5 with the class and ask them to highlight all verb forms they encounter. Then say which are used more.

Answers

- Present Perfect
- There are some passive forms to refer to the islands in the past. E.g. Paragraph 2: The islands were formed by volcanic processes.



Additional Activity

Ask students to think of their dream place and write a brief starting paragraph about it, using paragraph 1 as a model. For example:

Ever since I read an article about / saw a film about / etc.

Tell them not to include the name of the place. Collect papers and hand them out to different students to read and try to guess which place is being referred to.

3 Far and Away

B

- Elicit the names of places that students want to visit and write them on the board. Ask students to choose and team up with other students who have chosen the same place.
- Organize students in small groups or pairs depending on the places they want to visit. If you have done the Additional Activity, use the places mentioned in the opening paragraphs.
- Direct students to B on page 35 and tell them that they are going to write an essay about a place they would like to visit.
- Read directions for 1 and 2 with the class.
- Give the groups/pairs some time to discuss information that they already have about each place. Encourage them to share information and make notes in the organizer.
- Direct students to the Writing Corner. Ask them to think about essays that they like and the reasons they like them. Have students think about the content of essays and how they are organized. Stress the importance of planning to make sure they have something to say to the reader in the essay.
- Read the guidelines in the Writing Corner with the class. Pause and discuss each point.

Brainstorm: Tell students to think about what they know or what they have seen about the place and share it with the rest of their group or their partner.

Research: Research is often necessary not only to collect new information but also to confirm existing information. Ask learners to assign research tasks to members of their group.

Reasons for liking a place: There are usually special reasons that attract us to a place or make us like one place over another. We don't normally reflect on this carefully enough to be able to express all the reasons that might have to do with facts, feelings or ideas.

Feelings: Certain facts, experiences, images evoke/ cause specific feelings for each one of us. However, if we don't have to speak about them we don't really bother to put them into words. In this case it is important to think about them and express them for other people to hear and/or read.

Plan: Plan the information you are going to include in each paragraph. Bear in mind that paragraphs can have combined focus, like the model text about the Galapagos.

- Have students think about the content and plan their essays.
- Have students work in small groups to research and draft their essays. Remind them to add them to the organizer with their notes. Give them time to write their essays. Tell them to feel free to modify the group essay if they want.
- Have students exchange drafts and make comments or suggestions. Encourage them to read more drafts if there is enough time. Ask them to use the comments and rewrite their essays. Call on volunteers to read their 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 ecotourism in their country. Suggest that they think about:
People
Places
Transport
Activities
Animals
Plants
Climate
Accommodation
- 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 design a poster about the place with a slogan to attract visitors. Encourage them to use their imagination and visualize travel and new activities in the area. Elicit ideas, think about traditional options for transport and accommodation.
- Have students read directions 1 to 4 and tell them to use the chart and make notes about the questions raised. Set a time limit for groups to decide or distribute issues to members of the group to think about and then discuss and finalize.
- Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- Give them time to discuss and decide on the options that they will use.
- Read directions for 5 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.. Remind them that they will need a catchy slogan.
- Direct students to the guidelines at the bottom of the page. Call on a volunteer to read the guidelines. Elicit ideas and comments from the class.
- 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.
- 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 an ecotourism leaflet. Tell them to use their ideas and notes in the chart and plan a 2-page promotional leaflet promoting an ecotourist package trip in the area that they have chosen.



Teaching Tip

All classes are diverse to a lesser or greater degree. Due to this, there will be students who will know more about certain things each time. Try not to let them tell you what they know but address their classmates and report the information they have to them as effectively as possible. This way, everyone will be involved and you will increase learner interaction.

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

3 Far and Away

12 Self Reflection



- Write 'Far and Away' 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:
What is special about Capsule hotels and Jules' Undersea Lodge?
Where is the world's largest commercial tree house?
Which of these places would you choose to stay in? Why?
Which would you never choose to stay in? Why?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 28, 29, ask them to rephrase some sentences. Tell them to try and convey the same meaning. For example:
I've almost finished writing my essay.
I have a couple of lines to go /I'll finish very soon.
You're not working hard enough.
You should work harder.
Frankly, I don't think I'd like to come back here.
I really dislike this place./ I don't like it here at all.
He actually jumped into the river with his clothes on to find his cell phone.
We didn't think he would do it but he jumped into the river to find his cell phone.
- Have volunteers answer the questions. Elicit more options from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 30, 31. Call on volunteers to say what the conversation is about in this lesson, and which expressions they remember.
- Have students say what they remember from this section and make notes in the chart.
- Write Ecotourism 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 Ecotourism?

Would you have chosen ecotourism as a travel option? Why? Why not?

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they know/remember about the Galapagos. Give them some time to work in pairs and then call on volunteers to answer.
- Have students comment on essay writing and how they felt about writing an essay instead of a different type of text, e.g. story, article. Call on volunteers to present their views.
- Have students scan pages 34 and 35 and make notes as before.
- Direct students to the 11 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and have them present their experiences for the class.
Did they have difficulty making decisions in their group? Why? Why not?
Did they feel that they had the chance to present their ideas?
Was it difficult or easy to collect information about the place chosen? Why? Why not?
Where did they find information? Where did they find photos?
Did they enjoy 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.

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

Unit Goals

Language Review

Reading

Computer Viruses:
A Headache
for Humans

Language Plus

Writing

Write about a problem
or difficult situation
you have experienced

1 Language Review

A

- This exercise reviews the use of *do*, *have*, and *be* as auxiliary verbs, which was presented in Unit 1. Refer students to the grammar chart on page 4 to review as necessary.
- As a quick review, before students complete the sentences, write the following sentences on the board and elicit the auxiliary verbs that go in the blanks.

Jen _____ *finished her homework.* (has)

We _____ *invited to Tom's graduation party.*
(were/are)

He _____ *talking on his cell phone now.* (is)
_____ *you watch the film last night?* (Did)

When you called, I _____ *already left.* (had)

- Have students work individually to complete the sentences.

Answers

- | | | | |
|---------|-------------|---------|--------|
| 1. has | 3. is / was | 5. been | 7. had |
| 2. Does | 4. did | 6. was | 8. do |

B

- This exercise reviews the passive, which was presented in Unit 2. Refer students to the chart on page 16 to review as necessary.
- Write this sentence on the board: **An electrician installed the alarm.** Ask a volunteer to change it to the passive. (The alarm was installed by an electrician.) Remind students that the passive is formed with *be* + the past participle of the verb. Working with the same sentence, call on students to change the sentence to different tenses; for example, the future with *will*. (The alarm will be installed by an electrician.) Continue asking for the simple present (is installed),

present and past progressive (is/was being installed), and the present and past perfect (has/had been installed).

- Have students work with a partner to write the passive sentences. One student writes sentences 1 to 4 and the other writes sentences 5 to 8. Then they exchange and check each other's work.
- Review the sentences with the class. Remind students that passive sentences often do not mention the person who performs the action. Ask: **Which is the one sentence in this exercise that should include a phrase with by?** (Number 2)

Answers

- Coffee is grown in eighty different countries.
- The verdict will be given tomorrow morning by the jury.
- My house is being painted at this very moment.
- The presidential election will be held next week.
- The football match has been held at Gardner Stadium for the last eight years.
- Classes have been cancelled for today.
- This book was written in the 18th century.
- The suspect was arrested near the scene of the crime.

C

- This exercise reviews the past perfect forms presented in Unit 2 on page 16.
- Write the following sentence on the board:

They _____ *(work) on the essay for two hours when Tom called and said that the teacher* _____ *(change) the topic.*

Ask students: **Which verb should be in the past perfect progressive?** (work) **Why?** (It's an activity that was continuing for a time before they got the phone call.) Have a student come to the board and write the correct verb forms in the blanks. (had been working, had changed)

- Have students work individually to complete the sentences. Check answers as a class.

Answers

- had, left
- had been eating
- had been
- had followed / had been following
- had, found
- had, lived
- had, called
- had been trying

D

- This exercise reviews adverbs of degree, which were presented in Unit 3. Refer students to the chart on page 28.
- Ask a volunteer to read aloud the directions and the example. Point out that it is usually necessary to make other changes to the sentence in addition to adding the adverb. Students need to rewrite the sentence to express the same idea. In the example, the words *at all* are deleted when *absolutely* is added.
- Write sentences 1 and 2 on the board and elicit the responses from the class.
 - 1. I barely slept last night.** (The words *very little* are deleted.)
 - 2. We're almost there.** (The tense changes from future to present and *soon* is omitted.)
- Have students work with a partner to rewrite sentences 3 to 8. As students are working, go around the room and help as needed. For sentence 7, suggest that they change the verb from *write* to *rewrite*.
- Check answers by having students write their new sentences on the board.

Answers

Answers will vary. Sample answers:

1. I barely slept last night.
 2. We're almost there.
 3. You look so different that I hardly recognized you.
 4. I'm nearly done with this book.
 5. That is an extremely funny photo.
 6. The altitude was so high that I could barely breathe.
 7. The essay was in such bad shape that it had to be completely rewritten.
 8. The hairstylist cut my hair too short.
- For additional practice with adverbs of degree, write phrases like the following on the board: ***barely knew, hardly ate, nearly finished, extremely tired, completely unnecessary, too excited, almost, certain.*** Have students work with a partner to write original sentences with the phrases. Have students read one or two of their sentences aloud to the class.

E

- This exercise reviews sentence adverbs presented in Unit 3. Refer students to the chart on page 28 for review as necessary.
- Have students work individually to circle the correct words. Check answers by calling on students to read the sentences aloud.

Answers

1. probably
2. Unfortunately
3. certainly
4. Presumably
5. Obviously
6. certainly
7. Honestly
8. officially
9. Presumably

F

- This exercise reviews both sentence adverbs and adverbs of degree.
- Have students look at the first sentence stem and elicit possible answers from several different students. Then have students work individually to complete the rest of the sentences.
- Check answers by having two or three students read their completed sentences for each item.

Answers

Answers will vary.

Workbook

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

2 Reading

- With books closed, ask students what they know about both human and computer viruses. Make notes of some of their ideas on the board.

READING STRATEGY Ask questions before reading

- Tell students that good readers often think of questions, things they want to know about a topic, before they start to read. Put students in pairs and have each pair write two questions about computer viruses.
- Ask three or four pairs to share their questions with the class. Write these on the board. Then ask if anyone has any different questions. The following are some questions students might suggest. (Not all of these are answered in the reading.)

What is a computer virus?


How do computers get viruses?

Who creates virus programs?

What do computer viruses do to a computer?

How can you protect your computer from getting viruses?

What should you do if your computer gets a virus?

-  Play the audio of the reading. Have students listen and follow along.
- Review the list of questions on the board. Which questions did the article answer? Which didn't it answer?
- Ask a few additional questions about key points in the article not covered in the After Reading questions. For example:
 - How serious is the damage viruses can cause in computers?** (It's very serious. It can completely destroy all the information on a hard drive.)
 - How do viruses take advantage of social networking sites?** (They use the email services on the sites to email people who are members.)
 - Why did people believe that the "Microsoft Patch" was real?** (It had the company logo on it.)
 - Why do people who send viruses use the names of well-known businesses like UPS and Microsoft?** (Because many people use these sites and trust the companies.)

- For additional vocabulary practice, write the following definitions and paragraph numbers on the board. Have students find the word that fits the definition in the paragraph.
 - paragraph 2
having a disease or virus of some kind (infected)
 - paragraph 3
having a different appearance; hiding the true identity of a person or thing (disguised)
 - paragraph 4
let something loose, often before an attack (unleash)
 - paragraph 5
happening in the opposite way from what is expected (ironically)
 - genuine, following the laws or rules** (legitimate)
 - paragraph 6
prevent; stop yourself from doing something (avoid)

Culture Notes

UPS (United Parcel Service) and FedEx (Federal Express) are both companies that offer package delivery services worldwide. Among the services they offer customers is the ability to track packages online to find out exactly when a package reaches its destination.

Microsoft™ Corporation is a multinational computer corporation based in the U.S. It makes products for computers such as the Windows® operating system used by almost all PC computers and the set of programs known as Microsoft Office, which includes word processing, spreadsheet, email, and presentation programs. Bill Gates, the founder and major owner of Microsoft, recently retired from his job as CEO in order to devote more time to the Bill and Melinda Gates Foundation, a charitable organization that works in the fields of health and education around the world.

After Reading

A

- Have students look at the list of words and find each word in the article. Discuss each word and elicit the meaning appropriate for the context.

paragraph 2

fatal damage to the hard drive = describing damage or an error that can't be fixed, deadly

paragraph 3

allow them to infiltrate their computers = to get into or gain access to a place secretly

paragraph 4

users are manipulated = controlled or influenced by someone

paragraph 5

an email that urged the user = tried strongly to persuade someone to do something

paragraph 6

Think of the precautions you take = things you do to prevent something bad from happening

- Have students work individually to complete the sentences.
- Check answers by calling on students to read their completed sentences aloud.

Answers

- infiltrate
- fatal
- urge
- manipulated
- precaution

B

- Put students in groups of three to ask and answer the questions.
- Check answers by having groups report their answers to the class. Have students support their answers by referring back to parts of the article with the correct information.

Answers

Answers will vary. Sample answers:

- A computer virus is a program that can get into a computer's system and damage it without the user knowing about it.
- Biological viruses get into the body through one of the body's cells, called a "host cell." Computer viruses enter a computer through a "host file" that the user downloads to the hard drive. Both viruses are like an infection that spreads and causes damage.
- It's a virus that comes as an email attachment to a message about a problem with the delivery of a package. It tells the user to click on the attachment. The attachment contains a virus that then gets into the computer.
- It is spread through an email that urges the user to download a software patch to prevent viruses.
- You should install anti-virus software and avoid opening emails with potentially infected files.

Discussion

- Arrange students into small groups. Assign each group one of the discussion questions. Give students five or six minutes to discuss the question.
- Have one person in each group report the results of their discussion to the class and ask the class if they agree or not. This should end up in a general class discussion of all of the questions.

**Additional Activity**

In groups, have students make posters about how people can protect themselves against computer viruses. The poster should list suggestions and include illustrations. Students may need time out of class to do additional research for this. Have students present and explain their posters to the class.

Workbook

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

3 Language Plus

- Focus students' attention on the pictures and their captions. Ask: **What do all of the words have in common?** (They end with *-load*.) Tell students that a *load* is an amount of something that a person or vehicle can carry. Use questions like the following to elicit the meanings of the words shown.

What does the woman have in her hand?
(a *To Do* list)

What's her problem? (She has too much to do. She has an *overload* of work.)

Is there a lot of fruit on the truck or a little? (There's a lot. The truck is full. It's a *truckload* of fruit.)

What is someone doing with the computer and the memory stick? (They're *downloading* computer games from the computer to the memory stick.)

What is someone doing with the camera and the computer? (They're *uploading* pictures from the camera to the computer.)

How many books is the man carrying? (He's carrying an *armload* of books.)

What is the man doing with the boxes? (He's taking them off the boat. He's *offloading* them.)

- Have students work individually to complete the sentences. Check by calling on students to read the sentences.

Answers

- | | | |
|--------------|------------|-------------|
| 1. truckload | 3. armload | 5. overload |
| 2. offload | 4. upload | 6. download |

Language Builder

Overload can be a noun or a verb. For example:

We had an overload of work this weekend. (noun)

Don't overload the boat. (verb)

The expression *truckload* is sometimes used to mean a lot of something, not literally things on a truck. For example: *We earned a truckload of money last summer.*

An *armload* is as much as a person can carry in his arms. This word is almost always used to describe what someone is carrying.

We *download* files from the Internet to a computer or a memory stick. We *upload* pictures from a camera to a computer. We also *upload* files from a computer to the Internet.

4 Writing

Tools for Writing: Capitalization

- Read the capitalization rules with the class. Write the following examples for each rule on the board.

He's a student.

I'm here.

Tom, New York, Microsoft

Monday, January, Thanksgiving

Mexico, Venezuelan, Spanish

He said, "That's a great car!"

- Have students work individually to rewrite the sentences with the correct capitalization. Then have them compare sentences with a partner.
- Check answers by having students write the sentences on the board.

Answers

- My mother and I traveled to London together last year.
- Will James attend Harvard University in the fall?
- When I asked to see Doctor Atar, the receptionist said, "The doctor just left."
- People from Haiti speak French and Creole.
- This year, Earth's Day falls on a Tuesday.



Additional Activity

Make, or have students make, sets of cards with one rule for capitalization on each card. In order to have more cards, you can separate some of the rules into separate items. For example, make one card for days, another for months, and another for holidays.

Then make, or have students make, cards with an example for each rule. Students use the cards to play a Concentration game. They mix up the cards and lay them out face down. Playing in teams or as individuals, students take turns turning over two cards, trying to match the rules with the examples.

Writing Prompt

- Read the Writing Prompt with the class.
- Brainstorm briefly a few more ideas that students might use for their own stories. Point out that they need to choose one short event as a topic, not something like “My First Year in High School.”

Developing Your Writing: The Introduction

- Before students begin to write their essays, focus their attention on the box *Developing Your Writing: The Introduction*. Then have them look at the sample essay, *The Day My Computer Died*. Ask questions, such as the following:

Which sentence tells what the essay is about?

(Something unexpected happened...)

How does the introduction make you want to

know more about the story? (It says that something unexpected happened, but it doesn't say what it was.)

How did the writer prepare to write the final paper?

(He or she did research in the library, took notes, and organized the ideas.)

When did the writer start writing the paper?

(the week before it was due)

What was the writer going to do on the last night before the paper was due? (run a spell check)

What happened then? (The computer froze.)

How do you think the writer will continue the story in the next paragraph? (probably by saying how he or she felt and how the problem was solved)

Write Your Personal Narrative

- Have students discuss a few ideas for their own narratives with a partner and then choose the one that they would like to describe.
- Have students work individually to complete the chart. They make notes about the problem(s) and the solution(s) in their story.
- Before students write their narrative, you might have them tell their story to a partner and listen to their partner's story. This will help them organize their ideas and tell the story more clearly.
- Have students work individually to think of a title and write their narratives. Tell them that they can wait until after they write to choose a title if they want to.

- Have students reread their essays and revise them. Tell them to check to make sure that they used grammar points from Units 1, 2, and 3. Write the target grammar points on the board for their reference:

auxiliary verbs

the passive

the past perfect and past perfect progressive

adverbs of degree

sentence adverbs

- If students have not used any of these grammar points, ask them to try to include at least two or three different grammar points from the units as they revise the essay. They don't have to use them all. Students might do this as homework.
- Post the students' essays on the walls of the classroom and invite students to walk around the room and read each other's essays. You might give prizes for different things, such as The Funniest Story, The Worst Problem, The Most Creative Solution, etc.



Teaching Tip

Explain that revising is a very important part of writing. Professional writers may spend as much or even more time revising and editing their work as they do on the original writing. Real revision does more than just fix mistakes. It makes the writing clearer and more interesting for the reader.

Workbook

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

Unit Goals

- Vocabulary**
 TV genres
 Reality shows
- Functions**
 Discuss types
 of TV programs
 Express and explain
 preferences
 Express certainty
- Grammar**
 Direct Objects
 Indirect Objects
 To and For Before
 Indirect Objects
- Listening**
 Listen for specific
 information about
 a reality show
- Pronunciation**
 Reduction of *going to*
 and *want to*
- Reading**
 A Brief Overview of the
 History of Television
- Writing**
 Write an episode
 summary about
 your favorite
 TV program

Warm Up

Tell students briefly about one TV program you like and one that you don't like. Then, with books closed, ask students the first two introductory questions. Have students discuss their answers with a partner.

Invite a few pairs to tell the class which programs they like and dislike.

1 Listen and Discuss

- Have students skim the descriptions of the TV programs to answer the questions below. Ask a question and have students raise their hands as soon as they find the answer. When three or four students have raised their hands, call on one student to answer the question.

Which program is about cars? (*Top Gear*)


Which program is a documentary? (*National Geographic videos and shows*)

Which program is a quiz show? (*Jeopardy*)

Which program is good for family viewing? (*Hoy*)

Which is a sports program? (*Sasuke*)

Which program is from the U.S.? (*CSI*)

 Play the audio. Have students listen and read along in their books. Pause the recording after each program description to check general comprehension.

- Have students work in small groups to discuss the third introductory question, saying which programs they would watch, which they wouldn't watch, and why. Assign one student in each group the role of reporter.
- Have the reporter from each group summarize the group's discussion for the class, saying which programs were most popular with the students in the group.
- Ask students if they have seen the programs on this page or similar ones. For example, they may not have seen *Fawlty Towers* but they might have seen other sitcoms.
- For additional vocabulary practice, write the following definitions on the board and have students find the words in the program descriptions:

Jeopardy!

facts about past events in history, culture, sports, etc (trivia)

Hoy

a complete change of something, such as a person's clothing or hairstyle (makeover)

Fawlty Towers

an unlucky accident (mishap)

CSI: Crime Scene Investigation

violent and dangerous (vicious)

Top Gear

very unkind comment, intended to wound the feelings of others (cutting comment)

Sasuke

to try to do something (attempt)

Language Builder

Point out that English speakers often use the term *soap opera* to refer to programs similar to telenovelas. One difference between soap operas and the Latin American genre of the telenovela is that soap operas never end. The stories just evolve over the years.

4 TV Around the World

Quick Check

A

- Have students work individually to complete the sentences. Tell them not to worry if they don't know some of the words. They should just make their best guess, using the context given.
- Have students compare answers with a partner. If their answers are different or if they don't know a word, have them look it up in a dictionary.
- Check answers by calling on students to read aloud the sentences. Have students find the words in the program descriptions and explain how each one is used in context.

Answers

1. air, broadcast
2. plot
3. prosperous
4. inspiring
5. contestants
6. puzzling
7. version

B

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

Answers

1. *Top Gear*
2. *Hoy*
3. *Sasuke*
4. *National Geographic shows and documentaries*
5. *Jeopardy!*
6. *CSI*

2 Pair Work

- Briefly brainstorm two or three ideas with the class for types of TV programs they might create. (This should be just enough to help them understand the task and then go on to think of their own ideas.) Write a few questions on the board to help them. For example:

What kind of program is it? (comedy, crime show, sports show, etc.)

If it's fictional (not a real-life story), what will the stories be about?

Who are the main characters?

What time should it air?

Who will the audience be? (children, teenagers, adults, families, etc.)

- Have students work in pairs to create their program. Tell them that they are going to have to sell their idea to the owners of the television station.
- Select a group of students to play the role of the owners of a television station. Then select a few pairs to present their ideas. The owners vote on the idea they like best.

Workbook

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



Teaching Tip

From time to time, have students write you a letter about their language-learning experience. They could tell you about things that are hard for them and why, or perhaps talk about how they will use English in the future. You should keep the contents of these letters confidential. You may not be able to answer all of the letters but answer a few of them each time, making sure that you always reply to different students.



Additional Activity

Have students tell a partner about one TV program that they have seen recently that they enjoyed. What was it about? Who was in it? Why did they like it?



- The longest running soap opera in the U.S. was a program called *Guiding Light*. It began as radio program in 1937 and then became a TV program in 1952. The last episode was broadcast in September 2009.
- In Great Britain, a radio soap called *The Archers* has been running six episodes a week since 1951 for a total of over 15,000 episodes. One actor, Norman Painting, has played the role of Phil Archer since the program began.

3 Grammar

Direct and Indirect Objects

- Write this sentence on the board:

Jack sold the car.

Ask: **What did Jack sell?** (his car) Explain that in this sentence *the car* is the direct object of the verb *sell*.

- Then write these sentences on the board:

Jack sold the car to John.

Jack sold John the car.

Ask: **Who did Jack sell the car to?** (John) Explain that *John* is the indirect object. Point out the different positions of the indirect object, before or after the direct object, and the use of the preposition.

- Read the explanations and examples in the chart with the class.
- Working with the whole class, help students find more examples of sentences with indirect objects in the program descriptions on pages 44 and 45. Have them underline the direct objects once and the indirect objects twice.

Hoy

...a beauty consultant gives a makeover to a member of the audience.

Fawlty Towers

...he gives Mr. Hutchinson special treatment.

Basil serves him lunch early...

To and For Before Indirect Objects

- Read the explanations and examples in the chart with the class. Write the following sentences on the board to show the difference between *to* and *for*.

Ali wrote a letter to Adel and told him about our trip.

Adel didn't have time to write, so Ali wrote the letter for him.

Ask: **In which sentence does Adel get a letter?**

(the first sentence) In the second sentence, Ali writes the letter for Adel as a favor.

Language Builder

Point out that when an indirect object is very short, just a name or a pronoun, it's more common to put it before the direct object. For example:

He told him the story.

However, when the indirect object is a long phrase, the indirect object is more likely to come after the direct object. For example:

He told the story to all of the people in the room.

A

- Have students read the conversation. Explain any unfamiliar words.
- Have students work individually to complete the sentences with *to* or *for*. Then have them compare answers with a partner.
- Check answers by having two students read the conversation, playing the roles of Alex and Omar. Have the other students listen and raise their hands if they disagree with any of the choices.

Answers

- for
- to
- to
- to
- for
- for
- to
- to

4 TV Around the World

B

- Ask a volunteer to read aloud the directions and the examples. Then do the first sentence with the class as an example. Elicit the responses:

The comedian told the audience a joke.

The comedian told a joke to the audience.

- Have students work individually to write the sentences. Point out that they first need to decide which phrase begins the sentence. That phrase is not always given first.
- Check answers by having students write their sentences on the board.

Answers

1. The comedian told the audience a joke. / The comedian told a joke to the audience.
2. The talk show host poured the celebrity a glass of water. / The talk show host poured a glass of water for the celebrity.
3. The sitcom dad gave his wife his wallet. / The sitcom dad gave his wallet to his wife.
4. The cartoon mouse offered the cat his cheese. / The cartoon mouse offered his cheese to the cat.
5. The host passed an audience member the microphone. / The host passed the microphone to an audience member.
6. The judges offered the contestants advice. / The judges offered advice to the contestants.
7. The host offered the contestant another chance. / The host offered another chance to the contestant.
8. The chef made the studio audience a dessert. / The chef made a dessert for the studio audience.

C

- Focus students' attention on the photos. Ask a volunteer to read aloud the directions and the first sentence of each story.
- Have students work in pairs. To begin, one student works on the poster story while the other works on the graduation story. Then they read both stories and work together to finish them. They should write at least five or six sentences for each story. Tell them that it isn't necessary to use direct and indirect objects in every sentence, but they should use them once or twice in each story.
- Ask a few pairs to read their stories to the class. Have them point out the sentences that have direct and indirect objects.

Workbook

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



Teaching Tip

Find out about your students' hobbies and interests and use these topics in the classroom whenever possible. Encourage students to share information and details about these activities with the class.



Additional Activity

Arrange students in pairs. Give each pair eight to ten index cards or slips of paper. Have them write a sentence that uses a direct and indirect object (with or without a preposition). They copy the sentence onto the cards—one word on each card. Then have them mix up the cards and pass them to another pair. That pair tries to unscramble the cards and writes the complete sentence on a piece of paper. They then remix the cards and pass them to another pair and so on. After about five or six minutes, have students read the sentences they have written. Are they the same as those the original authors wrote?

fun
facts

Many people assume that teens are watching less TV now because they spend more time doing things like playing video games and surfing the Internet. However, a recent study says that this isn't true. The study found that in the last 5 years, teens have been watching 6 percent more TV. On average, teens spend more than 104 hours a month watching TV. They spend an average of about 12 hours online.

4 Conversation

- Briefly introduce the topic of reality shows. Do students watch them? If so, which ones do they watch? If not, why not? (Students will discuss this topic in more depth later, so keep this discussion short.)

- ▶ Play the audio. Have students listen to the conversation with their books closed.
- ▶ Play the audio again and have students listen and follow along in their books.

Real Talk

- Model the words and phrases for the students to repeat. Discuss some of the more idiomatic words and expressions. Point out that these are all informal expressions and that students shouldn't use them in formal situations. Ask who says each word or expression and why.

get a kick out of (Nura says this, meaning she has fun watching reality shows.)

bugs (Asma says this, meaning that the shows annoy her.) The expression probably comes from the feeling you get when an insect is flying around you.

Show off (Asma says this, meaning that the contestant tries to show how clever or skilled he is so that other people will admire him.)

couch potato (Asma says this, meaning that Nura spends too much time watching TV.) The expression compares the person to a vegetable, sitting on a couch and doing nothing.

- Have students practice the expressions with a partner. Write the following questions on the board and have students discuss them.

What do you get a kick out of?

What bugs you?

Have you met anyone who likes showing off?

Are you a couch potato?

About the Conversation

- Discuss question 1 with the whole class. Elicit information from several different students. Each student should add more detailed information, building on the answers of other students. If necessary, ask more detailed questions. For example:
Who are the contestants on the program? (a team of cooks)
What do the contestants do? (They need to prepare a 4-course meal as a team and serve it to the judges.)
What is one of the contestants waiting for? (He is waiting for a chance to show off.)
- Have students work with a partner to answer the rest of the questions. Call on volunteers to say their answers for the class.

Answers

Answers will vary. Sample answers:

1. It is a game show on which a team of cooks need to prepare a meal and serve it to the judges.
2. She doesn't like it. (What do they get out of it, It bugs me to watch this, etc.)
3. *Answers will vary.*

Your Turn

- Ask a volunteer to read the directions aloud.
- Have students read the expressions in the box. Explain that they can use these phrases when they are very sure about something. Ask: **Which expression does Asma use in the conversation?** (I'm telling you...)
- Remind students of some of the game shows they mentioned before listening to the Conversation. Use a show of hands to find out who watches which programs. Try to pair up students who watch the same program. If some students don't watch game shows, have them talk about any other program with a continuing story, such as a crime drama or sitcom.
- Have students work in pairs to create their own conversation. Tell them to use at least one of the phrases for expressing certainty from the box, as well as a Real Talk expression.
- Have one or two pairs act out their conversation for the class.

4 TV Around the World

5 Listening

- Ask students if they have ever seen any TV quiz shows. Tell them that they are going to listen to a conversation between the quiz show host and the contestant. Have them look at the chart so they know what they will listen for.

- Play the audio. Tell students to listen but not to write at this time.
- Play the audio again. Have students write their answers in the chart.
- Play the audio again to check answers.

Answers

Positive impact	Negative impact
fantastic trainer	a broken toe
in the best physical and mental shape	father in the hospital
wonderful, supportive family	a cold

Audioscript

Host: Good evening, and welcome to *Brainworks*. We'd like to begin tonight's program by chatting with Imad, who amazed us with his perfect answers last week. Imad, I want to congratulate you on making it to the semi-finals. How do you feel?

Imad: I feel absolutely fantastic. It's so exciting to have made it to the semi-finals.

Host: I hear you have a few extra challenges to deal with this week.

Imad: Yes, that's true. For one thing, my father fell and broke his arm. He's in the hospital now, so he's really on my mind. The other thing is that a few days ago I was building a bookshelf for my friend. He was passing me a hammer and unfortunately, he let go before I took the hammer. And now I have a broken toe. On top of it all, I woke up with a cold this morning! But I'm not going to let any of that stop me.

Host: Well, we're all very sorry you've had such a difficult week, but there's no question in my mind that you're going to overcome all your problems once you take your seat on the platform. You've had one spectacular win after another. How do you do it?

Imad: Well, I owe my success to a number of things. Above all, I have a fantastic trainer. Ismail is the best trainer anyone could have. For another thing, I'm in the best physical and mental shape of my life. That's so important when dealing with challenging tasks. But I've also had other advantages. I have a wonderful family that has been so supportive of me throughout this competition. I couldn't do it without them. Their thoughts give me energy and keep me going. I want to take a minute to say thank you to my family, and to wish my father a quick recovery.

Host: Wonderful! Well, tonight you are going to be answering the Top Master's questions. Do you think you'll be able to win again this week?

Imad: I'm sure I will. We've put in a lot of research and hard work, on top of years of study and preparation. We want to prove that hard work pays off. We hope it's going to be a good show for everyone!

6 Pronunciation

A

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

B

- Have students work individually. After several minutes put students in groups to practice reading the sentences aloud.

7 Vocabulary Building

A

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

B

- Have students compare answers with a partner.

Answers

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

Workbook

Assign page 35 for additional reading practice.

Teaching Tip

Tell students that they should write only very brief notes while they are listening. The reason is that it's difficult to write and listen at the same time even in one's first language.

Additional Activity

Select a short paragraph from the Listening task and use it as a dictation activity.

fun
facts

Truth or Consequences was the first game show to air television. Its first episode aired in 1941 as an experimental broadcast.

8 Reading

- Discuss the **Before Reading** questions with the whole class. Elicit several reasons for the popularity of television, what they know about television, and make notes on the board.



Play the audio. Ask students to listen and read along in their books.

- Refer students back to the notes on the board. Were any of their ideas mentioned in the article?
- If there is time, use the article for additional vocabulary practice. Explain that it is often possible to guess the meaning of a word by looking at the context, or the sentences around the word.
- Have students work with a partner. They find the words in the article and, without using a dictionary, they use context to write definitions for the words. If they find writing a definition difficult, you might also ask them to write sentences using the word or give examples of the words.

READING STRATEGY Main ideas and examples

- Explain that one common way of organizing an article is to present several main ideas, each in its own paragraph. A paragraph often (but not always) begins by stating the main idea and then supports the idea with examples.
- Have students read paragraphs 4, 5, 6, and 7 of the article again. (Paragraph 4 starts with *Electronic television is based on the development of the cathode-ray tube*) Have them underline the sentence in each paragraph that expresses the main idea. Then have them compare their underlined sentences with a partner.
- Discuss the sentences students underlined with the whole class. Ask students to say what examples the article gives to support each one. Explain that marking a text like this is a good study strategy. It makes it easy to review the main ideas at a glance when studying for a test.

Main idea sentences

paragraph 4

Philo Farnsworth (1906-1971) was the first inventor to transmit a television image, a dollar sign, using the dissector tube which is the basis of all current electronic televisions.

paragraph 5

In actual fact, the earliest proposal for color television was patented in 1904 (The second sentence explains the first one.)

paragraph 6

John Baird (1888-1946) is a researcher who is best remembered for inventing a mechanical television system, based on Nipkow's scanning disk idea.

paragraph 7

Vladimir Zworykin, the inventor of the kinescope, ...

4 TV Around the World

After Reading

- Have students work in groups of three to ask and answer the questions. Assign each student in the group two questions to ask. The student asks the questions and then elicits answers from each of the other students.
- As students are working, go around and check answers to the questions.
- Discuss question 6 with the whole class. What do students think about the future of reality TV?

Answers

Answers will vary. Sample answers:

1. The two main schools of thought were: Paul Nipkow's rotating disks and a cathode-ray tube developed independently by, Campbell-Swinton and Rosing.
2. He transmitted a dollar sign. He used a dissector tube.
3. The earliest proposal for color television was patented in 1904.
4. Because people fail to make the connection between the television set and the cathode-ray tube.
5. He made televisions cost-effective.
6. Answers will vary.

9 Speaking

- Have students in groups. Tell them they are going to talk about their favorite TV shows. Focus their attention on the chart. Have them compare their notes and decide which are the popular TV shows.
- After several minutes, when students have finished, as a class, have them find out about the other groups and compare their findings.

Workbook

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

Teaching Tip

When students are working with new vocabulary, encourage them to define the words and think of examples in English rather than just translating the word into their first language.

Additional Activity

Do a cloze activity. Write on the board or make copies of one paragraph from the reading with every fourth or fifth word deleted. Then with books closed, have students work with a partner to fill in the missing words. Doing this gives students practice dealing with an interesting mix of content and function words.

Project: TV Guides

Have students work in groups of four to create a "Recommended Program Guide" for their classmates. The group chooses four programs that will be on TV in the following week. They write a brief description of each program, including the day, time, and channel on which it will appear. They mount all the descriptions on a piece of poster board and illustrate it with drawings or pictures cut out of magazines. Put the posters up around the classroom so that groups can read each other's recommendations. Follow up during the week to see how many students actually watched the programs.



Reality-based entertainment has been around for a while. One of the first examples is a 1947 radio show called *Candid Microphone*. The program became the TV show *Candid Camera* in 1948. Both shows were based on the idea of playing practical jokes on unsuspecting people and recording or filming it with a hidden camera or recorder. At the end, when the joke was revealed, they would say, "Smile! You're on Candid Camera." The show continued to run, off and on, until 2004.

10 Writing

A

- Direct students' attention to the picture. Discuss what they see. Elicit answers to questions. For example:
Where can you see photos like this one? Can you tell what is on the plate?
Would you choose to eat it? Why? Why not?
What do you think the person whose hands are visible is doing at the moment?
- Have students read the questions for A. Elicit the names of shows they watch. Ask them to work in pairs and reflect on what they would say to a friend that wanted them to summarize an episode that he/she had missed.
- Read the directions for 1 with the class. Have students work in pairs discussing the questions. Call on volunteers to present their answers for the class.
- Have students read directions for 2. Allow time for them to read the overview and answer the questions in pairs. Call on students to report their answers in class.

Answers

- The Quick twist is a cooking test that is set by the hosts/ judges of the show.
- The food is tasted and rated by guests who are sometimes culinary experts.
- It loses one of its members.
- The prize for the final winner is \$ 300,000
- Play the audio and have students listen and check their answers.
- Read directions for 3 with the class. Ask them to try and guess the answers using information from the Overview.
- Have students listen to the audio and follow in the text. Give them some time to check their predictions/ answers and modify them. Call on individual students to report answers for the class.
- Direct students to task 4. Then have them read through the two texts and decide alone. Have students compare answers with a partner.
- Call on pairs to report for the class. Hold a class discussion on dense texts that assume knowledge on the part of the reader. Remind students that they have seen examples of this before. Elicit comments such as:
 - The writer doesn't present the topic e.g. event, show, place, formally to someone who has never

heard of it but refers to it as a known item.

- Complex sentence with clauses are used to present information in a condensed manner.
- Call on a volunteer to read the directions for 5, 6 and 7 aloud for the class. Have students work individually to answer the questions. Tell them to highlight items and then identify forms. Have them compare with a partner.

Answers

- Present tenses and future in one instance. Not really because they are used to describe/present the game/show.
- Past forms are used quite a lot to describe the procedure.
- There aren't any paragraphs because it is a summary of the show rather than an essay. Also it could be an electronic text .
- Call on students to report their answers and have a class discussion on the show.

4 TV Around the World

B

- Organize students in groups and have them read the directions for 1. Have them study the form, discuss an episode of their favorite TV program and fill out the form with information about the show. Allow groups who want to be more creative to modify the real information in order to add their own ideas.
- Remind them to think about the show and visualize scenes as they discuss and make notes. Encourage them to work together so they can all contribute their ideas and what they remember.
- Have students use their notes to present an overview of the program in class or write an overview. Ask students use the overview on page 52 as a model.
- Exchange overviews, read and comment before returning them for editing.
- Circulate and monitor; help when necessary.
- Call on volunteers to read their corrected overview in class.
- Have students discuss an episode of the show and make notes in the organizer. Allow students to ask other groups for help if they can't remember all the information about the episode.
- Direct students to the Writing Corner. Elicit what they know about summaries. Tell them that the guidelines provide information about how to select information from a complete text in order to write a summary.
- If there is access to the internet you can ask students to download a script and use it as the original/source text for their summary.
- Go through the guidelines with the students. Stress the need to organize the highlighted items and not simply work from a text with highlighted items. Explain that it is important to write the first draft of the summary without reading the original. At editing stage, they can go back to the original and check facts.
- Have students make notes on the events in the episode. Ask them to combine it with a list of characters and places. They can refer to the characters through their initials in their notes.
- Have students write the first draft of their summary. Ask them to help each other edit their texts.
- Organize students in groups and have them write one final summary as a group. Call on a student from each group to read the summary for the class.
- Post the summaries on the board or the wall for the class to read later and make comments on post- its.

Workbook

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



Additional Activity

Organize students in groups. Ask them to download the scripts of a different episode per group or hand them hard copies to use as originals in order to summarize the episode.



Teaching Tip

Summaries are rarely easy to write. Most require a fairly sophisticated style and a complicated sentence construction. For this reason, it is imperative that information is identified and highlighted as clearly as possible before the summary is written.

11 Project

- Organize students in groups. Tell them that they are going to write and produce a TV episode.
- Read directions 1 and 2 with the class. Ask groups to discuss and decide on the type of program that they would like to produce, the roles of the people involved and the events that transpire in about 5 minutes of the episode.
- Allow time for groups to discuss and make notes. Call on individual students from each group to report in class.
- Have students read 3, 4, 5. Allow them to research and find relevant information if there is access to the Internet or give them copies of material that you downloaded yourself, to help them.
- Direct students to the chart and ask them to use it in order to make very brief abbreviated notes or copy it on a sheet of paper with more writing space.
- Ask students to read 6 and plan props. You can, if you wish, bring in some objects and/or materials that can be used to make props. For example, sunglasses, bags, scarves, an umbrella, a camera etc.
- Read directions for 7, 8 and 9. Have students assign roles and tasks to members of their group. Explain that they have to think of every single detail. Use questions like these to help them:
Where will each person stand?
What will they be looking at?
Who else is going to be in the scene? Is he/she going to enter the frame/scene halfway through or from the beginning?
How are the actors supposed to deliver their lines? What kind of emotions are involved?
What kind of props are going to be used?
What will the background be?
What is the setting? What is the set going to look like?
- Let groups organize themselves and get ready to rehearse. Encourage the actors to rehearse their lines. When they are ready allow each group to take turns rehearsing in class. The rest of the groups watch and make suggestions for improvement.
- Have more trial runs if necessary and then have students act out the episode and film it.
- Watch the filmed episodes and evaluate them. Use the following criteria:
Plot (interesting, boring, fairly interesting, amazing etc.)

Script (clever, too long, too short, natural, artificial, too predicatable, funny, etc.)

Characters (realistic, interesting, strong, funny, original etc.)

Acting very good, good, average, needs improvement)

Direction (very good, clever, creative, original, uninspiring, etc.)

Setting (minimal but realistic, could be improved, inventive, original)

Filming (good frames, unstable, fuzzy, very focused, brilliant)



Additional Activity

Have students choose the episodes they like best and modify them in order to make them part of the same series. Act out and film again. Set up an ongoing project with the class. Have one group of students on a weekly or biweekly basis, write and present a new episode that follows on from the previous one. Have the rest of the class view and evaluate. Collect all the materials and films and create an electronic portfolio for the class.



Teaching Tip

When assigning roles and tasks before filming, students sometimes get impatient and do not assign tasks to the right people. If there are quieter and less confident students in your class find out what their strengths are, for example, drawing, photography and assign tasks accordingly. Put creative but quieter students behind the camera and outgoing students in front of it.

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

Deal with 4a More! in class.

4 TV Around the World

12 Self Reflection



- Brainstorm TV Around the World. 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 55. Ask them to think about things they liked and things they disliked in this part of the unit. Use questions to help them remember. For example:
Do you like any of the programs advertized?
Which? Why? Why not?
What is your dream program that you think would be an instant success? Describe it briefly. Why would it be an instant success?
- 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:
What would you say to your partner if you needed a pen?
What would you say to a member of the family if you couldn't reach the salad during dinner?
What did your friend say when you said: "What are you doing in Aisha's jacket?"

Answers

- Can you lend me a pen? / Can I have your pen for a minute?
Can you give me your pen?
- Can you pass me the salad please?
- She gave it to me.
- Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 48, 49. Call on volunteers to say what the conversation is about in this lesson and which expressions they remember.
- 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:
Which were the two distinct schools of thought in the early days of television?
What is electronic television based on?
How recent an invention is colored television?
What do you know about the plasma display monitor?
- Ask students what they remember from the discussion on popular TV shows.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they know/remember about cooking shows on television. Ask them if they have ever watched a game show that involved cooking.
- 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 aspects of project work on the board. For example:
Personalization
Creativity
Natural language use
Focus on meaning
Research/ collecting information
Using other knowledge
- Have students reflect on the work they did with their group and evaluate the activity. Identify the aspect that they think they fulfilled.
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

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

Unit Goals

Vocabulary

Jobs
Job requirements
and responsibilities

Functions

Talk about jobs
Discuss job
requirements and
responsibilities
Ask for favors

Grammar

The Subjunctive
I'd Like You + Infinitive
I Want You + Infinitive

Listening

Listen for specific
information about
a survey on
job satisfaction

Pronunciation

Syllable stress on
words ending with
-tion, -cian, -sion

Reading

*You Do What
For a Living?*

Writing

Write about an unusual
job that you might like
to have

- Pause after each person describes his or her job and have students talk with their partner and write down any guesses they have about the person's job.
- Have students open their books. Give them about five minutes to read the job descriptions. Tell them not to look at page 57. Then they review their guesses with their partner.
- Ask a few pairs to share their guesses with the class. Then ask if anyone has any different ideas. Write students' ideas on the board.
- Have students look at the photos on page 57 and match them with the job descriptions. Review students' original guesses. Were any of them correct?

Answers

Aston Sena:	race car driver
Ahmed Badri:	engineer
khaled Hussain:	zoologist
Walter Lee:	surgeon
Ahmed Al Otaibi:	air traffic controller
Fahad Khamis:	nurse

- As an extension and to provide additional vocabulary practice, do the following activity. Arrange students in pairs. Give each pair one of the following groups of words to work with. Try to have the same number of pairs work with Group A and Group B.

Group A: *destination, habitat, observer*

Group B: *demand, fabric, sewing*

- With their partner, students practice explaining the meaning of each word using only English and giving examples.
- Combine pairs into groups of four, so that each group has one pair that worked with Group A and one that worked with Group B. Students then explain the words to each other.
- Review the words with the class. Possible explanations include:

destination = the place where a person is going

habitat = the natural environment where an animal or plant lives or grows

observer = a person who sees or notices someone or something

monitor = to carefully watch or check a situation or something that changes

fabric = cloth; material that most clothes are made of

sewing = action of putting pieces of fabric together or fixing clothes with a needle and thread (A surgeon cuts and sews a person's body.)

Warm Up

With books closed, ask students the first two introductory questions on this page. Have them name jobs and say why they think they are rewarding or not satisfying. Draw a two-column chart with the headings **Rewarding** and **Unsatisfying** on the board. As students mention jobs, write them in the appropriate column. If students disagree as to whether a job is rewarding or unsatisfying, write it in both columns.

1 Listen and Discuss

- With books closed, tell students that that they are going to hear people describing their jobs. The students will listen and try to guess the jobs.
- ▶ Play the audio. Have students listen with their books closed.
- ▶ Arrange students in pairs. Play the audio again. Have students listen again with their books closed.

5 Working 9 to 5

Quick Check

A

- Have students look at the list of words and find each word in the job descriptions on page 56.
- Have students work individually to match the words and the definitions.
- Check answers by having students read aloud the words and the definitions.
- To give students additional practice with the words, ask questions, such as the following:

Why does Walter Lee get satisfaction from his job?
(He helps sick people feel better.)

What is a person's marital status? (whether they are single, married, or divorced)

What's another way of asking what a job entails?
(What does your job involve? or, What do you do in your job?)

Why do people appreciate Walter Lee's work?
(He helps them get well.)

Do you agree that asking about a person's income is a personal question?

Do you feel that the students in your class cooperate well with each other? Why should students be respectful of each other's ideas?

Answers

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

B

- Have students work with a partner to ask and answer the questions.
- Check answers by having pairs read a question and the answer. Ask students which, if any, of these jobs they would like to have and why.

Answers

1. air traffic controller
2. surgeon
3. zoologist
4. nurse
5. race car driver

2 Pair Work

- Have students work with a partner to write descriptions for two or three jobs. Tell them they should try to think of some unusual jobs, but they should be sure that the jobs really exist.
- Go around the class as students are working and help as needed. Have students ask you for any vocabulary they may need, or quietly suggest jobs they can describe if they're finding it hard to come up with ideas.
- Have pairs present their job descriptions to the class or to a group for their classmates to guess the jobs.

Workbook

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



Teaching Tip

Turning an activity into a game from time to time is a good idea. Learning is more memorable when it's associated with something that is enjoyable.



Additional Activity

Play *What's My Line?* Start off by telling students that you have an unusual job (an imaginary one). Students have to guess what it is by asking *yes/no* questions. For example: *Do you work indoors? Do you work in an office? Do you work with animals?* Set a limit of 10 to 15 questions. If students can't guess in that time, tell them the answer. After students guess your job (or you say the answer), continue the game by having a student think of an imaginary job for classmates to guess.

3 Grammar

Language Builder

Explain that some languages, such as Spanish, have a fully developed subjunctive mood that is used frequently. English does not. The use presented here is one of the few uses of the subjunctive in English. Another one is the use of *were* with all persons in past unreal conditions. For example: *If I were you, I wouldn't do that. If he were here, I'd say hello.* These forms are not used frequently and sound quite formal.

The Subjunctive

- Read the explanation of the subjunctive with the class. Emphasize that it is used to stress the urgency or importance of an action. Point out that the subjunctive uses the base form of the verb, often in cases where you would expect another form.
- Write these sentences on the board and highlight the use of *he finish* in the second sentence instead of the expected *he finishes*.

He usually finishes his work on time.

It is imperative that he finish this job on time.

- Write these sentences on the board:

Ahmed isn't usually late for work.

It's important that Ahmed not be late tomorrow.

You don't drive your father's car.

It is imperative that you not drive his car without permission.

Point out that the subjunctive forms the negative by putting *not* in front of the verb. It doesn't use auxiliary verbs or contracted forms.

I'd Like You + Infinitive / I Want You + Infinitive

- Tell students a few things that you'd like them to do and a few things that you want them to do. Speak more gently and politely when saying *I'd like* and more firmly when saying *I want*.
- Explain that *I'd like you to (do something)* and *I want you to (do something)* mean almost the same thing. However, saying *I'd like you to (do something)* is a little more polite and less like an order. *I want you to (do something)* can sound like an order.

- Have students find examples of the subjunctive and sentences with *want/would like* + infinitive on page 56. (Aston Sena: *I want you to slow down.*)

Language Builder

Emphasize that in English it is incorrect to say *I want that you (do something)* or *I'd like that you (do something)*. Write the following sentences on the board and compare them.

He asked that we arrive early tomorrow.

He wants us to arrive early tomorrow.

The sentence with *ask* uses a *that*-clause. The sentence with *want* does not. Note also that the sentence with *ask* sounds more formal.

A

- Ask a volunteer to read aloud the directions and the example. Then write the parts of the first sentence on the board. Elicit the correct sentence from the class and write it on the board.
- Have students work individually or with a partner to rearrange the other sentences.
- Check answers by having students read the sentences aloud.

Answers

1. He recommended that he bring his résumé to the interview.
2. I want you to tell me about any problems you have.
3. It is imperative that the doctor wash his hands before entering the operating room.
4. The boss demanded that he not be late again.
5. If you're not feeling well, I insist that you go home early. / I insist that you go home early if you're not feeling well.
6. I'd like you to consider applying for the job.
7. My job counselor suggested that I look for a job in sales.
8. It is essential that you not quit your job before you find a new one.
9. The nurse requests that the waiting room be kept quiet.
10. It is important that race car drivers take the necessary safety precautions.

5 Working 9 to 5

B

- Ask a volunteer to read aloud the directions and the example. Then look at the first picture with the class. Elicit several ideas for what either woman could be saying. For example, the stylist might be saying, *I suggest that we cut it shorter this time.* The client might be saying, *I don't want you to cut it too short.* Emphasize that there is no one right or wrong answer.
- Have students work with a partner to write sentences for the other pictures. Tell them that they can write more than one sentence if they want to.
- As students are working, go around and check that students are using both forms, the subjunctive and *want/would like* + infinitive. Encourage students to be creative in their answers.
- Check answers by eliciting several sentences for each picture from different pairs.

Answers

Answers will vary. Sample answers:

1. I recommend you cut your hair short.
2. I suggest that you try this on.
3. It's important that we catch this train.
4. It's essential that you brush well twice a day.
5. I want you to stop smoking.
6. I want you to study the new proposals very carefully.
7. I'd like you to take two pills every morning.

C

- Read the directions and the information about the two situations with the class.
- Assign each student in the class one of the two situations. Have students work individually to write four or five sentences about the situation. They should make sure that they use both the subjunctive and *want/would like* + infinitive in their sentences.
- Put students in pairs of one student who wrote about situation 1 and one student who wrote about situation 2. Students read their sentences to each other and comment on them. Then they work together to write at least one more sentence about each situation.
- Check answers by asking a few volunteers to read one or two of their sentences. Then ask if anyone has any sentences that are different.

Workbook

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



Teaching Tip

When doing exercises, try to balance time students spend working on their own with time spent working with a partner or in a group. Students need time on their own so that each one will think about the exercise independently. But if students spend too much time working on their own, it becomes boring and is not a good use of class time.



Additional Activity

Write some sentence starters like the following on the board and have students complete them with their own ideas.

It's imperative that teachers _____.

It's important that the principal of our school _____.

It is necessary that students _____.



According to a survey by Careerbuilder.com, twenty percent of workers in the U.S. say they are late for work at least once a week. Twelve percent say they are late twice a week. The two main excuses were traffic and lack of sleep.

4 Conversation

- Introduce the expression *cover for (someone)* by giving some examples. If a teacher has to leave the classroom, they may ask another teacher to *cover for them* until they get back. Someone who works as a receptionist and shouldn't leave their desk may ask another person to *cover for them* if they have to go out for a few minutes. Ask students if they are ever in a situation in which they have to ask someone to cover for them.
- Explain that they're going to listen to a conversation in which someone is asking another person to cover for them.
- ▶ Play the audio. Have students listen with their books closed.
- Ask several students to tell you just one thing that they understood from the conversation. Make a few notes on the board about their answers.
- ▶ Play the audio again. Have students listen and read along in their books. Review the notes on the board. Were students' ideas after the first listening correct?

Real Talk

- Model the phrases for the students to repeat.
- Ask questions about their use in the conversation. For example, ask:
Why does Adnan say that he's in a bind? (He can't go to work the next day.)
How is Rob going to help Adnan out? (He's going to cover for him.)
Why does Adnan want Rob to keep this to himself? (He doesn't want anyone to know he's missing work to interview for another job.)
Why does Adnan say it isn't right for Rob to jump ship? (He thinks Mike shouldn't change jobs suddenly like that.)
What does Adnan mean when he says he's going to take off now? (He's going to leave the office.)
What does Adnan mean when he says Will do? (He means that if he gets the job, he'll ask if the other company needs anyone else.)

About the Conversation

- Work with the whole class to ask and answer the questions. Elicit answers from a few different students for each question. Don't confirm or deny answers yourself. Rather, ask other students: **Do you agree?**
- After each question, ask more questions to elicit students' opinions about the situation. For example:

Question 1

Adnan asks Rob to cover for him because he's going to interview for another job. Is this OK or is it wrong? What will their employer do if he finds out? Could Rob get in trouble?

Question 2

What would you do if you were Rob? Would you cover for a friend in this situation?

Question 3

What do you think about changing jobs in this way? Is it a good idea or not?




Answers

1. Adnan asks Rob to cover for him while he has an interview for another job.
2. At first, Rob doesn't want to cover for Adnan since he worked for him another time recently.
3. Rob asks Adnan to find out if the video game development company might need someone else. He is interested in applying for the job.

Your Turn

- Call on a student to read the directions aloud.
- Focus students' attention on the phrases in the box. Explain that these are phrases that people often use when asking for favors. They make the request sound more polite. Ask: **Which phrase does Adnan use in the conversation?** (I'd appreciate it if you would...)
- Brainstorm briefly with the class a few situations in which they might ask someone else for a favor. Some possible ideas include: asking a teacher to postpone a test or for permission to hand in an assignment late; or asking parents for permission to do something unusual, like stay out late or take a trip with friends.
- Have students work in pairs to role-play their conversation. They should use phrases for asking for favors.
- Have one or two pairs act out their conversations for the class.

5 Listening

- Tell students they will listen to people talking about how satisfied they are with their jobs.
-  Play the audio. Have students listen and circle *yes* or *no* for each job.
-  Play the audio again. Have students write the reasons.
-  Play the audio again for students to check their answers.

Answers

1. yes—satisfaction from helping others
2. yes—exciting, and protecting others is satisfying
3. yes—creativity and flexibility
4. no—high stress and great responsibility
5. yes—helping children and watching them grow up
6. no—repetitive and efforts aren't appreciated
7. no—repetitive and efforts aren't appreciated

Audioscript

The results of a recent survey reveal some interesting information about the jobs people feel provide the most—and the least—job satisfaction. According to the survey, the workers who enjoy the greatest job satisfaction include social workers, firefighters, and authors.

Social workers top the list with a striking 87 percent job satisfaction rating. When questioned about the cause of their job satisfaction, social workers often cited the immense satisfaction gained from helping others. Firefighters are in the second position with an impressive 80 percent satisfaction rating. Many of the firefighters interviewed indicated the satisfaction they get from protecting people as well as the excitement of their job as reasons for their job satisfaction. The third most satisfying job, according to the survey, belongs to authors, with a 77 percent satisfaction rating. Many authors cited both the creativity and flexibility of their job as reasons for their satisfaction.


Interestingly, not all prestigious professions did as well as expected in the survey. Both physicians and lawyers scored only 48 percent each. The report suggests that these lower than average scores may be explained by the high stress and great responsibility involved in these jobs. However, pediatricians, that is children's doctors, proved to be an interesting exception. With a 75 percent satisfaction rating, pediatricians have a 27 percent higher satisfaction rate than general practice physicians. Helping children and being able to watch them grow up contributes to this general satisfaction.

Among the least satisfying jobs were cashiers at 25 percent, telemarketers at 32 percent, and fast food preparation workers at 34 percent. People with these jobs cited the repetitive nature of

their job and the fact that they don't feel others appreciate their efforts as reasons for their job dissatisfaction.

This job survey is of particular interest to young people who are just now considering their possible future career paths. It is a reminder that, because job satisfaction affects both our physical and mental well-being, job selection is one of the most important decisions we make in our lives.

6 Pronunciation

-  Play the audio for students to listen and repeat, or speak along with the recording.

7 Vocabulary Building

A

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

B

- Have students compare answers with a partner.

Answers

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

Workbook

Assign page 43 for additional reading practice.



Teaching Tip

Asking students to mention just one thing they understood after listening to something once is a non-threatening way to approach a listening task. It builds confidence and increases everyone's ability to understand more the next time they listen.



Additional Activity

Have students do a job survey among friends and family about job satisfaction. They should write each job and have the person rate the job from 1 (not satisfying) to 5 (very satisfying). Have students report their findings to the class.




In a recent study, two jobs rated worst for job satisfaction were lumberjack and taxi driver. The reasons were the dangerous working conditions and poor pay.

8 Reading

- With books closed, discuss the **Before Reading** question as a class: ***What are the most unusual jobs you've ever heard of?***

READING STRATEGY Jigsaw reading

- Read the title of the article with stress on the word *what* and question intonation. Explain that people sometimes ask a question in this way when they are surprised by something they've heard. For example, a person may say things like *You did **what**?* They went **where**?
 - Give students a minute to read the introductory paragraph. Point out that *What are you going to be when you grow up?* is a question adults commonly ask children in English. Ask: ***What jobs does the paragraph mention? What do people with each of these jobs do?*** (A doll fashion designer designs clothes for dolls. A flavorist creates natural and artificial flavorings that go into foods. Elephant pedicurists scrapes the bottom of the elephants' feet to get rid of dirt that can cause infection.)
 - Tell students that they are each going to read about only one of the people in the article. Ask them *not* to read about the other people. (You could, if possible, make copies of the article, cut it up, and give each student only the first paragraph and the section about the person they have been assigned.)
 - Have students count off around the classroom with the numbers 1, 2, and 3. Number 1s read about the first person, Lily Martinez. Number 2s read about Carol Militescu, and Number 3s read about Mike Hayward. Give them four or five minutes to read the paragraph.
 - Write the following questions on the board. As they read, students should prepare to answer these questions:
What does the person do?
What does their job entail?
What does the person say about their job?
 - Then put students in groups of three, so that each group is made up of students with the numbers 1, 2, and 3. Have each student tell the others in the group about the paragraph he or she read.
-  Play the audio for the whole article. Have students listen and read along in their books.

- For additional vocabulary practice, have students work with a partner to complete the following tasks, using the article *You Do What for a Living?* Either write the following on the board, or make a copy for each pair.

Lily Martinez

- Find at least four different nouns that relate to the work a fashion designer does.
- Find a four-word expression that means *unique*.

Carol Militescu

- Find three adjectives that you can use to describe flavors.
- Find an expression that means *to come up with unusual ideas*.

Mike Hayward

- Find a two-word verb that means *to become less or smaller because of constant use*.
- Find four verbs that are used to describe what a pedicurist does to an elephant's feet and nails.

Conclusion

- Find an expression that means *to think about something carefully and for a long time*.
- Possible answers include:
 - outfits, (fashion) trends, fabrics, (design) sketches, runways
 - one-of-a-kind
 - natural, artificial, manufactured, strong(er)
 - think outside the box
 - wear down
 - scrape, get rid of (calluses), trim, file, shape
 - mull over

5 Working 9 to 5

After Reading

- Have students work individually to write answers to these questions. Encourage them to use their own words as much as possible. One way to do this is for students to read the sentences that answer the question and then close the book to write the answer. Then they check back in the book to see if their answer captures the main ideas.
- Check answers by calling on students to read their answers aloud.

Answers

1. She is a fashion designer for doll clothing.
2. She studies fashion trends, chooses fabrics, draws pictures of her designs, and watches fashion shows.
3. A flavorist makes natural and artificial flavorings to put into food.
4. Manufactured flavors last longer, have stronger flavor, smell better, and have fewer allergens.
5. An elephant pedicure entails scraping the bottom of the elephant's feet to get rid of calluses, dirt, and rocks, and trimming, filing, and shaping the nails.
6. Captive elephants cannot wear down their nails naturally, and rocks and dirt in their feet can cause infections.

9 Speaking

- Put students in small groups to discuss the questions. For question 1, each student should say which job he or she might like and why. If a student doesn't like any of the jobs, he or she should also explain why not.
- For question 2, have students copy the chart to their notebook and have one person in each group make notes of their classmates'.
- Discuss the questions briefly with the class. After students have given their guesses for the unusual jobs, tell them the correct information for any they didn't guess.

odor judger = someone who tests odors coming from people's armpits, mouths, or feet and things like cat litter or baby diapers (The purpose is to test the effectiveness of products designed to get rid of bad odors.)

golf ball diver = someone who dives into ponds and lakes on golf courses looking for golf balls

cheese sprayer = someone who sprays popcorn or similar foods with melted cheese

gum buster = someone who removes chewing gum from sidewalks, streets, and other areas

Workbook

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

Teaching Tip

It's very challenging for students to answer questions about a reading text in their own words. Use every opportunity to practice this skill.

Additional Activity

If possible, invite an English speaker from the community to the class to talk about their job. Students should prepare questions in advance.

Project: Job Ads

Have students write a Help Wanted ad for an unusual job. They can check the Internet for language for job advertisements. Then have students work in groups to make a poster using all of their ads.



- An odor judger has to train for a year for the job and then be retested every year to make sure their sense of smell is still good enough. Most odor judgers are women because their sense of smell is better.
- A golf ball diver can find between 2,500 and 5,000 golf balls a day. They are paid 8 or 9 cents per ball.

10 Writing

A

- Brainstorm on more unusual jobs. Elicit ideas from the class. Ask students if they know about any traditional jobs in their country that are beginning to become very rare. Hold a brief discussion in class.
- Direct students to A. Read directions with the class. Explain that new words are often made up to label unusual jobs by combining existing words.
- Organize students into pairs. Have them read the descriptions/definitions of the jobs and complete the job title.
- Call on pairs to suggest titles.

Answers

- noise consultants
- art/ painting authenticators
- riding consultants
- Direct students to the picture and the title of the text. Ask them to try and work out what an arborist does. Call on volunteers to answer for the class.
- Read directions for 1. Elicit possible answers from students. Remind them that predicting will help them read more efficiently and understand the text.
- Play the audio and have students listen and follow. Give them a few minutes to compare answers with a partner and check the answers in class.

Answers

- An arborist is a kind of official "tree carer" or tree doctor. He fertilizes, prunes, plants, and cures trees.
- An arborist needs to have a related bachelor's degree, for example in forestry and attend seminars and workshops throughout his career.
- He should be patient, methodical, and hard working. He should also be interested in working in nature and taking care of things.
- His employment prospects are quite promising due to current trends and greener alternatives.
- Have students read directions for 2 and answer the questions individually. Call on volunteers to report their answers for the class.

Answers

- Yes, ideas and information are presented clearly.
- Yes, he does. For example, ... a related bachelor's degree, for example in forestry, as the more you know about trees the better you will be able to do what is expected of you.
- Yes. (answers might vary)

- Ask students to justify their answers by providing reasons or clues from the text.
- Explain to students that choice of person in writing affects the style and creates or minimizes proximity between reader and writer. Have them read the directions for 3 and 4.
- Organize students in groups and have them read the text and answer the questions.
- Call on a student from each group to report the group's answers for the class.

Answers

- **Paragraph 2:** you (to mean one, someone)
- **Paragraph 3:** Arborists/ they
- **Paragraph 4:** I
- Discuss the effect that change of person creates. Ask students when they think the writer would use third person and not first.
- Have a volunteer answer 4.

Answers

- The writer's view and opinion are presented in paragraphs 1 and 4.
- Objective information is presented in paragraphs 2 and 3.
- Passive forms are used to present objective/ impersonal information.
- Ideas are connected with:
Conjunctions: for example although, and, in other words
Combined clauses/sentences: to become an arborist, it is essential that ...given current trends towards greener alternatives, I think ...

Additional Activity

Have students research more unusual jobs on the internet or in older books and encyclopedias, make notes and collect photos. Call on students to present what they found for the class.

5 Working 9 to 5

B

- Tell students that they will write an essay about an unusual job that they would like to have.
- Read directions for tasks 1 and 2 and have students decide on an unusual job individually. Ask questions like these to help them decide:
What do you like doing? What kind of places do you like?
Do you like spending more time inside or outside?
Which room/place do you spend more time in at home?
What are you good at? What would you like to develop/learn?
- Suggest to students that they create an unusual job for themselves taking into consideration their answers to the questions or search for more unusual jobs on the Internet.
- Read the directions for task 3 with the class and have students brainstorm and make notes.
- Direct students to the Writing Corner. Explain that they are going to write an opinion essay defending their decision. Tell students that the best way to defend an opinion is to have adequate information.
- Read through all the points in the Writing Corner and discuss them in class. Point out that the main thing is for their opinion to be heard.
- Have students make notes under these headings as well.
Personal views: **Information:**
Feelings:
Opinions:
- Have students write a job description using the descriptions on page 64 as examples.
- Tell them to list job responsibilities as they see them in combination with information they found in other sources. Ask them to include qualifications and experience under Important background and personal qualities under Helpful characteristics
- Direct them to the model text but allow them to use a different opening statement if they wish.
- Have them write their first draft.
- Exchange drafts and comment, suggest corrections on each other's texts. Have them edit and rewrite.
- Call on students to read their descriptions for the class.
- Create a gallery of job descriptions on the board. Have students draw or bring photos to add.



Additional Activity

Write job announcements and organize interviews for some of the unusual jobs. Assign roles of interviewers and applicants to different groups and act out.

Workbook

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

11 Project

- Organize students in groups and have them brainstorm on Great Jobs and Careers.
- Call on a student from each group to present the group's ideas and discuss in class.
- Read directions for tasks 1 and 2. Discuss where students can find information.
- Remind them to use the Internet, look up business magazines and talk to adults that can give them information. Have them make notes and if possible record interviews.
- Have a class discussion about which jobs are considered prestigious and successful. Use questions like these to help students and have them answer them in their groups.

Which jobs are considered prestigious in your country?

Is success always associated with money?

What does a Great Career entail? Which are some of the conditions that are required for it to be considered great?

- Give groups some time (about 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 pictures at the top of the Project page. Elicit ideas about who the people are and what they are doing in the photos. Ask them if they would choose any of the jobs that are illustrated.
- Have them read the headings in the chart and choose three jobs to research and collect information about.
- Read the directions for 3 with the class. Have them study the chart and identify the areas indicated.
- Have students work in groups and discuss the information they have. Remind them to make notes in the organizer. Encourage them to be as creative as possible.
- Call on a student from each group to present some of their ideas for the class. Ask students to listen carefully and discuss or comment on the ideas that are presented.
- Have groups plan and prepare their presentation or poster. Encourage them to add their own ideas. Remind groups to assign tasks and responsibilities

to group members depending on their skills and abilities. Tell each group to appoint a chairperson that can control the discussion and make sure everyone has a chance to express their opinion and make suggestions. Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.

- If there isn't internet access, tell students that they will have to do some of the work for the campaign in class and some after class.
In-class tasks: assign research and design tasks, assign responsibilities, share the work among members of the group.
Discuss and draft presentation, plan posters, collect and organize available information.
Out-of-class tasks: Research the Internet for information on Great Jobs and Careers.
- Explain to students that after they have collected all the information and designed their presentations and posters, they will spend some time in class coordinating before they present it in the next or the following lesson.



Additional Activity

Have students use a real event in the news or in history. Tell them that they are allowed to intersperse, delete or substitute words or information. They then read their modified text as naturally as possible for the rest of the students to spot the "defect" and stop them. If listeners spot 4 "defects" the presenters stop.

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

12 Self Reflection



- Write 'Working 9 to 5' 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 kind of jobs they associate the unit title with. Elicit answers from volunteers.
- Have students scan pages 56 and 57. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
Which job or jobs require research of natural resources and materials?
Which job or jobs require observation and recording data?
Which job or jobs require long hours of work and handling pressure well?
- 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:
At work it is essential that people ...
The manager demanded that all the employees ...
They asked her ...
 ...
 Have volunteers answer the questions. Elicit more examples from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 60, 61. Call on volunteers to say what the conversation is about and which are their favorite expressions.
- Have students say what they remember from this section and make notes in the chart.
- Write What Do You Do for a Living? on the board and brainstorm on language and information that students remember. Call on volunteers to list as many words as they can on the board. Encourage the rest of the class to make suggestions.
- Have a class discussion about unusual jobs.
- 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 unusual jobs that they read about on the Internet. 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. 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 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 jobs			
discuss job requirements and responsibilities			
ask for favors			
use the subjunctive			
use the expressions <i>I'd like you</i> + infinitive and <i>I want you</i> + infinitive			

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

- | | |
|---|--|
| <ul style="list-style-type: none"> Vocabulary
Environment
Public utilities | <ul style="list-style-type: none"> Listening
Listen for specific information about glass recycling |
| <ul style="list-style-type: none"> Functions
Evaluate how “green” you are
Discuss ways to be environmentally responsible
Make suggestions | <ul style="list-style-type: none"> Pronunciation
Thought groups |
| | <ul style="list-style-type: none"> Reading
Living Off The Grid |
| <ul style="list-style-type: none"> Grammar
Gerunds After Verbs
Infinitives After Verbs | <ul style="list-style-type: none"> Writing
Write about how you plan to go greener |

Warm Up

Briefly describe one change, real or imaginary, that you have made to live a “greener” lifestyle. For example, say: ***I bring my own bag when I go to the supermarket.*** Or, ***I put glass bottles in the recycling bin.*** Ask students to guess why you do these things. (to protect the environment) Then with books closed, ask students the introductory questions on page 68: ***What does it mean to go green? What are some ways that people can go green?*** Discuss possible answers as a class.

1 Listen and Discuss

- Focus students’ attention on the picture at the top of the page. Ask: ***What do you think this is?*** (It’s a wind farm, a non-polluting way of generating electricity.) Ask: ***Are there any wind farms near where we live?***
-  Have students look at the questionnaire, *How Green Are You?* Play the audio. Have students listen and read along in their books. Tell students not to mark their answers at this time.
- Have students read the questionnaire again and circle their answer to each question: *a*, *b*, or *c*. Then have them compare answers with a partner. When their answers are different, they explain to their partner why they chose their answer.

- Have students look at the scoring chart on page 69 and add up their points.
- With a show of hands, find out how many students scored in each category: 8 points, 9–16 points, or 17–24 points. Ask students if they agree with the scoring of the quiz. Are they as “green” as the quiz says?
- Have a class discussion. Ask students about their community and how “green” it is. For example, ask:
 - Are there any recycling laws in our community?***
 - Where does our electricity come from? How is it produced?***
 - What kind of bags do most people use in the grocery stores here?***
 - Can you buy organic fruits and vegetables around here?***
 - Do many people in the city have their own gardens?***
 - How do people heat and/or cool their homes?***
 - Is pollution from cars and other vehicles a problem?***
 - What does our school do to be “green”?***
- You may choose to do this activity for additional vocabulary practice: Write definitions on the board and have students find words or expressions in the questionnaire to match them. You could also do this activity orally. Read a definition, saying ***Find a word that means...***, and have students raise their hands as soon as they think they have found the word. When a few students have their hands raised, call on one person for the answer. Possible definitions include:
 - start up a computer*** (boot up)
 - food you buy at a supermarket or similar store*** (groceries)
 - you can use it again*** (reusable)
 - water that comes out of a pipe in the home*** (tap water)
 - place for throwing away garbage*** (trash can)
 - to turn something up higher*** (crank up)
 - a place to store water*** (tank)

6 Going Green

Quick Check

A

- Have students look at the words in the box and find them in the questionnaire.
- Have them work individually to complete the sentences. Then they compare answers with a partner.
- Check answers by calling on students to read the sentences. Have them try to explain the meaning of each word in their own words (in English). Possible answers include:

conserve = to save or use less of something

consumption = the act of using something

organic = referring to food produced naturally without chemicals or pesticides

pesticides = materials used to kill insects and other things that harm plants

source = the origin of something; where it comes from

air conditioner = something in a home or other building that is used to control the temperature

Answers

1. air conditioner
2. consumption
3. pesticides
4. Organic
5. source
6. conserve

B

- Have students work with a partner to ask and answer the questions.
- Check answers by calling on different pairs to report their answers. Ask the class if they agree with the answer or not.

Answers

Answers will vary. Sample answers:

1. collect rain water for use; not leave the water running; take quick showers
2. fuel efficiency
3. plastic, paper, glass, and metal
4. They can use pesticides.
5. in plastic bags

2 Pair Work

- Have students work with a partner to create three more questions and answers to add to the quiz. They should include a, b, and c answer choices as in the questionnaire on page 68.
- As students are working, go around and help as needed with vocabulary or ideas.
- Have students pass their questions around the room and have several other pairs answer them.
- Discuss the responses to the questions with the class. How green are the students in the class?

Workbook

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



Teaching Tip

Make sure to keep a record of new vocabulary (beyond what is in the book) that comes up as students discuss a new topic. Try to recycle these words as much as possible during the lessons.



Additional Activity

Have students each create their own *green dictionary*. This is an alphabetical list of words useful when discussing environmental issues.



According to one source, these are five of the greenest cities in the world:

- **Reykjavik, Iceland:** It uses hydrogen buses and gets all of its electricity from geothermal and hydropower.
- **Portland, Oregon (U.S.):** It has a good system of public transportation and encourages the use of bicycles. It also has 92,000 acres of green space.
- **Curitiba, Brazil:** This city is famous for its bus system, which is used by three-quarters of its people. It also has many city parks. They even use sheep to cut the grass!
- **Malmö, Sweden:** Although this is Sweden's third-largest city, it is known for its many parks and lots of green space.
- **Vancouver, Canada:** This large city draws 90 percent of its power from renewable energy sources. It is a leader in hydroelectric power and is developing systems to use wind, solar, wave, and tidal energy to reduce fossil-fuel use.

3 Grammar

Gerunds After Verbs

- Students are familiar with the *-ing* form of verbs used with progressive verbs. Explain that the *-ing* form can also be used as a noun. When an *-ing* form is used as a noun, it is called a gerund.
- Write these sentences on the board:
We're eating more organic fruits now.
I prefer eating organic foods.
 Elicit that in the first sentence *eating* is part of the present progressive verb *are eating*. In the second sentence, *eating* is used as a noun. It answers the question *What?* after the verb *prefer*.
- Have students read the explanation and the examples in the chart. Practice briefly by writing the following sentence starters on the board and calling on several students to complete them with gerunds.
I enjoy _____.
I can't stand _____.

Infinitives After Verbs

- Explain that infinitives can also be used as nouns. Have students read the explanation and examples in the chart.
- Write the following sentences starters on the board and call on students to complete them.
Yesterday I forgot to _____.
Last year I decided to _____.
- Have students look at the questionnaire on page 68 to find more examples of infinitives and gerunds. Possible answers include:
1: ...finish using your computer
2: I wouldn't consider using...
3: ...fruits and vegetables do you prefer eating? I prefer eating... / I prefer to eat...
7: I hate being cold!
8: Do you try to conserve water? I try to be aware... / I try hard to conserve water.
- Point out that some verbs can be followed by either an infinitive or a gerund. The meaning of sentences with these verbs is almost the same with either the gerund or the infinitive. We can say, for example, either *I love studying* or *I love to study*. (One slight difference is that the person is more likely to use the gerund at the moment of doing the activity.)

- Have students review the lists of verbs and find those that are on both lists: (can't stand, hate, intend, like, love, prefer, start)

A

- Ask a volunteer to read the directions aloud. Then do the first sentence with the class as an example. Elicit the correct verb forms.
- Have students work individually to complete the sentences. Then they compare answers with a partner.
- Note:** Students may find it overwhelming to think that they have to memorize these lists of verbs. Explain that as they hear and practice sentences with gerunds or infinitives, they will naturally begin to get accustomed to them and develop a sense of which form to use.

Answers

- to have
- giving
- throwing / to throw
- giving
- using
- using / to use
- to buy
- to buy
- to avoid
- taking
- making / to make
- buying
- reusing

6 Going Green

B

- Read the directions and do the first question with the class as an example. Elicit the response: *Yes, I think (or No, I don't think) cars will stop running on gas.* Write it on the board.
- Have students work individually to write their answers to the questions.
- Have students work in pairs or small groups. They should take turns asking and answering the questions. They should explain their answers by saying why and giving details and examples to support their ideas.

Answers

Answers will vary. Sample answers:

1. Yes, I think that in the near future cars will stop running on gas.
2. Yes, I think that people will begin to change their habits of consumption.
3. Every day I try to remember to recycle trash, like bottles and paper bags.
4. I would like to quit driving long distances in my car.
5. I forget to bring a bag when I go to the grocery store.
6. Yes, I would consider growing my own vegetable garden.
7. I could stop buying water in bottles.
8. In the next decade, I hope to see energy consumption, waste, and pollution reduced.

C

- Ask a volunteer to read aloud the directions and the example. Then elicit the first sentence from the class and write it on the board as an additional example:
We plan to set the air conditioner on a timer at night.
Point out that in this sentence the verb phrase *plan to set* takes the place of *going to set* in the original sentence.
- Have students work with a partner to rewrite the rest of the sentences. Have them read the finished sentences to each other to check them.
- Check answers by having students write the new sentences on the board. Elicit any corrections from the class.

Language Builder

Point out that with the verb *prefer*, we often use the structure *prefer X to Y*. For example: *I prefer reading to watching TV. I prefer chocolate ice cream to vanilla.*

Explain that in sentences 4 and 6, *keep + verb-ing* means to continue doing something. For example: *I'm going to keep trying until I succeed.*

Answers

1. We plan to set the air conditioner on a timer at night.
2. I prefer reading the news online to reading newspapers.
3. Arya recommends printing on both sides of the paper.
4. I can't believe I keep leaving the lights on.
5. I enjoy gardening.
6. We should keep finding ways to use less energy.

D

- Focus students' attention on the picture. With the class, brainstorm one or two things Faisal can do to be more green; for example, recycle cans and bottles. Have students work individually to write a paragraph. Tell them to check the lists of words in the grammar charts for words they can use to express their ideas. For example: *Faisal needs to...*, *Faisal should quit...*, *He should try to...*

Workbook

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



Teaching Tip

Most people agree that rote memorization is not usually the best learning strategy. The best learning happens as a result of practice—seeing and hearing words again and again in meaningful context.



Additional Activity

Have students choose five words from each list, verbs followed by gerunds and verbs followed by infinitives, and write an original sentence with each one. Call on volunteers to read their sentences aloud or write them on the board.



Americans buy more than 28 million single-serving water bottles each year. Of these, fewer than 20 percent are recycled. What makes this worse is the fact that in the U.S. bottled water is not necessarily healthier than tap water. In fact, some brands of bottled water are, in fact, just tap water in a bottle. The energy used to make and transport all these bottles of water is more than 50 million barrels of oil per year. That oil could run 3 million cars for a year.

4 Conversation

- Draw students' attention to the picture. Ask: **What do you think has been happening here?** (Maybe people were having a barbecue or a picnic and threw all the cans and bottles in the trash.)
- Tell students they're going to listen to a conversation between two friends, Ibrahim and Jasim, cleaning up after a party.
- ▶ Play the audio. Have students listen with their books closed.
- Ask students: **Does Ibrahim recycle? Why or why not?** Make a few notes of students' answers on the board, but don't confirm or deny answers at this time.
- ▶ Play the audio again. Have students listen and read along in their books. Review the notes on the board and confirm the correct responses to the questions.

Real Talk

- Model the Real Talk expressions and discuss them with the class. Ask questions like the following:
What is it that Ibrahim thinks is a hassle? (recycling)
Do you agree?
How does Ibrahim's voice sound when he says I guess?
 (He sounds a little bored, not enthusiastic.)
What's a no-brainer according to Jasim? (recycling)
Do you think that chuck is more or less formal than throw out? (It's less formal.)
What does Jasim mean when he says that Ibrahim is giving a lame excuse? (He means it is a bad or weak excuse.)
Do you ever give lame excuses for things you do?
What does Ibrahim mean when he says recycling is a piece of cake? (It's very easy.)

About the Conversation

- Discuss the questions with the class. Have students ask classmates the questions and elicit answers. For question 2, they should elicit answers from several students.

- Sit at one of the students' desks during the discussion. Ask some additional questions. For example:
How do people that you know feel about recycling?
Are they more like Ibrahim or like Jasim?
What do you do when you see someone throwing something away in the street, for example, chucking a plastic bottle onto the sidewalk?
Have you ever participated in something like a community or park clean-up day?



Answers

1. Jasim and Ibrahim are cleaning up after a party and there are soda cans everywhere.
2. Jasim says that recycling reduces energy consumption, lessens air and water pollution, and saves landfill space.
3. Because Ibrahim accidentally threw a can into the garbage rather than recycling it.

Your Turn

- Ask a student to read the directions aloud.
- Focus students' attention on the phrases in the box. Explain that these phrases are often used as an introduction to making a suggestion. They assure the person you're speaking to that you're giving them a suggestion, not an order.
- Ask: **Which expression does Jasim use in the conversation?** (Don't you think it would be a good idea + infinitive...?)
- Brainstorm with the class a couple of ideas for topics they can use for their conversations.
- Have students work in pairs to role-play their conversations. As students are working, go around and check that they are using some of the phrases for making suggestions. Check also that students are not writing the conversations. Explain that this is intended as speaking practice, not writing.
- Invite one or two pairs to act out their conversations for the class. You might also have each pair act out their conversation for another pair.

5 Listening

- Tell students that they are going to listen to a talk on glass recycling. Ask students to read the sentences.
-  Play the audio twice. The first time students just listen. The second time they mark the sentences *true* or *false*.
-  Play the audio again for students to check their answers. Pause as necessary to discuss answers.

Answers

1. false (It takes 1 million years.)
2. true
3. false
4. false (It is separated by color.)
5. true
6. false (It is melted at 1,500 degrees Celsius.)
7. true
8. false (It reduces related air pollution by 20 percent and water pollution by 50 percent.)

Audioscript

Did you know that it takes one million years for a glass bottle to decompose? This is not surprising when you consider that glass is made mostly from silica, which is basically sand. Think of how long the average beach lasts! Yet tons of glass bottles and jars are simply thrown away each year. This is completely unnecessary as glass is 100 percent recyclable.



The process of recycling glass is quite simple. After recycle bins of glass are collected, they are taken to a recycling facility where the glass is separated by color. The glass is then cleaned and crushed. The crushed glass is called cullet. The cullet is shipped to a manufacturer who melts it at temperatures of about 2,700°F, or 1500°C, to form liquid glass. This liquid is then poured into molds in the shape of glass containers.

This simple process conserves both energy and natural resources, and produces far less pollutants than manufacturing glass from all new materials. Consider these statistics:

- Manufacturing glass from recycled materials saves 68 percent of the energy and half of the water normally required in the manufacturing process.
- Glass produced from recycled materials reduces related air pollution by 20 percent and water pollution by 50 percent.
- Recycling one glass bottle saves enough energy to light a 100-watt bulb for four hours.

So the next time you consider throwing a bottle of soda in the trash—think again! The glass containing your soda today could be the glass containing your salad dressing next month. If we want to live on a healthier planet, we need to recycle the materials we consume.

6 Pronunciation

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

7 Vocabulary Building

A

- Have students work individually to match the words with the definitions. Tell them not worry if they don't know a word. They should first match the words they are pretty sure of and then guess the other words.

B

- Have students compare answers with a partner. When their answers are different or they don't know a word, they should look it up in a dictionary.

Answers

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

Workbook

Assign page 51 for additional reading practice.



Teaching Tip

Register that the appropriateness of language for different situations, is an important part of learning vocabulary. Students should know, for example, that to call an idea a “no-brainer” in an informal conversation among friends is fine, but would not be appropriate in an essay or a formal speech.



Additional Activity

Put students in pairs. Have them find a paragraph from a reading in an earlier unit. They work together to mark pauses and then take turns reading the paragraph to each other with pauses.



Many people like to collect sea glass. This is glass from broken bottles and other glass items that have been in water for a long time. It has become smooth and frosty-looking and can be very beautiful.

8 Reading

- With books closed, ask if students have ever had the experience of living without things like electricity and running water for even a short period of time. What did they do? How did they adapt? Their parents or grandparents may also have told them about their experiences.
- Have students look at the title and the photos. Remind them that they saw a photo of a wind farm at the start of the unit as well. Ask: **What is this? What does it do?** (It's a wind farm. It generates electricity.) Ask: **What do you think the grid is? What does it mean to live "off the grid"?** Elicit ideas and make notes on the board, but don't confirm or deny responses at this time. This will be explained in the article.
- Have students scan the text to answer the **Before Reading** questions. Call on volunteers for answers.
- ▶ Play the audio. Have students listen and read along in their books.
- Review the questions **What is the grid?** and **What does it mean to live off the grid?** Have students find and read the paragraph that explains this. (paragraph 2)
- **Note:** Explain to students that it's not important whether they knew the answers to the questions before they started to read or not. Just asking the question and thinking about it helped prepare them for reading.

READING STRATEGY Understanding long sentences

- Explain to students that long sentences can sometimes be challenging to a reader. Have students find these sentences in the article and answer questions about them. Whenever possible, have them restate ideas in their own words, rather than just repeating what's in the sentence.

Paragraph 1

Out of concern for the environment and a desire for self-reliance, these people have made the bold decision to live off the grid.

1. Who are "these people"? (the growing number of people who aren't relying on the local power plant)
2. What are two reasons they have decided to live off the grid? (They care about the environment and want to be more independent and self-reliant.)

Paragraph 2

When the wind blows, the blades move, producing energy which is turned into electricity by a generator.

1. What are the blades? (the part of the windmill that moves)
2. How does a windmill produce electricity? (The blades turn when the wind blows. This produces energy. Then a generator makes the electricity.)

Paragraph 5

I wanted my children to be raised with more respect for the environment and an awareness of the impact they have on it.

1. Who does the pronoun *they* refer to? (Wendy Johnston's children)
2. What are two things Wendy wants for her children? (She wants them to care for the environment and to know that things they do have an effect on it.)

Paragraph 7

But for the thousands of people who have made this bold choice, life off the grid is filled with rewards that can't be matched by the conveniences and luxuries of life on the grid.

1. What is the "bold choice" referred to? (the decision to live off the grid)
2. What does the expression "can't be matched" mean? (It means that one thing is much better than another. In this case, the rewards of life off the grid are much better than the good things about life on the grid.)

- For additional vocabulary practice, discuss these words with the prefix *self-*. Have students find these expressions in the article and explain what they mean.
self-reliance (doing things without help from other people)
self-sufficient (producing or making everything you need without help from others)
- Point out that *self* means a person's own nature or characteristics. It is also used in the reflexive pronouns *myself*, *yourself*, etc. Ask students: **What other words do you know that start with self?** Elicit answers or if students can't think of any words mention these: *self-defense*, *self-esteem*, *self-control*, *self-taught*.

6 Going Green

After Reading

- Give students a few minutes to read the article once more without interruption.
- Have students work with a partner and take turns asking and answering the questions.
- Check answers by calling on students to read a question and answer it.

Answers

1. electricity, natural gas, and water
2. the linked system that supplies electricity to most homes and buildings in developed nations
3. When the wind blows, windmills turn, producing energy which is turned into electricity by a generator.
4. concern for the environment and a desire for self-reliance
5. a private well or a cistern to collect rain water
6. by growing their own fruits and vegetables, and raising and tending animals for food

9 Speaking

- Ask students to copy the chart in the notebook.
- Put students in groups of three to ask and answer the questions. Each student should be responsible for asking one of the questions and eliciting answers.
- Give one student the role of reporter. That student will summarize the group's ideas for the class.
- Have reporters from each group report the group's ideas to the class.

Workbook

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



Teaching Tip

Dictionaries are a useful tool for language learning, but students can overuse them. For example, when students try to look up too many words in a reading, it slows them down and makes the reading more difficult. Before students look up a word, they should ask themselves: *Do I really need to know the meaning of this word? Can I guess the meaning from context?*



Additional Activity

Play the Categories game. Draw a five-column chart on the board with the headings **Technology, Crime, Travel, TV, and Jobs**. (These are topics from Units 1 to 5 of this book.) Put students in groups of three and have each group make a copy of the chart. Start the game by saying a letter. Students then have to try to think of words in English that start with that letter related to each topic in the chart and write the words under the appropriate headings. Repeat this with different letters until students have filled in, or tried to fill in, four words for each category. The winner is the group with most appropriate words in the chart.



Project: Living Off the Grid

Have students work in groups to design a home that will be "off the grid." They decide how the home will get electricity and water. They can decide how self-sufficient the people in the home will be. For example, will they produce their own food? Have students present their plans to the class.



In 2006, it was estimated that there were 180,000 people in the U.S. living "off the grid." At that time, the number was growing by 33 percent a year. Worldwide, there are about 1.7 billion people who live off the grid. Of course, many of these were never on the grid in the first place!

10 Writing

A

- Direct students' attention to the pictures along the page. Elicit ideas from them about the types of packaging illustrated in the pictures. Have a class discussion on how 'green' such packaging is.
- Have students think about this question:
- Can we be relatively greener by changing some of our practices as consumers even if we don't fully live off the grid?
- Read directions for A with the class and elicit answers from volunteers.
- Tell students that they are going to read an essay about environmentally friendly consumer practices. Have them read the title and speculate/predict the kind of information they expect to find.
- Have them read the directions for task 1. Play the audio and have students listen and read.
- Have students answer the questions individually and then check with a partner.
- Read directions for 2 with the class and have students read the essay and answer the questions individually. Then ask them to check with a partner.

Answers

- Yes/ yes
- *Answers will vary*
- Organize students in pairs and have them read directions for 3 and 4. Explain that such questions are aimed at helping them notice features of different texts, how they are organized, how ideas are presented etc. Call on pairs to report answers/ideas for the class.

3. and 4. Answers

- **Paragraph 1:** I, we Sets the scene/ writer's view
- **Paragraph 2:** we Objective information
- **Paragraph 3:** we Objective information /writer's view
- Read directions for 5 and 6 with the class. Have students work in pairs to answer the questions and find examples in the text.
- Call on pairs to report their answers to the class.

Answers

5. Passive forms are used to present information/facts in an objective, detached manner.
6. examples
conjunctions/linking words: But, on the other hand
combined clauses/sentences: ...are invested in packaging as a way of making the product more attractive, we are not sure it is always effective use of pronouns: We, I, it



Additional Activity

Have students think about the products they buy on a daily basis. Ask them to think about the packaging. Have them describe it and comment on it. Use these questions to help them.

Are they all necessary?

Do they protect the product?

Are they made of natural materials?

Are they plastic?

Can they be recycled?

Call on students to report their answers in class. Ask the rest of the class to listen and check their answers. Have them add different answers, modify the ones presented or challenge answers or views.

6 Going Green

B

- Tell students that they are going to write an essay about how they plan to go greener.
- Go through directions for tasks 1, 2 and 3. Organize students in small groups and ask them to think about and discuss things that they do which are not green. Remind them to make sure there is at least one person making notes in the group as they discuss. Ask them to list what they do that is harmful in the appropriate column in the chart.
- Call on one student from each group to present the negative practices of the group.
- Have groups study their list of negative practices and decide on changes they can make to become greener. Ask them to make notes in the appropriate column in the chart.
- Explain to students that some practices might simply require them to stop doing something, for example, throwing away paper but other practices might involve a number of steps that can lead to the desirable outcome. For example: cycling instead of driving. Have groups make notes on necessary steps that need to be taken to make the change. Give groups time to discuss and finalize ideas.
- Call on a volunteer from each group to report the group's decisions and ideas in class. Have the other groups listen and modify or add to their notes.
- Have students use their notes to draft an essay. Remind them to organize their information, views and feelings and separate or combine them for a purpose. Remind them to use the essay on page 77 as a model.
- Direct students to the Writing Corner. Have them read each point and discuss.
- Remind them how important it is to reflect and give them time to think about what they know. Point out that the initial notes they make while they brainstorm don't have to be perfectly organized. They can be used as raw data to help them remember and organized later in categories as mentioned in the guidelines.
- Direct students to the model essay and have them draft their essays. Circulate and monitor; help when necessary.
- Give students time to read their essays and make comments and corrections individually before they exchange with other students.

- Have students exchange drafts and comment/correct each other's texts. Then ask them to edit and rewrite.
- Call on volunteers to read their essays in class. Have the rest of the students listen and make a note of the changes that are planned, the similarities and differences between essays.

Workbook

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

11 Project

- Have students look at the photos and identify what is in them. 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 practices that can change to contribute to a greener behaviour at their school or in their neighborhood.
- Read directions for tasks 1 and 2 and have students write as much information as they can in the organizer. Encourage them to research and add information.
- Ask students to download and print information that they find on the Internet as well as any promotional material or leaflets with information about greener practices. Tell them to include source material in Arabic if they need to use more information. Explain, however, that the information will need to be transferred to English. Point out that projects on greener schools have been launched recently with impressive results.
- Organize students in groups and have them make a checklist that they can use to research their school. Tell them to use the examples listed in 2 and add their own ideas.
- Go through directions for tasks 3 and 4. Elicit ideas and guidelines about poster presentations from volunteers. Go through the checklist of points to remember when making a poster. Have them reflect on things that did not go as well as they might have wanted and avoid repeating mistakes.
- 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. Remind them that they will need short texts and captions for their poster.
- Allow time for research. This means that if students don't have access to the internet or would like to take photos of certain places they will not be able to complete their poster. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete the poster for 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

Research and find out how people lived in the past, about a century ago. Find out where they bought food? Whether they grew their own vegetables and fruit, if products were packaged and how, what kind of materials were used for packaging, what kind of energy was used for heating, production, cooking etc. Compare life in the past with life off the grid. Identify similarities and differences and present them in class. Have a class discussion commenting on the similarities and differences.

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

12 Self Reflection



- Write 'Going Green' on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 68 and 69. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
How do you choose vegetables and fruit?
Do you use plastic bags for shopping? What do you do after you use them?
What do you do with old batteries? Do you throw them in the bin?
Do you leave the tap on when you brush your teeth?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 70, 71, ask them to complete some sentences. For example:
The leaflet recommends _____ the computer when it is not in use.
It is worth attempting _____ water by turning the tap off when you are finished.
They don't intend _____ a large expensive car.
 Have volunteers complete the sentences. Elicit more examples from students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 72, 73. Call on volunteers to say what the conversation is about 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 Living Off The Grid 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 living off the grid?
Do you think you could live off the grid? Why? Why not?

Could you give up electricity and packaged goods? Why? Why not?

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about alternative sources of energy if one decides to live off the grid. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 74 and 75 and make notes as before.
- Direct students to the 11 Project page and hold a discussion about what they found more or less useful and more or less interesting. 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? 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.

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

Unit Goals

Language Review

Reading

The Psychology of Color

Language Plus

Writing

Write about cultural meanings of color, symbols, customs, or gestures

Language Builder

Point out that *throw someone a dinner* is an informal expression that means *organize for someone a dinner*. Both phrases use the preposition *for* with the indirect object.

The verb *throw* can also be used with the preposition *to* when used with its basic meaning, *throwing a ball*. For example: *The pitcher threw the ball to the catcher. The pitcher threw the catcher the ball.*

1 Language Review

A

- This exercise reviews the use of *for* and *to* with indirect objects, which was presented in Unit 4. Refer students to the grammar chart on page 46 for review.
- Write these sentences on the board and elicit the words that go in the blanks.

Carol made a cake ____ her. (for)

She handed a piece of the cake ____ her. (to)

- Have students work individually to circle the correct word for each sentence.

Answers

- | | | |
|--------|--------|--------|
| 1. for | 3. for | 5. for |
| 2. to | 4. to | 6. to |

B

- This exercise reviews direct and indirect objects, which were presented in Unit 4. Refer students to the grammar chart on page 46 for review as necessary.
- Refer back to the sentences on the board from exercise A. Elicit another way to write each one:

Carol made her a cake.

She handed her a piece of the cake.

For each sentence, ask: **What's the direct object?** (cake/a piece of cake) **What's the indirect object?** (her) Ask a volunteer to read aloud the directions and the example.

- Have students work individually to rewrite the sentences. Check answers by having students write the sentences on the board.

Answers

- My friend told a great joke **to** me.
- The boy wrote a poem **for** his mother.
- My grandfather's neighbor buys groceries **for** him whenever he is sick.
- The prosperous old woman gave a fortune **to** the charity.
- My parents threw a dinner **for** me when I graduated.

C

- This exercise reviews the subjunctive forms presented in Unit 5. Refer students to the chart on page 58 for review as necessary.
- Remind students of the important points about the subjunctive: 1) It is used to stress the urgency and importance of an action. 2) It uses the base form of the verb for all persons, including third person singular. (*I asked that he tell me the truth.*) 3) The negative is formed with *not* before the verb. (*It's important that they not be in a hurry.*)
- Ask a volunteer to read aloud the directions and the example. Point out that the modal *should* is not used with the subjunctive. The meaning of *should* is contained in the word *recommend*.
- Have students work with a partner to rewrite the sentences. Invite pairs to write their sentences on the board.

Answers

- It is essential that you take this medication every day to get rid of the infection.
- Supporters of organic farming suggest that farmers not use pesticides on their crops.
- My mother insists that people take off their shoes before they enter our house.
- When I have a dinner party, I ask that each guest bring an appetizer or a dessert.
- If you want to conserve water, it is important that you not leave the water running when you brush your teeth.
- The viewers requested that the TV station broadcast the program again.

D

- This exercise reviews the structures *I'd like you + infinitive* and *I want you + infinitive* which are presented in Unit 5. Refer students to the chart on page 58 for review as necessary.
- Remind students that it is incorrect to use a *that*-clause in these sentences:

Incorrect: *I want that you tell me the answer.*

Correct: *I want you to tell me the answer.*

- Ask a volunteer to read the directions and the example. Explain that a *tailor* is someone who makes or alters clothes for individual customers.
- Have students work with a partner to write sentences. If time allows, have them write two sentences for each item, one with *want* and the other with *would like*. Encourage them to use their imaginations.
- Check answers by having several students write sentences on the board.

Answers

Answers will vary. Sample answers:

1. I want you to floss every day.
2. I'd like you to keep a journal of your feelings.
3. I want you to tell me everything that happened.
4. I'd like you to talk to the customers more.
5. I want you to do more chores around the house.
6. I'd like you to stand over here.

E

- This exercise reviews verbs followed by gerunds or infinitives, which were presented in Unit 6. Refer students to the chart on page 70 for review as necessary.
- Remind students that in these sentences the gerunds and infinitives act as nouns and answer the question *What?* Write the following examples on the board and have students identify the gerund and the infinitive.

Aisha can't stand waiting hours for a bus.

Faisal promised to help carry these boxes.

- Ask: **What is it that Aisha can't stand?** (waiting hours for a bus) **What did Faisal promise?** (to help carry the boxes)
- Have students work individually to circle the correct verb forms. If both forms are possible, have them circle both. If they are unsure of an answer, tell them to refer to the chart on page 70.

Answers

- | | |
|-------------|-------------------------|
| 1. watching | 6. buying |
| 2. to help | 7. noticing / to notice |
| 3. to get | 8. using |
| 4. using | 9. to learn |
| 5. to stay | 10. having |

F

- Read the directions and focus students' attention on the pictures. What can they learn about Dave and Jasmin from the pictures? Brainstorm a few ideas and make some notes on the board. Stress that this is just to get them started. They will need to think of more ideas to write their paragraphs.

- The following are two options for completing this activity.

Option 1: Assign this activity for homework and have each student write two paragraphs, one about Jasmin and one about Dave. Tell students they should use as many of the verbs as possible in their paragraphs, but not to worry if they don't use them all.

Option 2: Have half the students write about Dave and the other half write about Jasmin. Then put students in pairs, one who has written about Dave with one who has written about Jasmin, and have them read their paragraphs to each other. How did they use the verbs in the box?

Answers

Answers will vary.

- As an extension, remind students that the *-ing* form is also used in progressive verb forms. Read these sentences aloud. Have students raise one finger if the *-ing* form is a gerund, and two fingers if it's part of a progressive verb.
 1. **Charlie's playing computer games.** (progressive)
 2. **I prefer watching television.** (gerund)
 3. **We'll continue playing the game after dinner.** (gerund)
 4. **Our team is playing another game on Saturday.** (progressive)
 5. **The teacher is giving the exam tomorrow, not today.** (progressive)
 6. **She considered giving the exam next week.** (gerund)

Workbook


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

2 Reading

- With books closed, have a class discussion about colors. Ask a few students: **What is your favorite color? Why?** Discuss the **Before Reading** questions:
 - What color is the room you are in now? How does the color make you feel?**
 - Have you ever painted a room? If so, what color did you choose and why?**

READING STRATEGY

Understanding the organization of an article

- Note:** For this activity, it is important that students not read the article before the start of the class.
 - Make enough copies of the article to have one copy for every five students. Cut the article up into separate paragraphs. (Keep paragraphs 4 and 5 together, as paragraph 4 has only one sentence.) Label the first paragraph as the Introduction, but don't number or label the other paragraphs.
 - Put students in groups of five and give each student one of the paragraphs in the article. Appoint one student as the group leader and give this student a copy of the introductory paragraph as well. (If it doesn't work out to divide the class into groups of five, you can have a group of four and give one student two paragraphs, or a group of six and have two students share a paragraph.)
 - Explain that their task is to put the paragraphs in the correct order. The leader will start by reading aloud the introductory paragraph. Then each member of the group will read his or her paragraph to the group. They discuss and decide which paragraph should be next. They continue in this way until they have all the paragraphs in a logical order. When they disagree, students should read the relevant paragraphs again.
 - As students are working, go around the room and answer questions about vocabulary. Try to make sure that all students in each group are participating and re-reading their paragraphs as necessary.
-  When all of the groups have put the paragraphs in order, play the audio of the article. Have students listen and check their order.
- Discuss the activity with the class. Ask: **How did you decide on the correct order?** As students answer, elicit these points:
 - The article discusses the natural effects of colors, related to their appearance in nature and the special effects of colors related to culture.
 - The first sentence of paragraph 2 is a topic sentence that leads to a discussion of the color blue.
 - Paragraph 3 begins with the phrase *Red, however* and goes on to discuss the color red. This indicates that it comes after the paragraph about the color blue.
 - Paragraph 4, the single sentence, introduces the topic, color and culture. The topic sentence of paragraph 5 introduces black and white as examples.
 - Paragraph 6 discusses the cultural meanings of the colors white and red.
 - Paragraph 7 is the conclusion.
 - For additional vocabulary practice, work with noun and verb forms from the article.
 - Explain to students that words, like people, often occur in families. Words are related to each other because they come from a common root. Write this chart on the board and have students copy it in their notebooks. Then have them find the related noun or verb forms in the article and write them in the chart.

Nouns	Verbs
energy	
	associate
creation	
	inspire
symbol	
	mourn
	celebrate
response	

(Answers: energize, association, create, inspiration, symbolize, mourning, celebration, respond)

After Reading

A

- Have students look at the list of words and find each word in the article. Discuss each word and elicit the meaning appropriate for the context.

paragraph 1

vibrant = bright, full of energy; Red is a bright, vibrant color.

paragraph 2

tendency = an inclination or leaning toward something; Associating colors with nature is something people have a tendency to do.

associate = relate one thing to another; Here people associate colors in nature to certain feelings.

tranquility = calmness, peacefulness; Tranquility is a feeling that is associated with blue.

paragraph 5

mourning = feeling of sadness when someone has died; Black represents mourning in some cultures.

represents = is a symbol of or stands for something; Here black represents death.

- Have students work individually to complete the sentences.
- Check answers by calling on students to read the sentences aloud.

Answers

- represents
- mourning
- tendency
- vibrant
- tranquility
- associate

B

- Put students in groups of three to ask and answer the questions.
- Check answers by having groups report their answers to the class. Have students support their answers by referring back to the parts of the article with the correct information.

Answers

Answers will vary. Sample answers:

- The color blue appears in the sky and the sea. The color red appears in fire and blood.
- Blue is a calming color. Red is an energizing color.
- In most cultures, white represents purity, innocence, and goodness.
- In China, white is the color of mourning.
- In Chinese culture, red represents happiness and good luck. People wear red to celebrate the Chinese New Year.

Discussion

- Put students into small groups to discuss the questions and complete the chart.
- When students have finished their charts, have them pass the charts from group to group around the room. Students look at the other groups' charts and compare them with their own. Discuss the charts with the class.

Culture Note

Green is believed to be an easy color to see and restful for the eyes. At one point in the U.S., classroom blackboards were changed to "greenboards." People thought it was easier to see the white chalk on the greenboard. Street and highway signs in the U.S. often have a green background with white letters. There have also been interesting experiments with children who have difficulty reading. Researchers have found that putting a transparent green overlay on top of what the child is reading often improves comprehension. They believe the reason for this is that for some children the white background is too reflective and this makes it difficult for them to see the black letters.

Workbook

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

3 Language Plus

- Focus students' attention on the cartoons and the idioms. Ask questions about each picture to elicit the meaning of the idiom.

see red

What is the man doing? (He's throwing litter into the man's yard.) **How does the man feel?** (He feels angry. He's *seeing red*.)

flying colors

What do you think man might be saying? (I'm so clever!) **Did he get good grades at the exams?** (yes)

green with envy

What are the parents giving their son? (a new car)
Who is the person with the green face? (maybe his brother) **How does he feel?** (He's very jealous. He's *green with envy*.)

green thumb

Is the man a successful gardener? (yes)
 Explain that when someone has green thumbs he is good at making plants grow.

catch someone red-handed

What is the little boy doing? (taking cookies from the cookie jar) **Who's watching him?** (his father) **Is he supposed to be doing this?** (No, he caught him in the act of doing it. He *caught him red-handed*.)

roll out the red carpet

Who is the man in the picture? (a celebrity) **What's the man doing?** (He's rolling out a red carpet. It's a sign of welcome for a famous or important person.)

- Have students work individually to complete the sentences. Check answers by calling on students to read the sentences.
- Ask students to use the idioms to talk about their own experiences or things they've seen. For example, ask:
Have you ever caught someone red-handed at something?
What white lies have you told?
Have you ever been green with envy?
What makes you see red?
Did anyone ever roll out the red carpet for you when you visited?
Do you know any families that have a black sheep?

Answers

- caught red-handed
- green thumb
- saw red
- rolled out the red carpet
- flying colors
- green with envy

Language Builder

Students might be interested in the possible origins of some of these expressions:

green with envy: In Shakespeare's play *Othello*, one character, Iago, warns Othello, "Beware, my lord, of jealousy. It is a green-eyed monster. . ." Othello has become a symbol of jealousy in literature.

catch red-handed: This originally meant to catch someone with blood still on their hands after committing a violent crime.

4 Writing

Tools for Writing: Common Errors with Prepositions

- Explain to students that when learning a verb, it's a good idea to learn the prepositions that can go with it.
- Have students read the examples. Ask: **Are these the same as or different from the prepositions used with similar verbs in your language?**
- Write these sentences from the article, *The Psychology of Colors*, on the board. Have students complete them with the correct prepositions.

I like being surrounded ____ *a color*. (by)

White is worn ____ *brides*. (by)

Red is associated ____ *danger*. (with)

We respond ____ *color*. (to)

I feel passionately ____ *poetry*. (about)

Writing Prompt

- Read the Writing Prompt with the class. Explain that an expository essay explains or describes something.

Developing Your Writing

- Before students begin to write their essays, have them read the box *Developing Your Writing: Body Paragraphs That Support the Topic Sentence*. Then have them look at the sample essay, *Customs and Gestures in Korean Culture*. Point out that the first paragraph is the introduction. It states the topic of the essay.
- Ask a volunteer to read the topic sentence of the second paragraph. Ask: **What examples and information does the writer give to support the topic sentence?** (The writer explains the roles of bowing, smiling, and making eye contact in Korean introductions.)
- If time allows, have students find more examples of paragraphs that follow this model in the article *The Psychology of Color*.

Write Your Expository Essay

- Have students look at the chart or “web” on the page. Explain that this is a format often used for brainstorming ideas. The writer puts the topic in the center and then writes the subtopics in the circles around it. In the circle for each subtopic, there can be notes of possible examples and other supporting information.
- Have students decide on a topic and make their own web with subtopic ideas and notes about examples.
- Before students write their essay, have them show their web to a partner and explain how they are going to organize their essay. Then they listen to their partner’s explanation. They should question each other about anything that isn’t clear and make suggestions for examples and information their partners’ essay might include.
- Have students work individually to write a draft of their essay. Then they exchange drafts with their partner and comment on each other’s essays.

- Finally, students reread their essays and revise them. Tell them to check to make sure that they used grammar points from Units 4, 5, and 6. If not, have them try to include at least two or three different grammar points from the units as they revise the essay. They don’t have to use them all. Students might do this as homework. Write the grammar points from Units 4–6 on the board as a reference:

Direct objects

Indirect objects

To and For before indirect objects

Subjunctive

I’d like you + infinitive

I want you + infinitive

Gerunds after verbs

Infinitives after verbs



Teaching Tip

Having students discuss their ideas with other students and read and comment on each other’s essays makes the writing process less lonely and more interesting. Explain to students that talking about their essays helps them develop their ideas and find the words to use to explain them.

It isn’t only students who find writing difficult. Professional writers often suffer from something they call “writer’s block.” This means that they just can’t think of anything to write. Talking to others helps them break the writer’s block.

Culture Notes

Famous writers talk about writer’s block:

Ernest Hemingway: Hemingway was a great adventurer. He hiked, hunted wild animals, and did many dangerous things. Someone once asked him what the scariest thing for him was. He answered, “A blank sheet of paper.”

Stephen King: King is well-known for his scary horror novels and movies. He said, “The scariest thing is always the moment just before you start writing. After that, things can only get better.”

Gabriel Garcia Marquez: This famous Colombian author once said, “One of the most difficult things is the first paragraph. I have spent many months on a first paragraph, and once I get it, the rest just comes out very easily.”

Workbook

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