

SUPER

GOAL 3

TEACHER'S GUIDE

MANUEL DOS SANTOS



وزارة التعليم

Ministry of Education

2023 - 1445

**Mc
Graw
Hill**

SuperGoal 3 Teacher's Guide

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ISBN: 9781398928510

Publisher: Jorge Rodríguez Hernández

Editorial director: Anita Raducanu

Development editors: Ana Laura Martínez Vázquez, Janet Battiste

Art direction: Heloisa Yara Tiburtius

Interior design and production: Page2, LLC

Cover design: Page2, LLC

Photo coordinator: Kevin Sharpe

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Scope and Sequence

	Unit Title	Functions	Grammar
1	Lifestyles Pages 2–11	Talk about lifestyles Talk about habits and routines Talk about frequency of actions	Simple present tense Adverbs/Expressions of frequency Questions with <i>how often/how much/how long</i> <i>All/both/neither/none</i>
2	Life Stories Pages 12–21	Talk about past actions Relate past events in your life Report what people said Talk about past dates and times	Simple past tense Expressions with the passive, <i>be + born</i> <i>Used to</i> Time expressions for the past <i>When</i> clauses
3	When Are You Traveling? Pages 22–31	Talk about air travel Talk about ongoing actions Talk about plans and future actions	Present progressive Future with <i>going to</i> and <i>will</i> Infinitives of purpose Time clauses: <i>after, as soon as, before, etc.</i> Prepositions of movement
4	What Do I Need to Buy? Pages 32–41	Talk about foods, buying foods, and planning meals Describe quantities Put events in sequence Give and follow directions	Expressions of quantity: <i>a few, a little, a lot of, much, many, enough</i> Pronouns: <i>something, anything, nothing</i> Sequence words: <i>first, then, after that, finally</i> Reflexive pronouns Conjunctions: <i>because, so</i>
EXPANSION Units 1–4 Pages 42–47		Language Review Writing: Write a report about an endangered species Reading: Water for Life	
5	Since When? Pages 48–57	Talk about inventions Express actions that have happened recently Express actions that began in the past and continue into the present	Present perfect tense versus simple past Present perfect with <i>for</i> and <i>since</i> Questions with <i>how long</i> Passive—simple present, present perfect, simple past
6	Do You Know Where It Is? Pages 58–67	Talk about quality of life Describe features of places Make comparisons Ask for information	Comparative and superlative forms of adjectives Comparisons with <i>as...as</i> Indirect questions Definite article: <i>the</i>

Listening	Pronunciation	Reading	Writing
Listen for specific details in a lifestyle description	Reduction of <i>do you</i>	Do College Students Have a Healthy Lifestyle?	Write a report about a common habit or pastime among young people in your country Do a group survey on common habits and pastimes (Project)
Listen to a biography and put events in chronological order	<i>used to</i>	The King of Saudi Arabia	Write your life story Write a biography of a famous person (Project)
Listen for specific information in a conversation between travelers	Words ending in <i>-ing</i>	Study Arabic in Saudi Arabia	Write an email to a friend about studying in another country Write a study program for foreign students in your country (Project)
Listen for specific information in a conversation in a supermarket	The <i>sh, ch, and j</i> sounds	Foods from the Americas	Write your favorite recipe Write about a meal with foods from different countries (Project)
<p>Project: Prepare a campaign to save water Chant Along: What Have They Done to You? Project: Research an environmental organization</p>			
Listen for specific information in a conversation	Contractions of <i>have</i>	A History of Special Effects	Write about your most important possessions and how long you've had them Write about the most important invention of the last century (Project)
Listen for specific details in a news story about garbage and recycling	Intonation of direct and indirect questions	The Bride of the Red Sea	Write about the assets and future aims of your city or neighborhood Write about a town or city in your country or the world (Project)

Scope and Sequence

	Unit Title	Functions	Grammar
7	It's a Good Deal, Isn't It? Pages 68–77	Talk about common items at a garage sale Confirm information Describe abilities	Tag questions—affirmative, negative Negative questions <i>Be able to</i> Suggestions— <i>Should/can/could</i> and <i>why don't/let's</i>
8	Drive Slowly! Pages 78–87	Talk about cars, driving, and traffic signs Give advice Express obligation Say how people do things	Modal auxiliaries: <i>must/mustn't/must not</i> and <i>should/shouldn't</i> Adverbs of manner <i>Can/could/will/would</i> Requests and commands Reporting requests and commands
EXPANSION Units 5–8 Pages 88–93		Language Review Reading: Adventure Trips Writing: Write a brochure for an adventure trip	
9	All Kinds of People Pages 94–103	Talk about past events that are interrupted Describe people's personalities and character	Relative pronouns: <i>who, that, which</i> Past progressive with <i>when</i> and <i>while</i> <i>Can/may/could</i>
10	Who Used My Toothpaste? Pages 104–113	Describe problems Talk about common complaints Express actions that have happened recently	Present perfect with <i>already, yet, just</i> —questions, answers Verb + gerund Two-word verbs <i>Can't/must</i> <i>So...that/such...that</i>
11	Making Choices Pages 114–123	Express cause and effect Make choices Express preferences	Conditional with present and future forms <i>I'd rather</i> Conditional sentences—imaginary situations <i>Wish</i>
12	Culture Shock Pages 124–133	Describe customs of different cultures Give advice	Verb + infinitive Verb + noun/pronoun + infinitive <i>It's... + infinitive</i> Expressions of advice with infinitives Gerunds as subjects Past perfect
EXPANSION Units 9–12 Pages 134–145		Language Review Reading: Aptitude and IQ: What's the Difference? Writing: Write about an occupation Chant Along: Career Path Project: Research questions on aptitude or IQ tests	

Listening	Pronunciation	Reading	Writing
Listen to a conversation to explain a misunderstanding	Rising intonation in tag questions	You Look Just Like Me!	Write about a strange coincidence or chance meeting Prepare an advertisement for a garage sale (Project)
Listen for specific information in a conversation about driving	Vowel sound /ə/ in <i>should</i> and <i>must</i>	Is Right, Right?	Write an essay about why the driving age should be raised Make a poster with a list of driving tips and safety rules (Project)
<p>Chant Along: I've Missed You! Project: Survey classmates about long-distance communication</p>			
Listen to infer who is speaking and match speakers to their pictures	Syllable stress in adjectives	Simple Ideas, Big Results	Write an essay about your vision of schools or your town in the future Present a person who has made a difference in the world (Project)
Listen for specific information in a conversation about home	Vowel sounds followed by <i>r</i>	Complaints	Write about impolite behavior and how it affects others Interview college students to find what they miss about home (Project)
Listen for points of view in a radio interview	Consonant clusters <i>sp, tr, cr, pr, gr</i> in initial position	The Right Choice	Write about choices you have made and their consequences Role-play an interview about a local issue and its positive and negative sides (Project)
Listen for specific details in travel advice	Reduction of <i>to</i> in sentences	A Fish Out of Water	Write an email about cultural differences Write advice to travelers to your country (Project)



Reading: Taking a Siesta
Project: Research the benefits of sleep
Chant Along: Assimilating
Writing: Write advice on fitting into a new society

Philosophy of the Program

SuperGoal 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, **SuperGoal** is easy and enjoyable to teach and to learn from.

The goal of **SuperGoal** 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 **SuperGoal** 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. **SuperGoal** also puts an emphasis on grammar, particularly using grammar in communicative activities.

SuperGoal 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 **SuperGoal** has the following components:

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

SuperGoal has enough material of classroom instruction for a whole year. 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.



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The Components

Student Book

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

Teacher's Guide

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

These unit-by-unit teaching notes include:

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

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

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

Workbook

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

Activities in the Workbook focus on reinforcement of vocabulary and grammar. Some units also include a reading. 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
- 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 & ActiveBook

SuperGoal has two brand new and innovative digital components: the Interactive Whiteboard Software for classroom use and the ActiveBook 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.



Learning Center

The Learning Center incorporates and extends the learning goals of the Student Book with interactive practice on the computer. A flexible set of optional 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.
- **Form, Meaning and Function** activities expand students' knowledge of structures and functional language.

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 **SuperGoal** 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 dialogs 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, notes, letters, reports, narratives, essays, and more. 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.

Form, Meaning and Function

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

Student Book Expansion Units

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

- **Language Review:** 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. 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 near the end of each unit.
- **Fun Facts**
The Fun Facts offer interesting trivia or general knowledge information related to the unit content. Use these when appropriate. You may want to have students find out more about a given topic.
- **Answers**
The answers to all Student Book activities are provided.
- **Workbook Reference**
Cross references to Workbook activities help in lesson planning.
- **Audioscript**
The Audioscript is provided for each unit's Listening activity. (The audio for all other sections is reproduced directly from the Student Book page and, therefore, not repeated in the Audioscript.)

Guidelines for Presenting Materials

Presentation

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

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

Vocabulary

New vocabulary is presented in the Listen and Discuss opening presentation and at key points throughout each

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

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

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

Grammar

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

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

Listening

The **SuperGoal** series offers a wide variety of listening passages, 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 **SuperGoal** 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 **SuperGoal** 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.

Form, Meaning and Function

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

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

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

Chants

Using chants in the classroom will enrich learning in an entertaining way, motivate students, and generate enthusiasm. 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 **SuperGoal** 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.

SuperGoal 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

SuperGoal 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 **SuperGoal** 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 **SuperGoal** 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 section 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.

1 Lifestyles

1 Listen and Discuss

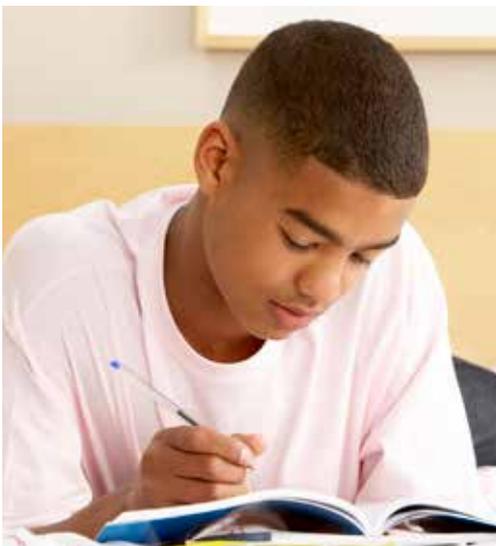
What activities do you do every day? Twice a day?

Check Your Lifestyle

Which of the people are you most like? Why?



Arthur is really into fitness. He works out at the gym regularly. He runs frequently, and he plays tennis twice a week. From time to time, Arthur goes rock climbing.



Refaa is a health food fanatic. She normally eats vegetarian meals. She hardly ever eats meat. She never drinks coffee, but she loves herbal tea. Sometimes she drinks six cups a day.



John hates any type of physical exercise. He enjoys challenging puzzles like sudoku. He spends most of his free time playing video games or solving puzzles in magazines.



Josh is an Internet addict. He seldom spends less than three hours a day on the computer. While he is chatting online, he often checks his cell phone for text messages.

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Unit Goals

- Vocabulary**
Routine activities
Technology in everyday life
- Functions**
Talk about lifestyles
Talk about habits and routines
Talk about frequency of actions
- Grammar**
Simple Present Tense:
Habitual Activities
Adverbs/Expressions of Frequency
Questions with *How Often/How Much/How Long*
All/Both/Neither/None
- Listening**
Listen for specific details in a lifestyle description
- Pronunciation**
Reduction of *do you*
- Reading**
Cell Phone Obsession:
Negative or Positive?
- Writing**
Write a report about a common habit or pastime among young people in your country
- Project**
Do a group survey on common habits and pastimes

Warm Up

Tell students the number of hours you spend every week, day, or evening doing certain activities. For example: ***I teach English twenty hours a week. I exercise three hours a week. I watch TV about one hour a day. I sleep about seven hours a night.*** Then ask students first if they do certain activities, and then how many hours they spend on the activities. For example, ask: ***Do you exercise?*** Elicit a short answer. If the answer is affirmative, ask: ***How many hours a week do you exercise?***

1 Listen and Discuss

- Have students open their books to page 2. Tell students to look at the pictures and discuss what they see. Ask the following questions:

Where is the man in the first picture? (gym)

What is he doing? (running, working out)

What is he doing in the next picture?

What is in the third picture? (salad)

What is in the next picture? (herbal tea)

Are these healthy foods? (yes) ***What kind of diet does this person have?*** (healthy)

Is the teen on the couch exercising? (no)

What's he doing? (reading and writing)

What is the teen at the bottom of the page doing? (using his computer) ***How much time every day do you think he spends on the computer?***

What is the girl on page 3 doing? (painting)

How often do you think she paints pictures?

Where is the man in the last picture? (at work)

How much time do you think he spends at the office every day?

 **CD1, T2** Play the audio. Have students listen as they read along.

- Answer any questions students may have about vocabulary or content.
- Check students' comprehension by naming each of the people in the pictures and having students say something about each person's lifestyle. Alternatively, you might say a descriptive sentence about one of the people and have students say who you are describing. For example, say: ***He likes to chat online.*** (Josh)
- Direct students' attention to the survey. Give students a minute or two to answer the questions. Then have them ask and answer the questions in pairs.



Noura wants to be an artist. After school, she always does her homework and helps with the chores. Then she paints for at least two hours every evening. She says it makes her feel happy.



Martin works very hard. He always takes work home from the office, and he rarely takes a vacation. He's really devoted to his job.

Your Profile

Answer the questions about your habits and routines.

- How many hours a day do you watch TV? _____
- How long do you talk on the phone a day? _____
- How much money do you spend a week? _____
- How much time do you spend on the Internet? _____
- How often do you exercise? _____
- How often do you go shopping? _____
- How many hours a day do you sleep? _____
- What two activities do you do very often? _____
- What two activities do you hardly ever do? _____
- What activities do you think you overdo? _____

Now compare your answers with a partner.

Quick Check

- A. Vocabulary.** Underline words and expressions on pages 2 and 3 that tell about frequency (how often).
- B. Comprehension.** Answer the questions about the people.
- How often does Arthur go rock climbing?
 - How frequently does John exercise?
 - How often does Refaa eat meat?
 - How long does Josh spend on the Internet?
 - How much time does Noura spend painting?
 - How often does Martin go on vacation?

2 Pair Work

- A. Ask and answer.** Role-play the people in the article.
-  So, Martin, how often do you watch TV?
-  I seldom watch TV. I have no time.
- B. Ask and answer** with your information.

3 Grammar

Simple Present Tense: Habitual Activities

Do	you	usually drink coffee?	I rarely drink coffee.
Does	he/she		He/She drinks coffee now and then.

Adverbs/Expressions of Frequency

100% of the time		always, all the time
50%–99%		usually, generally, normally, frequently, often, regularly
20%–49%		sometimes, occasionally, from time to time
1%–19%		once in a while, now and then, hardly ever, seldom, rarely
0%		never

I **rarely** eat junk food. I'm **usually** a salad-and-fruit person.
But I'll eat a piece of pizza **once in a while**.

- Adverbs of frequency usually come before the verb.
- However, they come after the verb *be*.
- Expressions such as *all the time, now and then, once in a while, twice a week, once a month, every two months* usually come at the end of the sentence.
- Some adverbs and expressions can come at the beginning of the sentence.

Sometimes Hameed works late. **From time to time**, he brings work to do at home.

Questions with *How Often/How Much/How Long*

Q: How often do you use your cell phone?	A: I use it 20 times a day.
Q: How much time do you spend in the shower?	A: I spend about 5 minutes.
Q: How long do you spend on your homework?	A: I spend about 2 hours every night.

A. Rewrite the sentences in the opposite. Use the words in parentheses.

-  Jamal frequently exercises. (seldom) Jamal seldom exercises.
- Ibrahim constantly talks on the phone. (rarely) _____
 - My brother occasionally checks his email. (often) _____
 - I sometimes surf on the Internet. (once in a while) _____
 - Qassim always arrives at work on time. (hardly ever) _____
 - Maha usually drinks tea instead of coffee. (from time to time) _____

B. Now ask questions about the people in exercise **A**.

-  How often does Jamal exercise _____ ?
- How often _____ ?
 - How often _____ ?
 - How often _____ ?
 - How often _____ ?
 - How often _____ ?

3 Grammar

Simple Present Tense: Habitual Activities

- Have volunteers read aloud the questions and answers. Explain that we use the simple present to talk about habits—things that people do often or regularly.
- Review with students the rules for adding -s to the verb in the simple present and for asking *yes/no* questions with *do* and *does*.
- Do a quick chain drill to practice first person and third person verb endings. Have one student describe his or her coffee habits. Have the next student talk about the first student and then about him or herself, and so on. For example:

Faisal: I usually have two cups of coffee in the morning.

Ali: Faisal usually has two cups of coffee in the morning. I rarely drink coffee.

Adverbs/Expressions of Frequency

- Point out the percentages that indicate the degree of frequency of the adverbs and expressions. You might duplicate this chart on the board.
- Practice with a chain drill. Say a percentage and have a student say an adverb or expression of frequency. That student says a different percentage, and another student gives an adverb or expression of frequency, and so on. For example, you say: **23 percent of the time**. Student A says **Occasionally** and then gives another prompt: **10 percent of the time**. Student B responds: **Now and then** and gives another prompt, and so on.
- Point out that the one-word time words, as well as *hardly ever*, are frequency adverbs. The other words are expressions of frequency. Have two students read the sample sentences. Then ask: **Do we put frequency adverbs after or before the verb to be?** (after) **Do we put frequency adverbs after or before all other verbs?** (before) **Do we put time expressions at the end or in the middle of a sentence?** (at the end)

Questions with *How Often/How Much/How Long*

- Have volunteers read aloud the questions and answers. Point out that *how often* asks about frequency. *How much/often* and *How long* are similar to each other in meaning.

Language Builder

Most single-word adverbs of frequency go between the subject and verb. For example: *I rarely/often/frequently watch TV.*

Although it is less common, *sometimes* and *occasionally* can also go at the beginning or end of a sentence. For example: *Sometimes I chat online for hours. I chat online for hours occasionally.*

A

- Have students cover the exercise. Read the sentences aloud. After each sentence, ask: **Which frequency word could I use to say the opposite?** Elicit various responses. Then have students rewrite the sentences using the frequency words in parentheses.
- Monitor students, making sure they are putting the frequency words in the correct sentence position.
- As an extension, have students say which sentences are also true about them. For example, say: ***I rarely talk on the phone.***

Answers

1. Ibrahim rarely talks on the phone.
2. My brother often checks his email. / My brother checks his email often.
3. I surf on the Internet once in a while.
4. Qassim hardly ever arrives at work on time.
5. Maha drinks tea instead of coffee from time to time.

B

- Review the names of the people in exercise **A**. Tell students they are going to ask questions about the people with *How often*. Elicit the example question about Jamal.
- Have students complete the exercise individually and then ask and answer the questions in pairs.

Answers

1. How often does Ibrahim talk on the phone?
2. How often does your brother check his email?
3. How often do you surf on the Internet?
4. How often does Qassim arrive at work on time?
5. How often does Maha drink tea instead of coffee?

C

- Have students look at the pictures. Elicit what the people in the pictures are doing. For example, ask: **What is Adnan doing? What is Faris eating?**
- Write on the board: **Adnan / normally / evening**. Tell students they are going to make questions about the people's habits and routines. Elicit the question and answer about Adnan.
- Have students work in pairs, asking and answering questions using the cues and pictures.

Answers

Answers will vary. Sample answers:

1. What does Faris generally eat/have for lunch?
He generally eats/has a burger and a soda for lunch.
2. What do Frank and Ali occasionally do in the park?
Frank and Ali occasionally play tennis in the park. /
Frank and Ali play tennis in the park occasionally.
3. What does Emma seldom do after dinner?
Emma seldom does/washes the dishes after dinner.
4. What do Ahmed and his family often do on the weekend?
Ahmed and his family often go to the park on the weekend.
5. What does Kyle sometimes do with his friends?
Kyle sometimes goes bowling with his friends.
6. What does Ben do now and then?
Ben gets a haircut now and then.

D

- Write on the board: **What ___ you normally do in your free time?** Ask: **What is missing?** (do) Have a student ask you the question. Answer it truthfully.
- Have students write sentences using the cues and pictures in exercise C.
- Have students work in groups to ask and answer about the activities.

Answers

Answers will vary.

E

- Say six sentences about yourself, four true and two false. Use *usually/always* and *seldom/never*. Have students say which sentences they think are false.
- Have students write four true and two false sentences about what they *usually/always* and *seldom/never* do. Then have them exchange books with their partner. They read their partner's sentences and check each one *true* or *false*. Their partner then says whether they were right or wrong.

Answers

Answers will vary.

Workbook

Assign pages 168–170 for more practice with the grammar of the unit.



Teaching Tip

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



Additional Activity

Have students ask one another about things they *normally*, *usually*, or *occasionally* do at certain times of the day.

For example:

A: What do you occasionally do at 3 o'clock in the afternoon?

B: I occasionally take a nap then.



- According to a 2008 survey by the Organization for Economic Co-operation and Development, South Koreans work the longest hours, with an average of 2,357 hours per year spent at work.
- The second place for working the longest hours is Greece, with an average of 2,052 hours worked per year. The next three countries where people work the hardest are the Czech Republic, Hungary, and Poland.

C. Work with a partner. Ask and answer questions about people's habits and routines.

A: What does Adnan normally do in the evening?

B: He usually studies.

Adnan / normally / evening



1. Faris / generally / for lunch



2. Frank and Ali / occasionally / in the park



3. Emma / seldom / after dinner



4. Ahmed and his family / often / on the weekend



5. Kyle / sometimes / with his friends



6. Ben / now and then

D. How often do you do the activities in exercise C? Write sentences using an adverb or expression of frequency. Compare sentences in small groups.

I normally get a haircut every two months.

E. Write sentences about things you **usually/always** do and you **seldom/never** do. Write at least two false sentences. Read them to your partner. Can your partner guess which sentences are true and which sentences are false?

I usually hang out with my friends at the mall.
I never watch TV on the weekend.

True	False
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

4 Language in Context

A. Work with a partner. Look at the picture of Tom's room. What can you tell about his lifestyle?

 *He usually does his homework on the computer.*



B. In what ways is your room like the one above? In what ways is it different?

5 Listening

Listen to Musa, a professional football player, talking about his career and lifestyle. Write **true** or **false**.

1. ___ Musa comes from a poor background.
2. ___ He spends a lot of time with his family.
3. ___ Musa is proud of playing for his country.
4. ___ He likes to wear fashionable clothes.
5. ___ He gives money to help those in need.
6. ___ Musa doesn't like the media following him.



6 Pronunciation

Listen. Notice how **do** and **you** are said together as one word. Then practice.

Do you have a cell phone?
Where **do you** live?

How often **do you** get a haircut?
How much time **do you** spend on the Internet?

7 About You

Work in a group. Talk about your pastimes and routines.

How much time do you spend...

on your homework?

on the phone?

on the Internet?

in the shower?

shopping?

exercising?

with your family?

with your friends?

4 Language in Context

A

- Have students describe all the things they see in the picture. Ask: **Do you think it's a girl's or boy's room? Why? How old do you think the person is? Why? What can you say about the person's lifestyle?** Accept a variety of answers. Point out the example in the book and ask if students think that is true.
- Have students work in pairs to write at least six sentences about the person's lifestyle. Then have students switch partners and tell their new partners their sentences.

Answers

Answers will vary. Sample answers:

He likes football.

He plays computer games.

He plays tennis.

He has a trophy.

He sends text messages.

He likes tennis a lot.

B

- Have students continue with their new partners, telling them how their own room is similar or different. For example: *I have posters on the wall. My room isn't as neat.*

5 Listening

- Have students look at the photo. Ask: **Who is the man? Where is he from? What do you think his lifestyle is like? What is his everyday life like? What would you like to ask him?** Write the students' questions for Musa on the board.
- 🔊 **CD1, T4** Play the audio. Have students listen to see if Musa answers any of the questions on the board.
- Have volunteers read the sentences aloud. Answer any questions about vocabulary.
- 🔊 **CD1, T4** Play the audio while students answer *true* or *false*.
- Go over the answers with the entire class.
- Have students discuss as a class what they would like about Musa's life and what they would not like.

🔊 Audioscript

Football changed my life. It's given me everything I have. For a poor boy from Nigeria, to the stadiums in Holland and Russia, I've come a long way. But a professional football player's life isn't easy. I often train for six to eight hours a day, and when there are major competitions, you sometimes don't see your family for days. The other players become like a second family. We spend a lot of time together.

The competition is tough. There are plenty of good football players out there. And the career of a professional football player is very short. Most professionals usually stop playing before they turn thirty. But there are many benefits, too. For me, the greatest thrill of all is when I play for my country. You can become a hero overnight, especially if you score a goal in a big match.

Of course, I get a lot of money for playing and from advertising. I hardly ever spend any money on clothes and shoes. I get those for free from sponsors. I like to dress well. But I also give quite a lot to charity.

I like being famous, but you lose your privacy. You can't go anywhere without the paparazzi following you. I hate that.

Answers

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

6 Pronunciation

- 🔊 **CD1, T5** Play the audio. Ask students to listen to see if they hear *do* and *you* clearly as separate words.
- Point out that the two words are blended together so that they sound like one word.
- 🔊 **CD1, T5** Play the audio again. Have students listen and repeat the questions.

7 About You

- Have volunteers ask you the questions. Answer appropriately; for example, say: **I don't do homework.** Ask if students can think of any other activities to add to the list.
- Organize students into small groups to talk about their pastimes and routines.
- Have one person in each group report back to the class about their group's discussion.

8 Conversation

- Have students cover the conversation and look at the picture at the top of the page. Ask: **What is the young man on the left wearing? What does that tell you about his lifestyle? What is the other young man doing?**

- Tell students the two men are going to talk about something that is important to them in their everyday lives. Ask: **What do you think they are going to say?** Write students' ideas on the board.

 **CD1, T6** Play the audio. Ask students to listen for the ideas on the board. After they listen, check off the ideas on the board that were in the conversation.

 **CD1, T6** Play the audio again. Have students look at the conversation and read along as they listen.

Real Talk

- Have students repeat the phrases after you.
- Ask: **Who is an exercise freak?** (Omar) **What is an exercise freak?** (someone who spends a lot of time exercising) **Who do you know that is an exercise freak?**
- Ask: **What turns Majid off?** (exercise) **Does he like it or not?** (no) Point out that the phrasal verb *turn off* has different meanings. Ask if students know a different meaning, for example, *turn off the light*. Go around the class, having each student say something that turns him or her off.
- Ask: **Who says Anyway?** (Omar) **Before Omar says that, what were he and Majid talking about?** (exercising) **What do they talk about afterwards?** (spending time online) **So when do we say Anyway?** (when we want to change the topic) Write on the board: **I have a test tomorrow, and it's going to be really hard. Anyway, _____.** Have students complete the sentence.
- Ask: **Who says You see?** (Majid) **What does Majid explain after he says this?** (why his smartphone is important to him) Have students complete a sentence with *You see*. For example: **I can't live without my cell phone. You see. . .**

Your Ending

- Read each ending aloud and have students repeat.
- Have students work in pairs to choose the ending they like best, or write a new ending. Tell students that they may reject all three endings, but they must come up with one of their own.

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- Call on volunteers to give their ending, saying why they chose it.
- Have students practice the conversation in pairs, using the ending of their choice. Be sure that they switch roles.

About the Conversation

- Have students work with a partner to ask and answer the questions.

Answers

1. Yes, he does. He works out every day except weekends.
2. Yes, it does.
3. Yes, he does.
4. He has a smartphone, and he can access the Internet almost everywhere.

Your Turn

- Ask: **How important is the Internet in your life?** Tell students they are going to interview each other about their Internet use. Go over the question words they will use. Ask if they can think of any other questions. Write their ideas on the board.
- Have students work in pairs to interview each other. Then have students switch partners and tell their new partners about their first partner's Internet use.

Workbook

Assign page 171 for additional reading practice.



Teaching Tip

When dividing students into groups, group students of different ability levels together. That way, those who know more will be challenged to explain the material to those who are having difficulty, and they all will learn the material better.



Additional Activity

Have students role-play a conversation similar to the conversation between Majid and Omar about two different pastimes, for example, playing a sport and playing video games.



Since smartphones, (also called PDAs or BlackBerrys) have become popular, more people are being diagnosed with a medical condition called *Blackberry thumb*. This is a serious strain injury caused by frequent use of your thumb to press the buttons on the smartphone.

8 Conversation



Majid: How often do you go to the gym?

Omar: I work out every day, except weekends.
I'm a bit of an **exercise freak**.

Majid: Exercise **turns me off**.

Omar: **Anyway**, what are you doing now?

Majid: I'm checking my email.

Omar: How much time do you spend on the Internet?

Majid: A lot. I take my smartphone with me wherever I go. My friends say that my smartphone is really my best friend. **You see**, I can access the Internet almost everywhere.

Your Ending

What do you think Omar answers?

- 1 I prefer to exercise my body, not my thumb.
- 2 I only use my computer to send and receive email.
- 3 I don't have a cell phone. I don't want people calling me all the time.
- 4 Your idea: _____

Real Talk

exercise freak = someone who exercises a lot
turn (someone) off = does not interest at all
Anyway = a word to introduce a change in topic
You see = a phrase to introduce an explanation

About the Conversation

- 1 Does Omar exercise a lot?
- 2 Does exercise turn Majid off?
- 3 Does Majid spend a lot of time on the Internet?
- 4 Why can Majid check his email frequently?

Your Turn

Interview your partner about Internet use.
Use the following prompts:

1. frequency
2. number of hours
3. purpose (what for?)
4. type of connection
5. where
6. others: _____

9 Reading

Before Reading

Look at the graphs below. What do you think the article will say about college students?

Do College Students Have a Healthy Lifestyle?

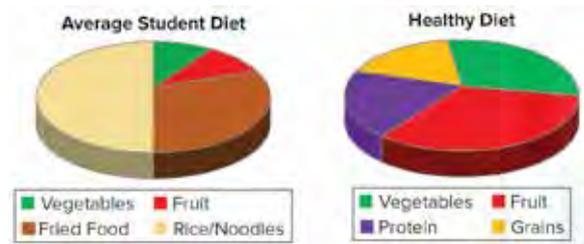
1 The majority of college students seem to be quite healthy. They don't suffer from health issues that older people have because **they** are still young. However, that doesn't mean

5 they shouldn't try to improve **their** lifestyle. We carried out research at a local college to find the truth about students' lifestyle: their eating, sleeping, and exercise habits.

Our findings below show that the *Average Student Diet*

10 *Diet* differs greatly from that of a *Healthy Diet*. A healthy diet contains plenty of fresh produce, and moderate amounts of protein and grains. Yet, the diet of most students consists mainly of rice and noodles.

15 **It** also contains a lot of fried food, which suggests that they eat too much fast food and need to add more fresh fruit and vegetables to their diet.



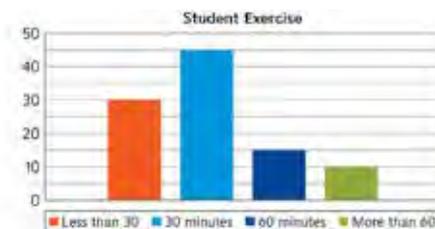
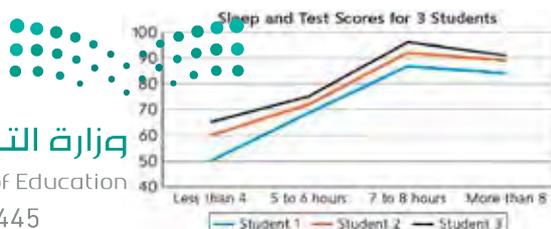
Getting the required amount of sleep is another important factor in students' health. Studies

20 have shown that **it** has a positive effect on memory and concentration. We recorded the sleeping habits of three college students for one semester. The *Sleep and Test Scores* results in the graph below support this theory: when the students got enough sleep, **their** exam scores were much higher. On average, however, most of **them** only get about six hours of sleep every night.

25 Finally, we interviewed students to find out how much they exercise. The *Student Exercise* graph below shows that the majority work out for at least 30 minutes a day. This is positive, because students **who** get enough exercise are usually happier, more energetic, and find it easier to pay attention.

Unfortunately, many college students are so busy focusing on their studies that they don't

30 take time to look after **themselves**. All it takes is some good time management. Healthy habits can help them succeed in their classes, so they should try to get enough sleep, eat well, and exercise.



9 Reading

READING STRATEGY Using prior knowledge

- Tell students that having a discussion about the subject of a passage before reading it is an excellent way to approach a reading. Then tell them that they should always use what they already know (prior knowledge) as they read to help them with comprehension.
 - Have a volunteer read the title aloud. Then direct students' attention to the photo on page 8. Ask: **Who are the people and what are they doing?** (They are college students. One young man is interviewing the others.) Ask: **What do you think the interview is about?**
 - Direct students' attention to the photo on page 9. Ask: **What are the young men doing?** (exercising)
 - Have students look at the graphs on page 8. Call on different students to explain the information that is given in each graph. Ask the **Before Reading** question: **What do you think the article will say about college students?**
 - Have students predict what they are going to read in the article. Write their ideas on the board.
-  **CD1, T7** Play the audio. Ask students to listen and read along, looking to see if anything on the board is mentioned in the text.
- Have students reread the passage one paragraph at a time. Pause after each paragraph and ask questions to check understanding of the main points of the paragraph. Ask questions such as:

(paragraph 1)

Where was the research carried out? (at a local college)

What three aspects of students' lifestyle did the research focus on? (their eating, sleeping and exercise habits)

(paragraph 2)

What does a Healthy Diet contain? (lots of fresh fruit and vegetables and moderate amounts of protein and grains)

What does the Average Student Diet consist of? (mostly rice, noodles, and fried food, with a small amount of fruit and vegetables)

What is missing from the Average Student Diet? (fresh fruit and vegetables)

(paragraph 3)

Why is getting the required amount of sleep important? (It has a positive effect on memory and concentration.)

What does the graph about Sleep and Test Scores compare? (how the number of hours of sleep affected the test scores of three students)

According to the graph, how many hours of sleep produced the best test scores? (7 to 8 hours)

How many hours of sleep do most students get on average? (only 6 hours)

(paragraph 4)

According to the graph about Student Exercise, what percentage of students worked out for 30 minutes or more per day? (70 percent)

How many exercised for less than 30 minutes per day? (30 percent)

What are the benefits of getting enough exercise for students? (They feel happier, more energetic, and find it easier to pay attention.)

(paragraph 5)

What conclusion is made based on the results of the research? (Many college students are so focused on their studies that they don't look after their health.)

What is recommended? Why? (It is recommended that college students make time to look after their health because healthy habits will help them succeed in their studies.)

Culture Notes

Tips for Staying Healthy in College

Most colleges and universities offer tips to promote healthy lifestyle habits. Some of these include:

1. Start your day with a nutritious breakfast.
2. Establish an eating routine of three balanced meals per day, including plenty of fruit and vegetables.
3. Drink plenty of water. Avoid too much caffeine and sugary drinks.
4. Be active and get regular exercise.
5. Get seven to eight hours of sleep every night.
6. Practice good time management so you can balance a healthy routine, studies, and your social life.
7. Listen to your body and assess how it responds positively or negatively to your exercise, sleep, and dietary habits.

After Reading

- First, have volunteers read aloud the sentences.
- Then have students do the task individually. Tell them to underline the parts of the text that provided them with the answers.
- Have students go over the answers with a partner. Finally, go over the answers with the class.

Answers

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

Discussion

- A**
- Have students work in groups to discuss their opinions of the study and their own health habits. Have one person in each group report back to the class about their group's discussion.
- B**
- Have students read the information in the box. Ask: **What do you think? Do you agree that the foods mentioned can boost memory and brain power? Why or why not?** Ask students if they would be willing to test the theory by including these foods in their diet for a month.
 - Have students discuss and explain the benefits of other foods they know about. As an example, say: **Carrots are known to improve eyesight because they contain beta-carotene, a substance that the body converts to vitamin A. Vitamin A is an important nutrient for eye health.**

10 Project

- Have students work in groups to discuss their lifestyles. In each group designate a Student A, B, C, etc. Assign each student a specific task to report to the class. For example, tell all the Student A's that they are going to report to the class about their group members' answers regarding chores and homework.
- As students give their reports, keep a tally on the board. At the end have students write a report summarizing the information on the board and commenting about their classmates' habits. For example: *In our class, 60 percent of the students go shopping at least once a month.*

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Teaching Tip

At the end of every unit, ask students to write down the focus of the unit and the vocabulary and grammar points they learned. This helps to reinforce what students have learned and link the ideas of a unit together.



Additional Activity

Have students in groups choose ten words and expressions from the reading. Have them write definitions for the words and expressions. Then have a group member read the definitions to the class. The first person in the class to say the word for the definition wins a point for his or her group.



Project: Beneficial Foods

In groups, have students do research on beneficial foods. Encourage them to use a variety of sources, including magazines, newspapers, Internet websites, and their own friends and relatives.

fun facts

- Blueberries, spinach, and dark chocolate (cocoa) are rich in flavonoids. These are the chemical compounds found in plants that give them their different colors. Research has shown that flavonoids have anti-inflammatory and antioxidant effects that help fight cancer, lower the risk of heart disease, and preserve brain function.
- In fact, many fruits, vegetables, beans, and nuts contain flavonoids. For this reason, health experts recommend "eating a rainbow" every day.

After Reading

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

1. ____ The writer thinks that most college students have healthy habits.
2. ____ The diet of most students doesn't contain enough fruit and vegetables.
3. ____ It's probably not a good idea to stay up late studying before an exam.
4. ____ Most college students don't get enough daily exercise.
5. ____ If students manage their time better, they can have a healthier lifestyle.



Discussion

A. Discuss the questions.

1. What do you think about the study on college students' health habits?
2. How does your diet compare to the ones shown in the graphs?
3. Does the amount of sleep you get affect your test scores?
4. Do you think you get enough exercise every day?
5. Discuss the advantages of having a healthy lifestyle.

B. Read and discuss.

Many studies agree that certain foods can boost brain power and memory. These include oily fish (tuna, salmon, sardines), green vegetables (spinach, kale, broccoli), berries (blueberries, blackberries, strawberries), and dark chocolate. What do you think?

What other foods do you know about that are beneficial and in what ways?

10 Project

Work in groups. Do a survey to find out how often and how long group members spend on the following activities:

on chores	on the Internet
on homework	shopping
on a hobby/sport	using a cell phone
watching TV	other: _____

Discuss and compare results as a class. What habits or pastimes are the most common? On average, how often and how much time do members of the class spend doing them?

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11 Writing

A. What did you learn about the habits of young people from your class survey? Complete the chart with your findings.

Habit/Pastime	How often?	How long?

Writing Corner

Cohesion is important in writing. Cohesion means the way sentences link together. One way to make writing more cohesive is to use pronouns and possessive adjectives.

1. Pronouns and possessive adjectives link ideas in sentences.

Teenagers **who** play a sport say **they** often become friends with **their** teammates.

2. Pronouns help avoid repeating the same word or words.

Football is popular because **it** is fun. **It** has simple rules, so **it** is easy to learn.

3. Pronouns can refer to one word or a group of words.

Playing a team sport is beneficial because **it** keeps young people in shape and teaches **them** about cooperation.

B. Look back at the **Reading** on page 8. What do the pronouns or possessive adjectives refer to?

1. they (line 3) _____

5. their (line 22) _____

2. their (line 5) _____

6. them (line 23) _____

3. It (line 15) _____

7. who (line 27) _____

4. it (line 20) _____

8. themselves (line 30) _____

C. Complete the text with suitable pronouns.

Teenagers in my country are obsessed with (1) _____ computers. The majority of (2) _____ spend an average of two to three hours a day on the computer.

(3) _____ regularly surf the Internet to learn about things that interest (4) _____, and (5) _____ sometimes use (6) _____ to do research for school. Young people also frequently communicate through social media like Twitter and Facebook. They say that (7) _____ is a great way to keep in touch with (8) _____ friends. There are other teenagers (9) _____ just prefer to play video games.

For teenagers, the computer is a tool for learning and a means of communication. But most of all, (10) _____ is simply entertaining.



كتابة التقرير

Write a report about one or more of the most common habits and/or pastimes among young people in your country. Use information from your survey. Remember to use adverbs of frequency and pronouns.

11 Writing

A

- Tell students to choose three activities from the class survey and complete the chart with the information.
- Let them know that they will later use their notes to write about one or more of the activities that young people spend time doing.

Writing Corner

- Go over the material about using pronouns and possessive adjectives to link sentences and improve cohesion. Have a student read aloud the first example. Point out that the pronouns and possessive adjective replace the underlined word.
- Read the example in 2 without pronouns: **Football is popular because football is fun. Football has simple rules, so football is easy to learn.** Explain that this is too repetitive. Then have a volunteer read the example. Point out that in the example it is important to first mention *football* before using pronouns. If the sentence started with *It*, the reader would not know what the activity was.
- Go over the last example. Then ask a student to read the same sentence without the pronouns. Explain that *it* refers to the idea of *playing a team sport*. Write another example on the board: **Watching TV for too many hours is not good for you because _____ can damage your eyes.** Elicit the pronoun *it*.

B

- Have students look back at the article on page 8. Tell them that they should look for the boldfaced pronouns and possessive adjectives. They may have to read one or two sentences before to determine what the word in bold refers to.
- Do the first one as an example. Have students locate the word **they** and read the sentence before. Ask a volunteer to say what *they* refers to and where the reference is in the sentence.
- Have students work individually to complete the exercise. Then have them compare answers with a partner.
- Check answers as a class by calling on students to answer and point to where the reference is in the text.

Answers

- | | |
|---|-------------------------------|
| 1. college students | 5. the three college students |
| 2. college students | 6. college students |
| 3. the diet of most students | 7. college students |
| 4. (getting) the required amount of sleep | 8. college students |

C

- Have students complete the paragraph individually and compare answers with a partner.
- Check answers by having different students read aloud the complete sentences.

Answers

- | | |
|----------|------------|
| 1. their | 6. it |
| 2. them | 7. it/this |
| 3. They | 8. their |
| 4. them | 9. who |
| 5. they | 10. it |

D

- Have students choose the habit/pastime that interests them the most, or the one they know the most about.
- Have students who chose the same topic work together in groups. Have groups discuss the topic by answering questions, such as *How much time do young people spend on this habit or pastime? What percentage of the teen population does it? What is positive about it? What is negative about it? Why?*
- Have students write about the topic they have chosen. Tell them to include an introductory paragraph that begins with the topic sentence: **One of the most common habits (or pastimes) among teens in this country is...**
- Have students exchange their writing with others who wrote about a different topic. Encourage them to ask each other questions and make comments.

Workbook

Assign page 172 for additional writing practice.

12 Form, Meaning and Function

All, Both, Neither, None

- Go over the information about *Both* and *Neither* in the chart. Ask: **How many teachers are in the picture?** (two) Have students read the examples. For further practice hold up two pencils. Elicit from students: *Both of them are pencils.* Then ask: **Are they pens?** Elicit: *Neither of them is a pen.* Make sure students understand that they use the singular form of the verb and noun with *neither*.
- Go over the information about *All* and *None*. Ask: **How many teachers are in the picture?** (three) Have students read the examples.

All/Both

- Go over the information. Point out the difference in syntax from the examples above. Model the first examples: **They are both teachers** and **Both of them are teachers.** **Are they both science teachers?** and **Are both of them science teachers?** Then have different volunteers read the remaining examples with both forms of syntax.

A

- Draw students' attention to the *Lifestyle Survey*. Tell them that for this exercise they should only focus on the answers of Noura and Maha.
- Model the example with the class. Ask: **Is Noura a vegetarian?** (no) **Is Maha a vegetarian?** (no) Point to and read the example.
- Have students work individually to complete the exercise.
- Check answers by calling on students to read their sentences.

Answers

Answers will vary. Sample answers:

1. Neither of them eats junk food often.
2. Both of them can cook./They can both cook.
3. Both of them work out regularly./They both work out regularly.
4. Neither of them drinks a lot of coffee.

B

- Tell students that for this exercise they should focus on the answers of all three girls. They will use *not all* if only one or two of the three girls has the same answer.
- Have students work individually to complete the exercise and then check answers with a partner
- Check answers as a class by having volunteers read their sentences.

Answers

Answers will vary. Sample answers:

1. None of them are vegetarians.
2. Not all of them eat junk food often. They don't all eat junk food.
3. All of them can cook./They all can cook.
4. Not all of them work out regularly./They don't all work out regularly.
5. None of them drink a lot of coffee.

12 Form, Meaning and Function



All, Both, Neither, None

All / Both / Neither / None + of + object pronoun + verb

Both / Neither refer to two people or two things.

Neither means *not one* and goes with singular verbs and nouns.

Both of them are teachers.

Both of them teach science.

Neither of them is a math teacher.

Neither of them teaches math.

All / None refer to three or more people or things.

All of them are teachers.

All of them teach science.

None of them are math teachers.

None of them teach math.



All / Both

All / Both can go after the auxiliary verb (be, can, do, etc.) and before the main verb.

They are **both** teachers.

They can **all** speak English.

We **both** teach science.

We are **all** having fun.

Are they **both** science teachers?

Can they **all** speak English?

Do you **both** teach science?

Are you **all** having fun?



Lifestyle Survey	Noura	Maha	Badria
Are you a vegetarian?	no	no	no
Do you often eat junk food?	no	no	yes
Can you cook?	yes	yes	yes
Do you work out regularly?	yes	yes	no
Do you drink a lot of coffee?	no	no	no

A. Look at the survey. Write sentences about Noura and Maha. Use **both** or **neither**.

💡 *Neither of them is a vegetarian.*

- _____
- _____
- _____
- _____

B. Now write sentences about Noura, Maha, and Badria. Use **all**, **not all**, or **none**.

- _____
- _____
- _____
- _____

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C. Create your own survey with questions about lifestyle. Answer the survey. Then ask two classmates the survey questions. Write sentences about you and your classmates with **all**, **none**, **both**, and **neither**.

2 Life Stories

1 Listen and Discuss

Do you have a “People in the News” column in your local newspaper or magazine? What kind of information does it include?

People in the News

THE GIFT OF LIFE



Trent Olsen donated blood for the 100th time on Wednesday, June 23rd. Trent made his first donation at the Red Crescent Mobile Blood Donor Clinic when he was in his 20s. He said, “It started when some colleagues and I saw the mobile clinic parked outside our office. We all decided to give blood. I continued regularly after that because I thought it was the right thing to do. I didn’t have a lot of money for charity, so it was my way of helping others.” Every eight weeks, Trent makes his next appointment to give blood at the Fairview Clinic. One donation can save up to three lives.

Thank you, Trent!

ATHLETE OF THE YEAR

Congratulations to Ahmed Jamal who was awarded “Athlete of the Year” for his outstanding leadership in sports. Ahmed, 16, received the award from the school principal in a ceremony at Al Marwah High School on Monday evening.

HIS STORY

Ahmed was born with a crippling disease that made it difficult for him to walk. But that didn’t stop him from playing his favorite sport – football. Ahmed explained, “I used to love watching AFC games, and my older brother, Ali, played football in high school. When I was 12, he taught me to play in the park. My family really encouraged me, so I got in touch with other kids like me and we formed a team.” Ahmed and his team compete in the Special Olympics Junior League. He is team captain and this year’s highest scorer. Ahmed is an example to all young athletes.



Unit Goals

- Vocabulary**
 People in the news
 Biographies
 Life's special moments
- Listening**
 Listen to a biography
 and put events in
 chronological order
- Functions**
 Talk about past actions
 Relate past events
 in your life
 Report what
 people said
- Pronunciation**
used to
- Grammar**
 Simple Past Tense—
yes/no questions,
 short answers,
 information questions
Be + Born
 Expressions with
 the Passive
Used To— affirmative,
 negative, questions
 Time Expressions for the
 Past
- Reading**
 The King of Saudi
 Arabia
- Writing**
 Write your life story
- Project**
 Write a biography of
 a famous person

Warm Up

Ask students what they think the unit title, *Life Stories*, means. Have them compare it to the title of Unit 1: *Lifestyles*.

Tell students to look at the pictures and say if anything in the pictures has happened to someone in their lives recently. If, for example, they donated blood recently, ask: **Who donated blood? How often does this person donate blood?**

1 Listen and Discuss

- Ask the introductory questions. If students are not familiar with “People in the News” columns, tell them such columns usually have interesting news about celebrities or unusual stories about everyday people.

- Have students look at the first photo and title. Ask: **Where is the man in the photo? What is the story going to be about?**
-  **CD1, T8** Play the audio for the first story. Students listen as they read along.
- Ask students if their predictions were correct. Then answer questions about new vocabulary.
- Have students look at the second photo and title. Ask what *athlete of the year* means. (an athlete who receives an award for his talent.) Ask students what they think makes this athlete special.
-  **CD1, T8** Play the audio. Students listen as they read along.
- Ask: **Why was Ahmed awarded “Athlete of the Year” (for his outstanding leadership in sports)**
- Check students’ comprehension by asking a few questions. For example: **Why was it difficult for Ahmed to walk? What did he do that was so special? Who taught him how to play football?**
- Have students look at the third photo and title. Ask: **What is a blue flag? Why do you think Sunset Beach has a blue flag?** Write several answers on the board.
-  **CD1, T8** Play the audio. Students listen as they read along to see if any of their ideas on the board are mentioned in the story.
- Have students look at the last photo and title. Ask: **What does Newborn mean? What do you expect to read in the story?** Elicit and write on the board: **name of parents, names of babies, date of birth.**
-  **CD1, T8** Play the audio. Have students listen as they read along and underline in the text the information on the board. (David and Mary Ann Taylor, Linda and Jenny, June 21)



Fraternal twins are two siblings born at the same time; they may be male or female and have different characteristics. Identical twins have the same gender and look alike. Chances of a mother giving birth to identical twins are about 3 in 1,000.

Culture Note

The Blue Flag is a certification by the Foundation for Environmental Education (FEE) that a beach meets certain environmental standards.

Quick Check

A

- Do the first item together as an example. Have students find the other words in pairs. If they need help, tell them that the first two words are in “The Gift of Life,” the next two are in “Athlete of the Year,” the fifth word is in “Blue Flag for Sunset,” and the last word is in “Newborn.”
- Go over the answers with the class.

Answers

1. donated
2. appointment
3. outstanding
4. encouraged
5. gathered
6. infant/newborn

B

- Have volunteers read aloud the questions and point to the story each question refers to.
- Have students work individually to answer the questions and then check their answers in pairs.

Answers

Answers will vary. Sample answers:

1. Because he thought it was the right thing to do.
2. He gives blood every eight weeks.
3. Because he was born with a crippling disease.
4. Ahmed’s brother, Ali, taught him how to play football.
5. They gathered at the beach for a cleanup operation.
6. The twins were born on Monday, June 21.

2 Pair Work

A

- Go over the names of the people in the stories. Tell students to point to the story when you call out the name.
- 🔊 **CD1, T9** Play the audio for the model conversation. Students listen and repeat.
- Give students a time limit. Tell them to ask and answer as many questions about the people in the stories as they can within that time.

B



CD1, T9 Play the audio for the model conversation and have students repeat.

- Have a student ask you the question. Answer truthfully.
- Have students ask one another for facts about themselves. Tell them to come up with at least five questions to ask each other. At the end of the activity, have students report to the class what they learned about their partner.

Workbook

Assign page 173 for practice with the vocabulary of the unit.



Teaching Tip

Encourage students to act out or use gestures to explain words they do not know. Some students learn best when using bodily-kinesthetic techniques, such as movements and gestures.



Additional Activity

Have students work in small groups and show family photos, especially special moments, such as weddings and family vacations. Have students talk about the people and events in the pictures and then answer questions from the others in the group.

fun facts

- Society columns in large newspapers often focus only on the activities of the rich and famous. They feature famous names and high-society events, such as charity balls and gala occasions.
- In small-town newspapers, society columns often focus on the everyday events in the lives of people in the community; for example, who visited who for dinner, and who had a celebration.

BLUE FLAG FOR SUNSET

Over one hundred employees from local hotels and restaurants gathered at Sunset Beach again on Tuesday for a clean-up operation. The employees combed the beach for plastic bottles, bags, cans, and other litter. Last year, hotel and restaurant owners in the community decided to take responsibility for keeping the beach clean. Their efforts are a big success, and Sunset Beach was awarded the Blue Flag by the Foundation for Environmental Education.



NEWBORN



David and Mary Ann Taylor are the proud parents of twins. Linda and Jenny were born at Newton Maternity Hospital on Monday, June 21st. Mother and infants are in good health. We wish the parents and the babies all the best.

Quick Check ✓

A. Vocabulary. Find words in the text that mean:

1. gave to charity
2. an arrangement to meet
3. excellent
4. supported someone to succeed
5. got together/met
6. a baby

B. Comprehension. Answer the questions.

1. Why did Trent continue to give blood?
2. How often does Trent give blood?
3. Why was it difficult for Ahmed to walk?
4. Who taught Ahmed to play football?
5. Why did the employees gather at the beach?
6. When were the twins born?

2 Pair Work

A. Ask and **answer** about the people in the stories.

-  What award did Ahmed receive?
-  He received "Athlete of the Year."

B. Ask and **answer** about your past.

-  Where were you born?
-  I was born in Madinah.

3 Grammar

Simple Past Tense

Yes/No Question (?)

Did you/he/she/they **live** in Riyadh?

Short Answer (+)

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

Short Answer (-)

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

Information Questions (?)

Where **did** you/he/she/they **live**?

What **did** you/he/she/they **wear**?

Where **did** you/he/she/they **work**?

Answer

I/He/She/They **lived** in Riyadh. (+)

I/He/She/They **wore** formal clothing. (+)

I/He/She/They **didn't work** in an office. (-)

Be + Born

I **was born** in Syria.

The twins **were born** on June 21st.

Expressions with the Passive

To be raised, to be married, to be called, to be educated, etc., are commonly used in stories about people's pasts. For the passive in the past, use *was/were* + past participle.

Michael **was raised** in Montreal.

The team **was called** *The Lions*.

His parents **were married** in Tabuk.

He **was educated** in private schools.

Used to

Use *used to* for past habits and states.

Affirmative (+)

When I was little, I **used to** play with toys.

Negative (-)

I **didn't use to** play video games.

Questions (?)

Did you **use to** play with dolls?

What **did** you **use to** play with?

Yes, I did. / No, I didn't.

I **used to** play with toy cars.

- A.** Make sentences about yourself. Use the phrases, and add some of your own. Share your sentences with a partner.

be born

say my first word at the age of...

go to school at the age of...

grow up

start walking at the age of...

first use a computer at the age of...

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3 Grammar

Simple Past Tense

- Before students open their books, copy the questions from the chart onto the board. Ask students if the questions are about the past, present, or future. Review the function of the simple past tense. (to describe things that started and finished in the past, or completed actions)
- Point out that in questions the auxiliary *did* is used for all persons, singular or plural. Also point out that the inverted form of the question (with the subject before the verb) follows the same pattern as questions with auxiliary *do* in the simple present.
- As review, write a series of simple past questions on the board and have students say which are correct. For example:
 - a. **Did he lived there a long time?** (incorrect)
 - b. **Did he live there a long time?** (correct)
 - a. **Where did they get married?** (correct)
 - b. **Where did they got married?** (incorrect)
- As additional review, draw a two-column chart on the board with the headings: **A (regular verbs)** and **B (irregular verbs)**. Call out base forms of verbs. Tell students to say **A** if the past of the verb is regular and **B** if it is irregular. Write the base forms of the verbs in the correct columns. Then have students say what the past tense of each verb is. Do about five examples of each.

Be + Born

- Call on students to read aloud the two examples in the chart. Explain that *be + born* is a special phrase that is used to express this information. There is no active form of this sentence. Since this unit does not include a formal presentation of the passive voice, it is best to present this and the following section as expressions rather than as an introduction to the passive voice.

Expressions with the Passive

- Call on volunteers to read aloud the sentences. Have students say what the sentences have in common. (They all have *was* or *were* and a verb ending in *-ed*.) Ask why one sentence has *were* but the others have *was*. (The subject of the third sentence is in the third-person plural. The others are in the third-person singular.) Tell students that the verbs ending in *-ed* are all past participles. Explain that we use past participles and *was* or *were* in these phrases when we talk about the past. Do not go into any further detail about the passive at this time.

Used To

- Have volunteers read aloud the statements and say whether they are true or false about their lives. Explain that we use *used to* to talk about past states and habits that no longer exist. The auxiliary *didn't* (followed by *use*) is used in negative sentences.
- Have volunteers read aloud the questions and answers. Point out that in questions the auxiliary *did* is used for all persons, singular or plural. The auxiliary *did* is also used in short answers to *yes/no* questions.

A

- Tell students to look at the phrases in the box. Tell them to underline the regular verbs and circle the irregular verbs.
- Give students a minute or two to think about what they are going to say. Provide a model by telling the class about you. For example, say: ***I was born in 1983. I grew up in San José.***
- Have students work in groups of three to talk about themselves using the phrases in the box. Ask them to write down what was similar and different about their earlier lives.

Answers

Answers will vary. Sample answers:

I was born in California. I grew up in Los Angeles. I don't remember when I said my first word. I started walking at the age of 18 months. I went to school at the age of five. I first used a computer at the age of six.



B

- Direct students' attention to the photo. Ask: **Did you use to play with toys? What did you use to do when you were young?** Elicit a few responses and write complete sentences on the board. For example: **I used to play with dolls when I was young.**
- Have students complete the chart and then tell their partner about what they wrote. Encourage students to ask questions about what their partner tells them. Remind students that things they write in the *Used to Do* column should be things they do not do now.

Answers

Answers will vary. Sample answers:

I used to play with toys when I was young.

I didn't use to take karate classes.

I used to take swimming lessons.

I didn't use to play football.

C

- Have students look at the photo and say how old they think the boy is. Elicit where and at what age most people meet their best friend.
- Have students read the paragraph before they write anything. To check comprehension, ask: **Where did the writer meet Yousef?** (at school) **Where was Yousef from?** (Abha) **Why did his family move to Jeddah?** (his father got a new job) **What did the teacher ask the writer to do?** (to show Yousef around during his first week)
- Have students complete the paragraph individually and then check answers in pairs.
- As an extension, have students share stories about how they met their best friends.

Answers

- | | |
|------------|-----------------|
| 1. met | 9. got |
| 2. went | 10. didn't know |
| 3. was | 11. introduced |
| 4. asked | 12. came |
| 5. agreed | 13. watched |
| 6. spent | 14. wanted |
| 7. grew up | 15. didn't play |
| 8. moved | 16. tried |

D

- Ask students to describe what is happening in each photo.
- Have two volunteers read aloud the model conversation. Have a student ask you two questions with *the first time* and *the last time* about the activity in the first photo. Answer truthfully. For example:
A: When was the first time you used a computer?
B: I really can't remember. I think I was four or five.
A: When was the last time you used a computer?
B: This morning. I check my email every morning before class.
- Have students work in pairs, asking and answering questions about the activities in the photos. Make sure that students switch roles.

Answers

Answers will vary.

Workbook

Assign pages 174–176 for more practice with the grammar of the unit.



Teaching Tip

It is always easy to turn a review into an enjoyable game, such as a spelling bee, a quiz program, or a kinesthetic activity. For example, you might say: *Stand up if the past tense of fall is F-E-L-L.*



Additional Activity

Have students study the irregular past tense verbs in the chart at the back of the Student Book. Then have a spelling bee. Say: **Spell the past tense of fall.** The student responds: **The past tense of fall is fell—F-E-L-L.** If the speller is correct, he or she stays in the game. Use both regular and irregular verbs.



B. List some of the things you **used to do/didn't use to do** when you were young. Then compare and discuss with a partner.

Used to Do	Didn't Use to Do

C. Complete the paragraph with the past tense form of the verbs in parentheses.



Let me tell you how I _____ (1. meet) my best friend. Yousef and I _____ (2. go) to the same elementary school. Yousef _____ (3. be) a new 6th grade student, and the teacher _____ (4. ask) me to show him around during his first week. I _____ (5. agree) to help out, and we _____ (6. spend) every day together. Yousef _____ (7. grow up) in Abha, and his family _____ (8. move) when his father _____ (9. get) a new job in Jeddah. He _____ (10. not know) anyone, so I _____ (11. introduce) him to my friends and classmates. After school, he _____ (12. come) with me to football practice. At first, he just _____ (13. watch), but then he _____ (14. want) to play. He _____ (15. not play) well at first, but he _____ (16. try) very hard. And now Yousef is the best player on the team!

D. Work with a partner. Ask and answer about the first and last time you did the activities.

A: When was the first time you rode a bike?

B: I first rode a bike when I was four.

A: When was the last time you rode a bike?

B: I last rode a bike the day before yesterday. I rode it to school.



4 Language in Context

Work in pairs. Look at this old photo, and guess what people did and didn't do then.

-  People used to walk or ride donkeys and camels in the city.
People didn't use to drive cars and trucks in the city.

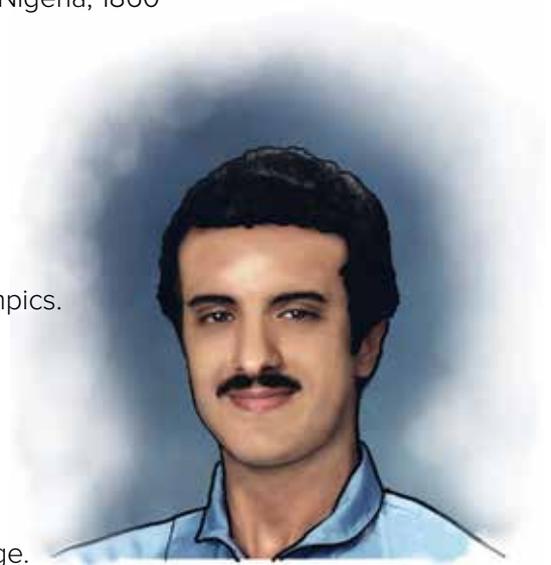


▲ Kano, Nigeria, 1860

5 Listening

Listen to the biography of Prince Sultan bin Salman. Put the events in chronological order. Number them from 1 to 8.

- _____ He began helping organizations for the disabled.
- _____ He completed university and flight training in the U.S.
- _____ He was on the Saudi Media Committee during the 1984 Olympics.
- 1 He was born in 1956 in Riyadh.
- _____ He started working for the Ministry of Information.
- _____ He became Secretary General of the Saudi Commission for Tourism and Antiquities.
- _____ He flew aboard the space shuttle *Discovery*.
- _____ He became involved in preserving Saudi architectural heritage.



6 Pronunciation

Listen to the pronunciation of **used to**. Then practice.

- I **used to** play with dolls. He **used to** live next door to me.
Mona **used to** teach English. They **used to** work together.

7 About You

1. Where were you born?
2. Where did you grow up?
3. Where is your family from?
4. Did you use to live in a different place? Where?
5. What games did you use to play?
6. Did you ever meet a friend somewhere by chance? Explain.
7. Where did you meet your best friend?
8. Did you ever take part in an activity to help the community? What did you do?

4 Language in Context

- Have students look at the picture and say sentences with *used to* and *didn't use to* about lifestyles in the past. Prompt the activity by asking students to say some inventions that people didn't have one hundred years ago, such as TV, computers, and airplanes. Prompt them to talk about how people got their news, how they traveled, how they did household chores, and what they did in their free time.

Answers

Answers will vary. Sample answers:

People used to get news from the radio.

People didn't use to get news from the Internet.

People used to play more games.

People didn't use to watch TV.

5 Listening

- Have students look at the photo. Ask: **Who is the man? Where is he from? Why is he famous? What would you like to ask him?**
- Have volunteers read aloud the sentences. After each sentence, ask questions to check comprehension. For example: **What does disabled mean?** (people with an injury that makes it difficult to move) **What is a space shuttle?** (a vehicle that travels to space)
- Have students predict the correct order of the sentences.

 **CD1, T10** Play the audio. Students listen to see if their prediction was correct.

 **CD1, T10** Play the audio again. Students write the numbers next to the correct activities.

Audioscript

Prince Sultan bin Salman bin Abdulaziz Al Saud is a member of the Saudi royal family. He was born in Riyadh on June 27, 1956. He is a grandson of King Abdulaziz.

Prince Sultan was educated in Riyadh. After high school, he went on to study communications and aviation in the United States. He completed a Bachelor's in Mass Communications and later a Master's in Social and Political Science. While in the U.S., he also became a certified pilot.

After university, he began working as a researcher for the Department of International Communications in the Saudi Ministry of Information. He also served on the Saudi Media Committee during the 1984 Los Angeles Olympics in 1984, and later that same year he was appointed to the Department of Advertising in the Ministry of Information. The following year, Prince Sultan joined the Royal

Saudi Air Force and retired with the rank of colonel in 1996.

In June 1985, Prince Sultan made history when he became the first Saudi astronaut, the first Muslim, and the first member of royalty to travel in space. He flew aboard the space shuttle STS-51-G Discovery to launch a satellite for the Arab Satellite Communications Corporation. Prince Sultan spent seven days in space and circled the earth 111 times. Following the flight, he helped establish the Association of Space Explorers, an international organization for astronauts who have traveled in space.

Prince Sultan later devoted his time to helping improve conditions for the disabled. In 1988, he became Chairman of the Disabled Children's Association and later co-founded the Prince Salman Center for Disability Research. The Prince also developed a special interest in preserving Saudi architectural heritage. As a result, he became Honorary President of the Al-Umran Saudi Association in 1993 and also founded the Al-Turath Foundation to preserve urban heritage. In 2000, he was appointed Secretary General of the Saudi Commission for Tourism and Antiquities and his term was extended for another four years in 2008.

Answers

6. He began helping organizations for the disabled.
2. He completed university and flight training in the U.S.
4. He was on the Saudi Media Committee during the 1984 Olympics.
1. He was born in 1956 in Riyadh.
3. He started working for the Ministry of Information.
8. He became Secretary General of the Saudi Commission for Tourism and Antiquities.
5. He flew aboard the space shuttle Discovery.
7. He became involved in preserving Saudi architectural heritage.

6 Pronunciation

 **CD1, T11** Play the audio. Students listen and repeat the sentences.

- Arrange students in pairs. Ask one student to say a verb (for example, *work*) and the other to use the verb with *used to* in a true sentence. For example: *My brother used to work in the library.*

7 About You

- Arrange students into groups to talk about their personal lives, using the questions as discussion prompts. Monitor as students talk. Note down mistakes for later correction as a class, but do not make corrections while students are speaking.

8 Conversation

- Before students open their books, ask them the names of popular sports teams. Write the names of the teams on the board for later use.
- Have students cover the conversation and look at the picture. Ask: **How many members of the team are there? What sport do they play?**
- Write on the board: **The name of the team is _____.**
- 🔊 **CD1, T12** Play the audio. Students listen and complete the sentences on the board.
- 🔊 **CD1, T12** Play the audio again. Have students look at the conversation and read along as they listen.

Real Talk

- Say the phrases and have students repeat them.
- Ask: **Who turned up at the gym?** (a group of hopeful athletes) **Did the coach know who was coming to the gym?** (no) **When was the last time someone turned up at your home?**
- Ask: **Who says What about?** (the reporter) **What did he ask about?** (Trevor) **Who did Khalid talk about before?** (the original team members) Ask a student the name of an athlete he or she likes. Then ask *What about...* with the name of another athlete.
- Ask: **When Khalid says He wasn't into the attitude of the players, who was he talking about?** (Trevor) **Did Trevor like the team he was with?** (no) Have students say the kind of sports they are into and not into.
- Ask: **Was the team successful at the very beginning?** (no) **Did they become successful before or after their big break?** (after)
- Refer students back to the names of the sports teams you wrote on the board before students opened their books. Ask: **Do you know when these teams had their big break? When did they start winning a lot of games and tournaments?**

Your Ending

- Read the three endings aloud. Have students work in pairs to choose the ending they like best, or write a new ending.
- Have students practice the conversation in pairs, changing roles.

About the Conversation

- Have students work with a partner to ask and answer the questions.
- Check answers by having a student read the question and call on a classmate to answer.

Answers

Answers will vary. Sample answers:

1. They met in high school. The coach put a note on a bulletin board asking for players.
2. No, Trevor was not originally on the team.
3. They used to practice in the school gym.
4. He wasn't into the attitude of the players.
5. The sports center has better facilities.

Your Turn

- Students work in pairs and choose a famous athlete. One person in the pair is the athlete; the other is the reporter. Encourage them to be as creative as possible with their questions and answers as they write and practice the interview.
- Volunteers present their conversations to the class.

Workbook

Assign page 177 for additional reading practice.

Teaching Tip

When monitoring students speaking in groups, make note of common errors that you hear. At the end of the activity, write five or six of these errors on the board for students to correct as a class. It is not necessary to point out who made the mistakes.

Additional Activity

Have students role-play a conversation with another member of the team in the conversation—Charlie, Dave, Carlos, or Trevor.



- What did people do one hundred years ago for entertainment? In the 1920s, board games and crossword puzzles were popular, as people didn't have television and the Internet in those days.

8 Conversation

Reporter: Your basketball team, The Falcons, is now leading the Junior League. So, how did the team start?

Khalid: Our coach posted a note on the bulletin board at our high school asking for players. The team was formed from the group of hopeful athletes that **turned up** at the gym.

Reporter: Do you still have the original team members?

Khalid: Yeah. Charlie and Dave are forwards, Carlos plays shooting guard, and I'm the point guard. But Trevor...

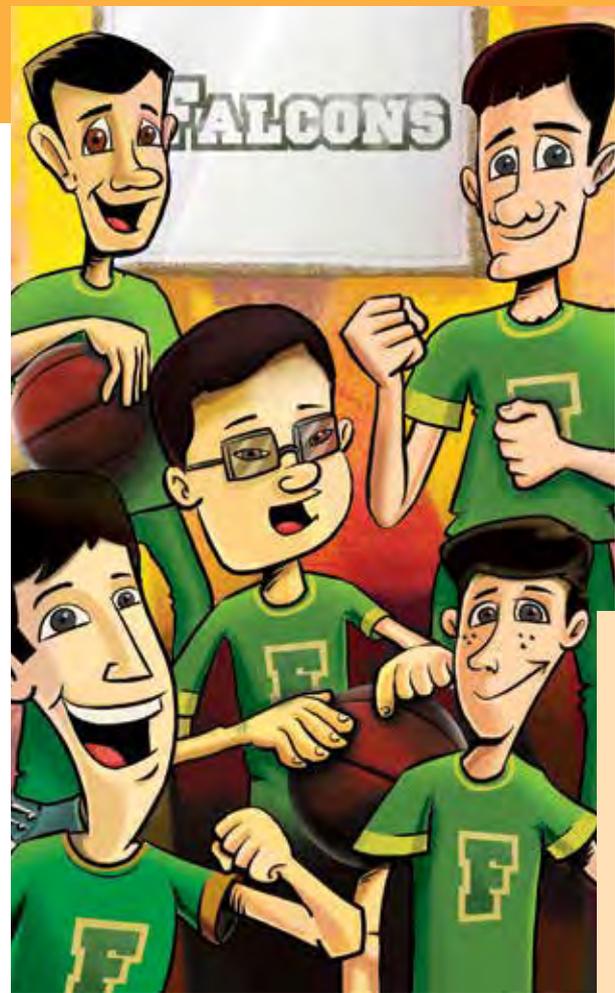
Reporter: **What about** your center forward? When did he join the team?

Khalid: Trevor came along a few months later. He used to play on another team, but he **wasn't into** the attitude of the players. He said they weren't serious enough, so he joined our team.

Reporter: Where did you practice, and where did you play?

Khalid: We used to practice in the school gym, but now we use the sports center. It has better facilities. We started in B Division, but now we're in A Division.

Reporter: When did your first **big break** come?



Your Ending

What do you think Khalid's answer was?

- 1 When Trevor joined our team.
- 2 When we won an important tournament.
- 3 When we beat the best team in Division B by 20 points.
- 4 Your idea: _____

Real Talk

to turn up = to appear unexpectedly

What about...? = used to introduce a new topic

to be into something = to be interested in, to like

big break = important opportunity

About the Conversation

1. How and where did the team members meet?
2. Were all the players originally on the team?
3. Where did they use to practice?
4. Why did Trevor leave the other team?
5. Why did the team change gyms?

Your Turn

Role-play with a partner. Make up a "fake" interview with a famous athlete. Ask about how the person's career started. Present your interview to the class.

9 Reading

Before Reading

1. Have you ever read about the lives of royalty? Who have you read about?
2. What do you know about King Salman bin Abdulaziz?

The King of Saudi Arabia



The Custodian of the Two Holy Mosques, King Salman bin Abdulaziz was born in Riyadh on December 31, 1935. He was educated at the Princes' School in Riyadh where he studied sciences, religion, and the Holy Qur'an. He was appointed Crown Prince of the Kingdom of Saudi Arabia and Deputy Prime Minister by his predecessor, King Abdullah bin Abdulaziz, on June 18, 2012. Crown Prince Salman became the King of Saudi Arabia and the Custodian of the Two Holy Mosques on January 23, 2015.

King Abdulaziz appointed young Prince Salman as the Emir of Riyadh in March 1954, when he was just 19 years old. He served as Deputy Governor of Riyadh for just over a year. Then, he became Governor of Riyadh until 1960 and again from 1963 to 2011, when he became the Minister of Defense. He was also Honorary President of the Friends of the Red Crescent

and President of the Higher Committee for the Development of Riyadh. The Prince helped Riyadh develop from a mid-sized town into a major urban metropolis. He attracted a lot of tourism, business, and investment in the Kingdom. Today, Riyadh is one of the richest cities in the world, and it is a major center of travel and trade.



For over 50 years, in his capacity as a prince, His Royal Highness worked with many humanitarian groups that offer relief from natural and human disasters in the Kingdom and abroad. For his humanitarian work, he received many awards: from Bahrain, Bosnia and Herzegovina, France, Morocco, Palestine, the Philippines, Senegal, the United Nations, Yemen, and the King Abdulaziz Medal-First Class. He also supported many cultural projects. He was Chairman of the Riyadh Charity for Sciences and President of the

Prince's Prize for the Memorization of the Holy Qur'an.

King Salman holds many degrees and academic awards, including an honorary doctorate from the Islamic University of Madinah and the Kant Medal from the Berlin-Brandenburg Academy of Sciences and Humanities; He was also awarded an Honorary Doctorate in Literature from the University of Umm Al-Qura in Makkah.



9 Reading

READING STRATEGY Using chronology of events

- Tell students that biographical readings usually give the chronology, or the order of events, of a person's life. Looking for words that alert the reader to chronological information, for example, dates and ages, will make the reading task easier.
- Have students scan the reading for words and expressions that are clues to chronology. (was born, on [date], in [year], when he was just [age], then, until [year], from [year] to [year])
- Have a class discussion about biographies. Ask students to say whose biographies they have read. List them on the board. You might begin by saying the following: ***I have read biographies of (name), (name), and (name). I'd like to read a biography of (name).***
- Have students discuss the first **Before Reading** question about the lives of royalty. Then ask the second **Before Reading** question. Ask follow-up questions, such as the following: ***Have you seen King Salman bin Abdulaziz in person or on TV? Have you read about him in a newspaper or magazine? What special things has he done?***

 **CD1, T13** Play the audio. Students listen and read along. Tell them to underline information about King Salman bin Abdulaziz that they did not know before.

- Have students reread the passage one paragraph at a time and circle new vocabulary. Encourage students to explain the meanings of words a classmate may not know before you provide an explanation. Words and expressions that may be new for students include the following:

appoint = name someone for an important position
He was appointed president.

metropolis = a large city
New York City became a metropolis in the twentieth century.

investment = the use of money to get profit
The country needs to attract more foreign investment to improve its economy.

humanitarian = a person or group that helps others
The United Nations is a humanitarian organization that tries to stop world hunger.

memorization = learning something by heart
Repetition is a common technique in memorization of long texts.

doctorate = the highest university degree
He has a doctorate in chemistry and now teaches at university.

Culture Note

Monarchies

A monarchy is a form of government in which the head of state is a king, queen, or emperor. Monarchy was the most common form of government in the nineteenth century, but it is no longer prevalent. Many monarchies exist in the world today, but the authority of the monarch in government proceedings differs from country to country. Today, there are about 40 nations in the world that have a monarch as the head of state.

The British monarchy is also called the Commonwealth realm and includes 16 nations with British heritage, such as the U.K., Canada, and Australia. Queen Elizabeth II is the monarch.

In the rest of Europe, there are monarchies in Andorra, Belgium, Denmark, Holland, Liechtenstein, Luxembourg, Monaco, Norway, Spain, and Sweden.

Islamic monarchies include Bahrain, Brunei, Jordan, Kuwait, Malaysia, Morocco, Oman, Saudi Arabia, and the United Arab Emirates.

Monarchies also exist in other parts of Asia such as Bhutan, Cambodia, Japan, and Thailand.



After Reading

A

- Have students search the reading for the words in the left column, and guess each word's meaning. Then they choose the correct answer, referring back to the reading as necessary. Go over answers with the class.

Answers

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

B

- Have students complete the task alone, underlining the parts of the text that provided the answers.
- Have students compare their answers with a partner before going over the answers with the class.

Answers

Answers will vary. Sample answers:

1. King Salman went to the Princes' School in Riyadh.
2. He was appointed Crown Prince on June 18, 2012.
3. He was the Governor of Riyadh for about 53 years.
4. He attracted a lot of tourism, business, and investment.
5. He became the King of Saudi Arabia on January 23, 2015.

C

- Elicit the first important event in King Salman's life. Have students write down five other important events and then compare answers in pairs.

Answers

Answers will vary. Sample answers:

1. He was educated at the Princes' School in Riyadh.
2. He was appointed Emir of Riyadh in 1954.
3. He was the Governor of Riyadh from 1963 to 2011.
4. He became the Minister of Defense in 2011.
5. He was appointed Crown Prince of the Kingdom on June 18, 2012.
6. He became the King of Saudi Arabia on January 23, 2015.

D

- Elicit one of King Salman's accomplishments. Have students write down four more accomplishments and then compare answers in pairs.

Answers

Answers will vary. Sample answers:

1. At the age of 19 he became the Emir of Riyadh.
2. He helped Riyadh develop into a major urban metropolis by attracting tourism, business, and investment.

3. For over 50 years, he worked with many humanitarian groups and received many awards.
4. He supported many cultural projects such as the Riyadh Charity for Sciences and the Prince's Prize for the Memorization of the Holy Qur'an.
5. He holds many degrees and academic awards.

Discussion

- Arrange students in small groups to discuss and answer the questions. As a follow-up, have a student from each group report back about their conclusions.



Teaching Tip

To help students build up their reading fluency and speed, do timed readings and keep a chart with the following: the date, the number of words read, and the words read per minute. In this way they will be able to see the progress they are making.



Additional Activity

Have students reread the biography of King Salman. Then with books closed, they make statements about King Salman in chronological order.



Project: Favorite Sports Teams

Students work in small groups. First they choose a sports team they all like and then do research to find out about the team members and their life stories. Groups present their projects to the class. Encourage them to bring in photos of the teams.



Many famous people establish and give money to philanthropies for issues that they care about. Bill Gates and his wife have donated over \$28 billion to their foundation which focuses on global health and development.

After Reading

A. Match each word with the meaning.

- | | |
|---------------------|---|
| 1. ___ abroad | a. a big city |
| 2. ___ humanitarian | b. taking away stress and pain |
| 3. ___ relief | c. name someone for an important position |
| 4. ___ appoint | d. a person who helps others |
| 5. ___ metropolis | e. in other countries |

B. Answer the questions about the reading.

1. Where did King Salman go to school?
2. When was he appointed as Crown Prince of the Kingdom?
3. For how many years was he the Governor of Riyadh?
4. How did he help to change Riyadh?
5. When did he become the King of Saudi Arabia?



C. Write down important events in King Salman's life. Compare your answers with a partner.

1.
2.
3.
4.
5.
6.

D. What are some of King Salman's accomplishments? Compare your answers with a partner.

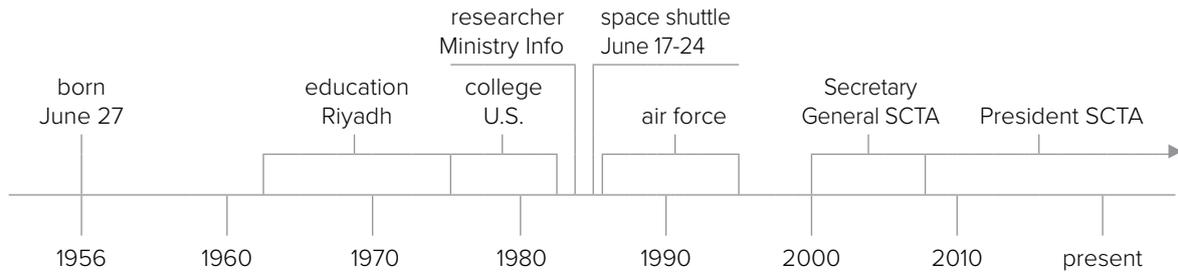
1.
2.
3.
4.
5.

Discussion

1. Do you think famous people are good role models?
2. What do you think about famous people who speak in favor of certain causes and issues?
3. What do you think about famous people who are philanthropists and raise money for different causes?

10 Writing

A. Look at the timeline of events in Prince Sultan bin Salman's life. Then, complete the summary with prepositions and time words.



Prince Sultan bin Salman bin Abdulaziz Al Saud was born ⁽¹⁾ _____ Riyadh ⁽²⁾ _____ June 27, 1956. He was educated ⁽³⁾ _____ Riyadh. ⁽⁴⁾ _____ high school, he went to study communications and aviation ⁽⁵⁾ _____ the University of Denver ⁽⁶⁾ _____ the U.S. ⁽⁷⁾ _____ he was there, he also became a pilot. He started his career ⁽⁸⁾ _____ 1982 as a researcher ⁽⁹⁾ _____ the Ministry of Information ⁽¹⁰⁾ _____ Saudi Arabia. ⁽¹¹⁾ _____ 1985, Prince Sultan made history ⁽¹²⁾ _____ he became the first Saudi astronaut to travel ⁽¹³⁾ _____ space. He flew aboard the space shuttle *STS-51-G Discovery* ⁽¹⁴⁾ _____ June 17 ⁽¹⁵⁾ _____ June 24. ⁽¹⁶⁾ _____ he joined the Royal Saudi Air Force as a pilot, and retired ⁽¹⁷⁾ _____ 1996. ⁽¹⁸⁾ _____ 2000 ⁽¹⁹⁾ _____ 2008, he was Secretary General of the Saudi Commission for Tourism and Antiquities, and ⁽²⁰⁾ _____ 2008 he has served as its President.

Writing Corner

1. Prepositions of place: *in, on, at*

in Jeddah

in Saudi Arabia

in the world

on Earth

on an island

at school

2. Prepositions of time: *on, at, in, from...to...*

on Monday

on June 3rd

at 8:00 a.m.

at noon

in 2001

in May

in the winter

from 2007 to 2010

3. Time words: *since, ago, then, when, before, after*

I was raised in Abha. **Then** my family moved to Riyadh **when** I was twelve.

I have lived here **since** I was twelve. We moved here two years **ago**.

I learned to read **before** I went to school.

B. Make a timeline about your life. Mark the important events in your life and your accomplishments on the timeline.

C. Write your life story. Say where you were born, raised, and educated. Include important events, accomplishments, and influences in your life.



Ministry of Education Choose a famous person and research the events and accomplishments in his/her life.

2023 - 1445 Write a biography of the person. Present the biography to the class.

10 Writing

A

- Focus students' attention on the timeline. Ask: **When was Prince Sultan born? Where was he educated? When did he fly in the space shuttle? What did he do after that? What does he do now? Since when?**
- Note:** If there is more recent information about Prince Sultan, have students add it to the timeline.
- If necessary, review the material in the **Writing Corner** before students complete the exercise.
- Have students work in pairs to complete the summary with prepositions and time words.
- Check answers by having different students read parts of the paragraph.

Answers

- | | | | |
|----------|---------|----------|-----------|
| 1. in | 6. in | 11. In | 16. Then |
| 2. on | 7. When | 12. when | 17. in |
| 3. in | 8. in | 13. in | 18. From |
| 4. After | 9. at | 14. from | 19. to |
| 5. at | 10. in | 15. to | 20. since |

Writing Corner

- Go over the prepositions of place: **in**, **on**, and **at** with the class. Have volunteers read the examples in the chart. Elicit a simple rule for each preposition. For example: *in + city/country/world; on + planet/island; at + building.*
- Review the prepositions of time: **on**, **at**, **in**, and **from... to...** Have volunteers read the examples in the chart. Elicit a simple rule for each preposition. For example: *on + day/date; at + time; in + year/month/season.* Explain that *from...to...* shows a duration of time. Write examples on the board:
Ali studied from 6 to 9 P.M. last night.
We attend school from Sunday to Thursday.
Summer is from June to August.
- For additional practice with prepositions of time write random years, seasons, months, days, and times on the board. Point to them and have volunteers read the words adding **in**, **on**, or **at**. For example, write **March** and elicit: **in March**. Write **Sunday** and elicit: **on Sunday**. Similarly, write places such as cities, countries, islands, and buildings on the board for practice with prepositions of place.

- Go over the time words. Have students read aloud the examples. Change the information in the example sentences to make true statements about yourself. For example: **I have worked here since last year. I started working here one year ago.** Then ask volunteers to change the information to make similar sentences about themselves.

B

- Draw a timeline on the board for your life. Write in the important dates and events. Elicit questions about the dates. For example, ask: **Where was I born? What happened in 1996?**
- Have students draw similar timelines marking important dates and events. Then in pairs, students ask and answer about each other's timelines.

C

- Have students write their life stories using information from their timelines. Tell them not to write their names.
- Collect and redistribute the students' writing to someone else in the class. Students read the story and guess who wrote it.

11 Project

- Before students begin, have a class discussion about the kind of information they will need to find; for example: date and place of birth, education, activities, talents/interests, achievements, when success was reached, etc. They may also wish to include photos.
- Assign the biography as homework. Tell students they will submit their written biographies and present them to the class or a group.

Workbook

Assign page 178 for additional writing practice.

12 Form, Meaning and Function

Time Expressions for the Past

- Review the time expressions at the top of the chart. Practice the expressions by asking students to answer questions, for example: **Where were you the day before yesterday? What did you have for breakfast yesterday morning? Did you go on vacation last summer? What were you doing ten minutes ago?**
- Read the examples with *When* clauses. Model a sentence with **When I was a child...** or **When I was 10 years old...** Then have volunteers share things from their childhood using the phrase. Point out the use of the comma after the *When* clause if it begins the sentence.
- Go over the list at the bottom of the chart. Explain that some time phrases such as *on Monday/Tuesday, etc., this morning/afternoon/evening, at 6 A.M./at 10 P.M.* can also be used with other tenses. For example: **Did you write a test on Monday?** (past) **I always play tennis on Saturday.** (present) **Are you going to write a test on Monday?** (future) **I ate breakfast this morning.** (it's now afternoon) **I haven't eaten anything this morning.** (it's still morning) **I woke up at 6 A.M. this morning.** (past) **I usually wake up at 6 A.M.** (present) **We're meeting at 2 P.M.** (future)

A

- Explain to students that they should use the word in parentheses, but they will need to add other words to complete the time phrase.
- Do the first item as an example. Ask: **If you're in grade 9, when were you in grade 8?** (last year) **When were you in grade 7?** (two years ago)
- Have students complete the exercise individually.
- Check answers by having students read their completed sentences.

Answers

Answers will vary. Sample answers:

1. Last year / two years ago
2. in (year) / on (date) / (number) years ago
3. last night / this morning
4. at (time) / at (time)

5. (a week) ago
6. when I was (age)
7. when I was (age)
8. in (year)
9. in the 20th century
10. in 1932 / on September 23rd

B

- Do the first item together as an example by eliciting the sentence from a volunteer.
- Have students write the sentences in a notebook and then check their answers in pairs.
- Go over the answers with the class.

Answers

1. Beijing hosted the Summer Olympics in 2008.
2. We wrote a math test the day before yesterday.
3. Fahd graduated from university when he was 23.
4. Ali was sick, so he didn't go to class this morning. / Ali was sick this morning, so he didn't go to class.
5. Mona started working as a teacher ten years ago.
6. People didn't use to drive cars in the 19th century.
7. My parents bought me a cell phone last week.
8. I made new friends when I started high school.

C

- Go over the instructions and have two volunteers read aloud the example.
- Put students in pairs to practice asking and answering questions.
- Walk around the room as students are working and help as needed.

12 Form, Meaning and Function

Time Expressions for the Past

Last—last night, last Tuesday, last week, last month, last year, last summer

Yesterday—yesterday, yesterday morning, the day before yesterday

Ago—six years ago, two days ago, a week ago, five hours ago, ten minutes ago

When clauses

They didn't go to school *when they were four years old*.

When I was a child, I used to play with my toys all day.

Past dates and times

in 1998, in the 20th century, on May 25th 2000, on Monday, this morning, at 6 A.M.

A. Complete the sentences with the correct time phrases. Use the words in parentheses.

- I'm in grade 9. _____ (last) I was in grade 8, and _____ (ago) I was in grade 7.
- I was born _____ (in). I was born _____ (on) _____ (ago).
- What time did you go to bed _____ (last)? What time did you wake up _____ (this)?
- I went to bed _____ (at) last night, and I woke up _____ (at) this morning.
- We finished Unit 1 of *SuperGoal 3* _____ (ago).
- I started learning English _____ (when).
- I didn't use to read and write _____ (when).
- I started going to this high school _____ (in).
- King Abdulaziz Ibn Saud founded the Kingdom of Saudi Arabia _____ (century).
- The Kingdom of Saudi Arabia was founded _____ (in) _____ (on).

B. Put the words in order to make sentences. Start with the word in **bold**.

- hosted / in / **Beijing** / the / Summer Olympics / 2008
- took / before / math / a / test / **We** / day / yesterday / the
- graduated / **Fahd** / when / was / he / 23 / university / from
- he / to / morning / was / sick / **Ali** / so / didn't / class / this / go
- ago / ten / **Mona** / a / started / years / as / working / teacher
- century / didn't / **People** / cars / to / the / in / use / drive / 19th
- parents / me / cell phone / **My** / week / bought / a / last
- friends / new / I / when / started / high school / made / I

C. Work with a partner. Ask your partner questions using time expressions for the past. Then change roles.

A: What did you do last weekend?

B: I visited my grandparents last weekend.

A: What time did you wake up this morning?

B: I woke up at 6:30 this morning.



3 When Are You Traveling?

1 Listen and Discuss

What problems do air travelers have nowadays? Discuss with a partner.

Globe Airlines flight 621 to Abu Dhabi is now boarding. Passengers, please proceed to gate C10.



Unit Goals

- **Vocabulary**
 At the airport
 Travel words
- **Functions**
 Talk about air travel
 Talk about ongoing actions
 Talk about plans and future actions
- **Grammar**
 Present Progressive
 Future with *Going To* and *Will*
 Infinitives of Purpose
 Time Clauses: *After*, *As Soon As*, *Before*, etc.
 Prepositions of Movement
- **Listening**
 Listen for specific information in a conversation between travelers
- **Pronunciation**
 Words ending in *-ing*
- **Reading**
 Study Arabic in Saudi Arabia
- **Writing**
 Write an email to a friend about studying in another country
- **Project**
 Write a study program for foreign students in your country

Warm Up

Have a discussion about airports. Ask: **Where is the nearest airport? What is it like? How big is it? Is it an international airport?** Ask individual students other airport-related questions, such as the following: **When was the last time you were in an airport? Where were you going? Did you ever meet someone at an airport?**

1 Listen and Discuss

- Have students describe what they see in the picture. Ask the following questions:

What announcement do people hear over the loudspeaker? (The flight to Abu Dhabi is boarding.)

How many people are at the airline counter?
 (6; 3 airline employees and 3 customers)

What is the man at the middle counter doing?
 (He's checking in.)

Who has a surfboard? (The young man going to Saudi.) **What is he probably going to do on his trip?**
 (Go surfing.)

Why are the boy's parents at the airport? (They came to say goodbye to their son.) **Where do you think the boy is going? How do the parents probably feel? How does the boy probably feel?** (answers will vary)

What do the two people in uniforms do? (They're pilots.) **Do they look like they're going home or getting ready to board the plane?** (Going home. One of them is not in full uniform and they are discussing what they are going to tonight.)

Why is the couple (on page 23) probably at the airport? (They're taking a plane.) **Why are they looking at the TV screen?** (They're checking their flight's departure time.)

- Ask students to describe what is happening at the security checkpoint. Ask: **What do people usually have to do when they go through security?**
- ▶ **CD1, T14** Play the audio of the conversations. Have students listen as they read along.
- Answer any questions about vocabulary or content.
- Call on students at random to read aloud the conversations. Correct their pronunciation and intonation as necessary.
- Direct students' attention to the *Advice to Travelers*. Elicit travel advice students know by saying situations and asking their advice. For example:

You want to buy something in a store. Is it a good idea to take your suitcase with you into the store, or to leave it outside the store for a few minutes?

What should you put on your suitcase to make sure you don't lose it?

A stranger asks you to hold something while he goes to do something. Is it a good idea to agree?

If your flight is at 2 P.M., what time should you arrive at the airport?

What kind of identification do you need to have when you fly? Is there anything else you should also have with you when you travel?

- ▶ **CD1, T14** Play the audio for the *Advice to Travelers*. Students listen and read along.
- Ask questions to check comprehension. For example: **What is an example of belongings?** (suitcase, handbag, etc.) **What do people put on a tag?** (name, address, and phone number) **What is an example of a container?** (bottle, jar, etc.) **Do you carry your checked baggage on the plane with you?** (no) **Where are there sometimes long lines at the airport?** (at check-in and at security)

3 When Are You Traveling?

Quick Check

A

- Have students point to the people talking about a ticket. Ask: **Do you need a ticket every day or just when you travel?** Make sure that students understand they are looking for items needed specifically for airplane travel.
- Have students work in pairs and underline other items airplane passengers need.

Answers

ticket, passport, suitcase, carry-on, bags, name tag, photo identification, boarding pass, visas, vaccinations, credit card

B

- Have volunteers read aloud the questions and point to the part of the airport scene that has the answer.
- Have students answer the questions individually. Then have them work in pairs to check answers and ask and answer the questions.

Answers

Answers will vary. Sample answers:

1. The man is checking one suitcase.
2. No, he doesn't.
3. The pilot is going to bed early because he is flying to Japan the next morning.
4. He's going to Hawaii to surf.
5. You should put liquids in your checked baggage.
6. You need to have photo identification and a ticket.

2 Pair Work

A

CD1, T15 Play the audio for the model conversations. Students listen and repeat.

- Ask: **Who are they talking about in the first conversation? What about the second?** Have students point to the people in the picture.
- Model the task by eliciting questions about the pilot. For example: **What is he doing tonight? Is he tired? Why is he going to bed early?**
- Have pairs come up with as many questions as they can about each picture. Then have students switch partners and ask their new partners their questions.

B



CD1, T15 Play the audio for the model conversation. Students listen and repeat.

- Model the task by telling the class that you have plans to take a trip. (These can be real or imaginary plans.) Encourage students to ask you questions about your trip.
- Find out if anybody plans to take a trip in the near future. Ask them to talk about their plans. Tell other students to imagine that they plan to take a trip. Have students work in pairs to ask and answer questions about their travel plans.

Workbook

Assign page 179 for practice with the vocabulary of the unit.



Teaching Tip

Using hand gestures when talking to students in English is a good way to reinforce what you are saying. Because you are speaking English, students may not be sure if they understood something you said correctly. Reinforcing your words with gestures will reassure students that they understood correctly without having to resort to using their native language.



Additional Activity

Have students choose one of the conversations in the presentation and continue it. Have volunteers present their conversation to the class.

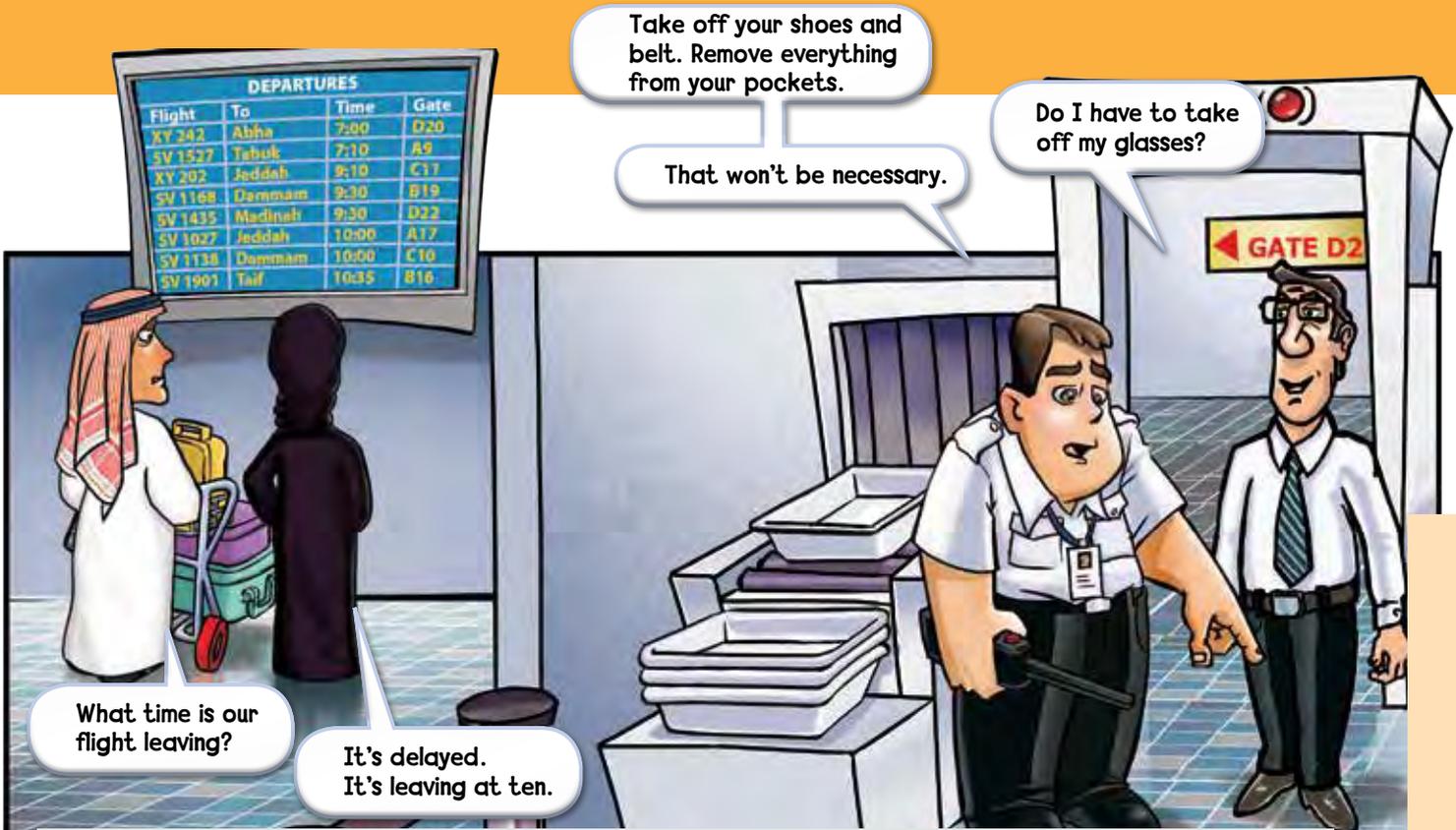
fun facts

- The five busiest airports in the world are the following:
1. Atlanta International in Atlanta, USA; 2. O'Hare International in Chicago, USA; 3. London-Heathrow in London, GB; 4. Tokyo International in Tokyo, Japan; and 5. Charles de Gaulle International in Paris, France.
- KLM Royal Dutch Airlines is the oldest airline in the world. It has been operating since 1919. Its first flight carried two British journalists from London to Amsterdam on May 17, 1920.
- Flying is still the safest way to travel. In 2008 in the U.S., statistics show 0.2 fatal accidents per million travelers. That year 44,000 people were killed in car accidents.

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⚠ Advice to Travelers ⚠

- Keep your belongings with you at all times to ensure their safety.
- Put a name tag on your suitcase to identify it.
- Do not agree to pack any items from strangers.
- Do not carry containers with liquids. Place liquids in your checked baggage.
- Always arrive at the airport at least two hours before departure to have extra time in case of long lines.
- Check that you have your photo identification (passport is required for international travel), ticket, and boarding pass with you to avoid difficulties.
- Check with your travel agent about visas and vaccinations for the countries you are visiting.
- Carry a major credit card.

Quick Check ✓

A. Vocabulary. Underline items that airplane passengers need.

B. Comprehension. Answer the questions.

1. How many bags is the man checking?
2. Does the man need to take off his glasses?
3. Why is the pilot going to bed early?
4. Why is the young man going to Hawaii?
5. Where should you put liquids when you travel?
6. What do you need to have with you before you leave for the airport?

2 Pair Work

A. Ask and answer about the pictures.

-  What time is the couple's flight leaving?
-  It's leaving at ten.
-  Who will the parents miss?
-  They'll miss their son.

B. Ask and answer about a trip. Use real or made-up information.

-  When are you going to leave on your trip?
-  I'm leaving for Paris tomorrow.
-  Where will you stay?
-  I'll stay with friends.

3 When Are You Traveling?

3 Grammar

Present Progressive

Use the present progressive for actions happening now or for definite arrangements in the future.

My friends **are waiting** for me at the airport. My friends **are arriving** tomorrow.
What **are you doing** now? What **are you doing** tonight?

Note: Time expressions such as the following indicate the future: *tonight, tomorrow, next week.*

Future with *Going to* and *Will*

Use (*be +*) *going to* to talk about plans. Use *will + maybe/probably* for uncertain or indefinite plans.

What are you **going to** do on your vacation? Where **will** you stay?
I'm **going to** travel to Europe. Maybe I'**ll** stay with friends.
I'm not **going to** travel this year. I probably **won't** stay in a hotel.

Infinitives of Purpose

Use the infinitive to say why people do things.

I'm going to KSA **to visit** relatives. He got up early **to catch** the plane.

A. Ask and answer about flights, times, arrivals, and destinations.

- A:** What time is Flight 720 arriving?
- B:** It's arriving at 9:45.
- A:** Where is it coming from?
- B:** It's coming from Dubai.

- A:** What time is Flight 239 leaving?
- B:** It's leaving at ten o'clock.
- A:** What gate is it going to depart from?
- B:** It's going to depart from Gate D22.

Arrivals			
Flight	From	Arriving	Gate
SV 345	DAMMAM	8:00AM	D 20
EK 720	DUBAI	9:45AM	C 11
LH 87	FRANKFURT	10:20AM	B 19
I B 605	MADRID	11:00AM	A 17
SV 94	RIYADH	11:40AM	C 8
AZ 348	CAIRO	1:00PM	D 7

Departures			
Flight	To	Departing	Gate
JAL 33	TOKYO	8:15AM	A 90
SV 633	AMMAN	9:10AM	B 7
BA 239	LONDON	10:00AM	D 22
TP 987	LISBON	11:30AM	C 15
SV 621	JEDDAH	12:20PM	C 10
AF 573	PARIS	1:25PM	B 16

3 Grammar

Present Progressive

- Go over the material in the grammar chart for the present progressive used for an action that is happening now. Have students say things that they are doing right now. Model a few possibilities. For example: ***I'm standing in front of the room. I'm speaking English.***
- Go over the material in the grammar chart for the present progressive used for definite arrangements in the future.
- Have students say three definite plans they have for some time in the future; for example, *after class*, *tomorrow*, and *on the weekend*.

Language Builder

Explain that we can use the present progressive to express definite plans in the future. We usually use future time expressions, such as *tonight*, *tomorrow*, *next month*, *later*, and *in a few minutes*. For example: *I'm watching a film on TV tonight. I'm leaving in a few minutes. We're visiting friends later.*

Future with Going To and Will

- Explain that we use *going to* for definite plans in the future. We use *will + maybe or probably* for indefinite plans.
- Have students say three things they are going to do in the future, using *going to* and *will*. To elicit ideas, ask questions such as the following: ***What are you going to do on your next vacation? How long are you going to study tonight?*** Tell students if the answer is indefinite, they can use *will* with *probably*. Model some answers, such as: ***I'll probably go to New York on my next vacation. I'm not sure, but I'll probably stay home tonight.***

Language Builder

The negative of *will* is *will not* or *won't*. Although *will* is used for indefinite plans, *won't* can be used to express a strong specific refusal. For example: *I don't like that hotel. I won't stay there. I don't like that restaurant. I won't go to eat there.*

Infinitives of Purpose

- Point out that infinitives of purpose answer the question *Why*. They are similar in meaning to *in order to*. Write the following sentence on the board: ***I'm going to the store to get some milk.*** Have students identify the infinitive of purpose in the sentence.
- Write cues like the following on the board:

<i>go/the drugstore</i>	<i>study/English</i>
<i>writing/that list</i>	<i>use/the dictionary</i>
<i>surf/the Internet</i>	<i>leave/now</i>

 Have students use the cues to make questions (for example, *Why are you going to the post office?*) and give logical answers (*To buy stamps*).

A

- Focus students' attention on the arrival and departure screens. Tell them that the airline codes are real. Ask students if they know or can guess what each stands for. (EK = Emirates Airlines; LH = Lufthansa; IB = Iberia Airlines; AV = Avianca; AZ = Alitalia; JAL = Japan Airlines; SV = Saudi Arabian Airlines; BA = British Airways; TP = Air Portugal; AF = Air France.) Practice having students say the codes by asking questions, such as ***What's the flight number to Rome?***
- Have volunteers read aloud the sample conversations. Tell students they may use either the present progressive for the future or *going to*. The answers should be in the same tense as the questions. If necessary, provide another example.

A: Where is flight AA345 coming from?
B: It's coming from Rome.
A: What time is it going to arrive?
B: It's going to arrive at 8 o'clock.
- Have students work in pairs, asking and answering questions about flight numbers, arrival and departure gates and time, and destinations.

Answers

Answers will vary.

Language Builder

A plane arrives at a gate and departs from a gate. For example:

Flight AA345 is arriving at Gate D20 at 8:00.

Flight SV633 is departing from Gate B7.

3 When Are You Traveling?

B

- Have students look at the pictures. Ask what the people in the pictures are doing. For example: **Where is Matt? What is he doing there?**
- Have students work in pairs. Make sure they use the infinitive of purpose in their answers.

Answers

Answers will vary. Sample answers:

1. **A:** Why is Sam going to Paris?
B: He's going to Paris to study French.
2. **A:** Why are Ali and Maha going to the airport?
B: They're going to the airport to meet their son.
3. **A:** Why is Badr going to the travel agency?
B: He's going to the travel agency to plan a trip.
4. **A:** Why are Ted and his son going to the mall?
B: They're going to the mall to buy a suitcase.
5. **A:** Why is Sabah going to the bank?
B: She's going to the bank to get foreign currency.
6. **A:** Why is Rudy going to the consulate?
B: He's going to the consulate to get a visa.

C

- Have students work in pairs, asking and answering questions about why they are going to particular places. They can use the places in **B** or any other place.

Answers

Answers will vary.

D

- Tell students they are going to try to find a time to meet their partner next Saturday. First, they have to complete the chart with their plans at different times of the day. Model the activity by writing your Saturday plans on the board. Be sure to write only notes so that students understand they are not to write complete sentences in the chart.
- Have volunteers read the sample conversation aloud. Then have another student ask you the same question. Answer truthfully, referring to the plans you wrote on the board.
- Have students work in pairs. When they finish, have them report to the class when they are going to meet.



Answers

Answers will vary.

Workbook

Assign pages 180–182 for more practice with the grammar of the unit.



Teaching Tip

If possible, arrange the seats in your classroom so that students are not sitting in straight rows facing the front of the room. The purpose of learning a language is communication. It is easier for students to communicate with you and each other if they are facing each other. A half-circle or open-sided square usually works well. For pair or group work, encourage students to move their desks around so they are facing each other or are in a small circle.



Additional Activity

Have students find out about the arrival and departure times for three international flights from their city or a city nearby scheduled in the coming week. Have them report their findings at the next class.



- Airplanes travel on “highways” in the sky called airways. Airways are about 32 miles (52 kilometers) wide, and of varying altitudes. While you're flying one way, another airplane could be flying in the opposite direction above you!
- English is the international language of air traffic control.

B. Work with a partner. Ask and answer questions.

A: Why is Matt going to Colorado?

B: He's going there to ski.

Matt / go /
to Colorado



1. Sam / go / Paris



2. Ali and Maha / go / airport



3. Badr / go / travel agency



4. Ted and his son / go / mall



5. Sabah / go / bank



6. Rudy / go / consulate

C. Now do role plays for the items in exercise **B.** Ask your partner what he/she is going to do in a particular place.

A: What are you going to do in Colorado?

B: I'm going to ski. / I'll probably go skiing.

D. Complete your schedule for next Saturday. Then ask and answer questions with a partner. Try to arrange a time to meet and do homework together.

A: What are you doing at two o'clock next Saturday?

B: I'm getting a haircut. How about you?

A: I'm not doing anything.

My Schedule	Activities and Times	My Partner's Schedule	Activities and Times
Morning		Morning	
Afternoon		Afternoon	
Evening		Evening	

3 When Are You Traveling?

4 Language in Context

Yahya lives in Dammam. He's going to London on vacation next month.

1. List eight items he's going to need. Compare with a partner.

 He is going to need a passport.
He's going to have to get a U.K. visa.

2. What do you think he's going to do in London? Discuss in small groups.

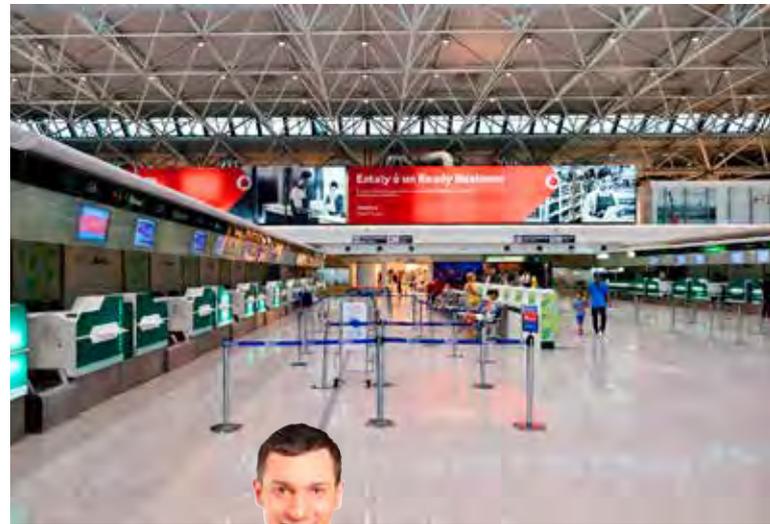
 He's going to take lots of photos.



5 Listening

Listen to the conversation. Answer **true** or **false**.

1. ____ Dan and Larry last saw one another two years ago.
2. ____ Dan is working in the clothing industry.
3. ____ They are both traveling to Milan.
4. ____ Larry is going to Florence to study architecture.
5. ____ Dan is going to Milan to find new clothing designs.



6 Pronunciation

Listen to the pronunciation of **-ing**. Then practice.

The plane is arriving **at** two. When are you leaving?
Where are you going on vacation? He's coming tomorrow.

7 About You

1. Have you ever traveled by plane?
2. Are you afraid of flying?
3. What do you like/dislike about plane trips?
4. What do you like/dislike about airports?
5. What do you think are the good and bad things about traveling?
6.  Have you ever had a bad travel experience? Tell about it.



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4 Language in Context

- Read the directions and examples with the class.
- Give students a few minutes to make a checklist of eight items. Then have students work in pairs and use their lists to make sentences about Yahya.
- Have two pairs form a new group and tell each other their sentences. Then have them discuss what they think Yahya is going to do in London.
- Have one person in each group report back to the class.

Answers

Answers will vary. Sample answers:

1. He's going to need a passport. He's going to need a U.K. visa. He's going to need British pounds. He's going to need warm clothes. He's going to need a hotel reservation. He's going to need a camera. He's going to need comfortable shoes.
2. He's going to go sightseeing. He's going to go to the British Museum. He's going to speak English.

5 Listening

- Have students look at the photo. Ask: **Where are the people? What are they going to do? Have you ever been in a long line at the airport? What did you do while you were waiting? Did anything unusual happen?**
- Have volunteers read aloud the sentences. Ask: **Who are you going to hear in the conversation?** (Dan and Larry) **How do they know each other?** (They're old friends.) **Where are they?** (at an airport) **Did they plan to meet each other there?** (no) Write students' answers on the board.

 **CD1, T16** Play the audio. Have students listen to see if their answers on the board were correct.

 **CD1, T16** Play the audio again. Have students listen and mark the sentences *true* or *false*.

 **CD1, T16** Play the audio a third time for students to check their answers.

Audioscript

Dan: Larry Morris?

Larry: Dan Casey! What a surprise. Long time no see.

Dan: Yeah. Almost five years, I bet.

Larry: How have you been?

Dan: I'm doing fine. How about you?

Larry: Can't complain. So tell me, what are you doing?

Dan: Actually, I'm working in the clothing industry.

Larry: That's terrific! Last time we met you were still in college.

Dan: Yeah, time flies, doesn't it?

Larry: Where are you traveling to?

Dan: I'm going to Milan to look for some new designs.

Larry: Great! I'm traveling to Italy too. I'm going to Florence to study art. Maybe we can get together while you're there. How long are you staying?

Dan: A short time, only one week. I'll look you up on my next trip. Let me have your email, and we'll keep in touch.

Answers

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

6 Pronunciation

- Direct students' attention to the *-ing* endings in the sentences. Ask them to listen to see if they hear the final *g* clearly.

 **CD1, T17** Play the audio as students listen only.

 **CD1, T17** Play the audio again. Students listen and repeat.

7 About You

- Arrange students in small groups to answer and discuss the questions about travel.
- As a follow-up, call on one student from each group to report back to the class about what they discussed.



8 Conversation

- Have students cover the conversation and look at the pictures. Ask: **What is the connection between the pictures? Where do you think the people on the plane are going? What do strangers on planes often talk about? Do you like to talk to strangers on planes? Why or why not?**
- Write the following questions on the board: **Where is the plane going?** (Saudi Arabia) **Do the two people in the conversation know each other?** (no)

 **CD1, T18** Play the audio. Ask students to listen to answer the questions on the board.

 **CD1, T18** Play the audio again. Have students listen and read along.

Real Talk

- Have students repeat the phrases after you.
- Ask: **What does Mr. Parker say about life in Abha?** (It's kind of slow.) **Is it very slow or a little slow?** (a little) **What can Mr. Parker probably see and do in Riyadh that he can't do in Abha? What local city would you call kind of slow?**
- Ask: **How is Mr. Parker's Arabic?** (pretty good) **Is it not very good or quite good?** (quite good) **What are you pretty good at?**
- Ask: **What does Mr. Parker say Michael will pick up?** (Arabic) **Does he think it will be difficult for Michael to learn?** (no) Have students say something they are good at picking up. Make sure they understand that when you *pick up* something, you learn it without much effort. If students have a hard time coming up with their own ideas, suggest the following: new vocabulary, how to do things on computers, how to fix things.

About the Conversation

- Have students work with a partner to ask and answer the questions.
- Check answers as a class. Call on a student to read the question and have that student call on a classmate to answer.



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Answers

Michael

1. He's going to Saudi Arabia to study Arabic.
2. He's staying for a year.
3. He still makes mistakes in Arabic.
4. He's going to stay in Abha.

Mr. Parker

1. He's going to Saudi Arabia on business.
2. He's staying for a few days.
3. His Arabic is pretty good.
4. He's going to stay in Riyadh.

Your Turn

- Arrange students in pairs. First, have pairs decide what the destination of the plane is. Then have them role-play the conversation. Tell them to use only the cues and not the conversation in the book. (You might want to write the cues on the board and have students close their books.) Encourage students to be creative with their answers.
- Ask volunteer pairs to perform their role play for the class.

Workbook

Assign page 183 for additional reading practice.



Teaching Tip

Do not be afraid to have some silent time during class. While it is important for students to hear and speak English during class, brief silent periods can be good to give students time to think, take notes, and organize their thoughts. It is especially important when students are working individually or when one student is struggling to answer a question.



Additional Activity

Have students imagine Michael and Mr. Parker meet again by chance after two months. Have them role-play a conversation about what the two months were like. Some new questions might be: *How is your Arabic now? Do you still make a lot of mistakes? Are you going to stay the whole year in Saudi Arabia?*



Every year, especially during the summer, thousands of foreign students enroll in English courses in the U.K. In addition to the capital, London, popular cities to study English in are Bath, Bournemouth, Brighton, Cambridge, Canterbury, Chester, Oxford, and York. These cities offer students a rich mixture of history, cultural events, and entertainment after classes have finished.

8 Conversation

Michael: Are you going to Saudi Arabia on business or vacation?

Mr. Parker: I'm going on business. My company has a branch in Riyadh. I'm attending a conference tomorrow morning, and then I'll probably fly back home to London next week. How about you?

Michael: I'm going to Saudi Arabia to study Arabic at King Khalid University. I'm an exchange student.

Mr. Parker: How long are you staying?

Michael: For a year, in Abha. Have you been there?

Mr. Parker: Yes, I have. It's very nice. Wonderful climate, but **kind of** slow for me, compared to Riyadh.

Michael: How's your Arabic?

Mr. Parker: **Pretty** good. I lived in Dubai for a while.

Michael: Well, I still make a lot of mistakes in Arabic, but my Arab friends say I have a good accent.

Mr. Parker: I'm sure you'll **pick up** the language quickly.



Real Talk

kind of = in some ways/slightly
pretty = very/quite
pick up = learn

About the Conversation

Answer about Michael. Then complete the same information about Mr. Parker.

1. Why is he going to Saudi Arabia? _____
2. How long is he staying? _____
3. What's his Arabic like? _____
4. In which city is he going to stay? _____

Your Turn

Imagine you are traveling and you meet someone on the plane.
 Role-play the conversation with a partner. Use the following cues.

1. Where / stay?
2. Why / go / name of place?
3. How long / stay?

9 Reading

Before Reading

1. What do you know about student exchange or language study programs abroad?
2. Would you like to go on one? Why or why not?

Study Arabic in Saudi Arabia

Saudi Arabia is the perfect destination if you want to learn the Arabic language and Islamic culture. Saudi Arabia is unique, with lots of traditions, historic places, and contrasts in scenery.

Why learn Arabic in Saudi Arabia?

Because there is so much to see and visit, you can be sure you'll never run out of things to do before and after your Arabic classes.



Why learn Arabic?

Arabic is the language of the Holy Qur'an. It is spoken by more than 400 million people around the world, mainly in the Middle East and North Africa. Like English, there are many different dialects in Arabic, but the majority of speakers in Saudi Arabia, the U.A.E., Oman, Kuwait, Yemen, Bahrain, and Egypt all understand each other. Arabic is commonly spoken in many other places, even where it is not the first language; for example, in the United States and increasingly in European countries.

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Why register at the Arabic Language School?

Learning the language

At our school, you will study the language and the culture of Islam! You will recite the Holy Qur'an, practice conversation, listen, and learn to read and write Arabic. Soon you will be comfortable speaking and using words and expressions the local people use.

Accommodations

You will live with a family. You will share their delicious food, their experiences, and learn all about everyday life in Saudi Arabia. The family members and local people will be pleased to help you with the language and help you experience the culture.



Why Abha?

Abha is the capital of Asir province. It is located in the Asir Mountains, 2,200 meters (7,218 feet) above sea level.



Its mild climate makes it a popular tourist destination, with average temperatures between 12° C (54° F) and 24° C (75° F). With a population of over 250,000, Abha is neither big nor small. The town is known for its traditional stone and mud-brick houses, but it also has modern hospitals and universities.

Abha has a rich heritage and a buzzing marketplace with regional foods and crafts. It attracts a great number of visitors, especially in summer, who come to relax and to take part in the lively atmosphere at the local summer festivals. Some even enjoy paragliding!

9 Reading

READING STRATEGY Using heads and subheads

- Point out to students that the heads and subheads in a reading can help them to predict the main idea of each part of the reading.
 - Before students open their books, ask the **Before Reading** questions about study programs abroad. Elicit answers in a class discussion.
 - Have students open their books, cover the text, and discuss what they see in the pictures. Ask: **Who is the man?** (a teacher) **What country do you think the pictures are of?** (Saudi Arabia) **What are good places in Saudi Arabia to visit? What is the climate like in Saudi Arabia? Do you think Saudi Arabia is a good place to study Arabic?**
 - Have students uncover the text and talk about what type of text it is. Ask: **Is it a magazine article or a brochure?** (a brochure) **What is the brochure for?** (the Arabic Language School) **Will the brochure give all the facts or just some of the facts? Will the brochure have any negative information? Why not?**
 - Have volunteers read aloud the heads and subheads. Have students predict what they expect to read in each section. Write their ideas on the board.
-  **CD1, T19** Play the audio. Students listen and read along, looking to see if their predictions on the board were correct.
- Have students reread the passage one section at a time. Pause after each section and ask questions to check understanding of the main idea of the section. For example:

(Introduction)

What makes Saudi Arabia special? (its traditions, historic places, and contrasts in scenery)

(Why learn Arabic in Saudi Arabia?)

What makes Saudi Arabia a good place to learn Arabic? (There are a lot of things to do outside of class.)

(Why learn Arabic?)

How many people speak Arabic? (more than 400 million people)

Where do people speak Arabic? (in the Middle East and North Africa, in the US and in European countries)

Are there many dialects in Arabic? (yes)

(Why register at the Arabic Language School?)

What will you study at the school? (the language and culture of Islam, the Holy Qur'an)

Why will it be good to live with a family? (You will share their food, experiences, and learn about everyday life in Saudi Arabia.)

(Why Abha?)

Is Abha in the mountains or by the sea?

(in the mountains)

What is the climate in Abha like? (It has a mild climate with temperatures between 12°C and 24°C.)

Is Abha an old city or a modern city? (both)

What is the population of Abha? (over 250,000)

What attractions are there in Abha? (rich heritage, marketplace, summer festivals, paragliding)

- Have students discuss the effectiveness of the brochure. Does it make them want to go to the Arabic Language School? What information would they need to know that is not in the brochure?
- Have students work in pairs to brainstorm a list of additional information that they would like to know about the exchange program at the Arabic Language School.

fun
facts

- There are 6,912 languages spoken in the world today.
- Mandarin Chinese is the most widely spoken, followed by Hindi and Spanish.
- English is the most widely-spoken language by non-native speakers.
- There are 820 different languages spoken in Papua New Guinea.



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3 When Are You Traveling?

After Reading

A

- Tell students to first find the words in the reading and underline them. Tell students to think carefully about the meanings of the words in the reading. The words might have a different meaning in the reading from a meaning they already know.
- Have students do the task individually and then compare answers in pairs.

Answers

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

B

- Have students read and answer the questions individually. Tell them to underline the parts of the text that provided them with the answers.
- Go over the answers with the class.

Answers

Answers will vary. Sample answers:

1. Arabic is spoken by more than 340 million people, so it can help you communicate with lots of people.
2. Students will recite the Holy Qur'an, practice conversation, listen, and learn to read and write Arabic.
3. Students will live with a family.
4. Abha has a mild climate with temperatures between 12°C and 24°C.
5. The climate is good, and Abha has a rich heritage, a buzzing marketplace, a lively atmosphere, summer festivals, and even paragliding.

Discussion

- Arrange students in groups. Have them use the questions as the basis for a discussion of exchange programs and world languages.
- Then include the whole class in a general discussion. Take a class poll of the countries students would most like to study.

10 Project

- Have students work in groups and plan a study program. First, they should decide what country the foreign students are from, how old they are, and how long their stay is going to be. They should then discuss the highlights of their country that they will want the visitors to know about and see during their stay.
- Have each group prepare a written report about the program as well as an oral presentation for the class.



Teaching Tip

Think about your favorite teachers from when you were in school. Most likely they were enthusiastic about what they taught. Your students will recognize your motivation and enthusiasm, and this will make your classroom more productive and stimulating for all.



Additional Activity

Tell students to close their books and dictate the first paragraph of the reading to them. First, read the text slowly and tell them to write what they hear. Then read the paragraph at a normal pace for students to check their work. Then tell them to open their books and compare what they wrote against the original.



Project

In groups, have students research English-language exchange programs in different countries. They should find out about the length of programs, cost, living arrangements, etc. Assign each group a different country, for example, the U.S., Canada, Australia, New Zealand, Ireland, and the U.K.

After Reading

A. Circle the correct meaning of the words as used in the brochure.

1. unique (1st paragraph)
 - a. strange
 - b. special
 - c. to be chosen
2. to run out (2nd paragraph)
 - a. to go out the door
 - b. to come to an end, be left without
 - c. to use up everything
3. dialects (3rd paragraph)
 - a. local varieties of language
 - b. spelling differences
 - c. different accents
4. recite (4th paragraph)
 - a. tell a story
 - b. answer a question
 - c. repeat from memory
5. rich (last paragraph)
 - a. wealthy
 - b. have a lot of sugar
 - c. have a lot of good things
6. heritage (last paragraph)
 - a. traditions
 - b. money from relatives
 - c. a preserved building
7. buzzing (last paragraph)
 - a. chaotic
 - b. busy and lively
 - c. very hot
8. atmosphere (last paragraph)
 - a. the way a place or situation makes you feel
 - b. traffic
 - c. gases surrounding Earth

B. Answer the questions.

1. What are the advantages of learning Arabic?
2. How will students learn Arabic at the Arabic Language School?
3. Where will students live during their stay in Abha?
4. What's the weather like in Abha?
5. Why is the town so popular with visitors?

Discussion

1. Have you ever been on an exchange program or studied in another country? Tell about it.
2. How do you think you would adjust to a foreign culture?
3. Which country would you like to go to and study a foreign language?
4. Discuss the importance of English as a world language. What do you know about where it is used?
5. Approximately 580 million people speak Spanish around the world. Do you think that Spanish will be an international language in the future? Say why or why not.

10 Project

Work in groups. Plan a study program for foreign students in your country. Include information about the classes, the accommodations, the location, and entertainment.

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3 When Are You Traveling?

11 Writing

A. Read the email. Do you think Adnan is having a good time in Toronto?

Dear Mom and Dad,

It was so nice to hear from you. I think of you all the time, too. You don't need to worry about me because I'm doing fine.

It was a little difficult for me to adjust at first because everything here is so different. The weather in Toronto is quite cold. It's about 14°C right now, but they say it can get really cold in the winter. The food is strange, too. The meals at the cafeteria are pretty good, but nothing like Mom's cooking. This afternoon, we had vegetarian pizza and salad.

The university has quite a large campus. I got lost on the first day, but I managed to ask for directions and made it to class on time. As for my classes, they are really interesting and the teachers are extremely helpful. I have four hours of English every day, so I'm learning quite fast. I still can't speak very well, but my teachers and classmates usually understand me. By the way, my classmates are very friendly, and I've made some new friends. We study together and hang out in the evenings.

Next week, our class is going to visit Niagara Falls. They've arranged for a tour guide to show us around. I'm sure it's going to be fantastic. I'll send you some photos.

I'm going to the library to study now. So, let's talk on Skype this Saturday. I miss you!

Love,

Adnan

Writing Corner

1. Intensifiers such as *very, quite, really, pretty, so,* and *extremely* make adjectives and other adverbs stronger. These adverbs are placed before the adjective or adverb.

The people are **really** friendly.

I'm learning **quite** fast.

I feel **pretty** lonely sometimes.

My teachers are **extremely** helpful.

The weather is **so** cold.

I can't speak **very** well yet.

2. When there is a singular noun, *quite* is placed before the article.

It has **a very** large campus.

It has **quite a** large campus.

B. Look at the writing task in C below. Before you write, make a chart and write notes for each paragraph. The chart below is an example of Adnan's email.

1	greetings	think of you, don't worry
2	differences	difficult to adjust: weather, food
3	campus/classes	large campus (got lost), interesting classes, helpful teachers, learn fast, friendly classmates (new friends)
4	plans	visit Niagara Falls: tour guide, photos
5	closing	library, Skype Saturday, miss you

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C. Imagine you are a student studying in a foreign country. Write an email to a friend telling him/her about your experience. Describe your impressions, how you feel, and what you plan to do while you are there.

11 Writing

A

- Ask students if they know someone who has studied in another country? If so, have them share with the class some of the experiences the person had away from home. Alternatively, hold a class discussion about personal experiences students may have had traveling abroad or what things they would find different in another country. Elicit ideas such as the weather, the food, the language, the customs and habits of the local people, etc.
- Have students read the email individually or call on different students to read parts of it aloud. Go over any new vocabulary by having students work out the meaning of the words in context.
- Ask: **Do you think Adnan is having a good time?** Elicit answers from students and have them explain why.

Answers

Answers will vary. Sample answers:

In general, he is having a good time. He has made new friends and he is looking forward to a tour of Niagara Falls. He thinks his classes are interesting, and he is learning English quickly. However, he has had some difficulties adjusting to the weather and the food. He also misses his family.

Writing Corner

- Read the explanation about intensifiers with the class. Explain that intensifiers are adverbs that emphasize adjectives and other adverbs. Have students read aloud the examples.
- Have students look at the email to find examples of intensifiers and the words that are being emphasized. Examples include: so nice (to hear from you), so different (everything), quite cold (weather), really cold (weather), pretty good (meals at the cafeteria), quite a large (campus), really interesting (classes), extremely helpful (teachers), quite fast (learning), very friendly (classmates).
- Go over the examples in 2. On the board, write: **The test was quite difficult.** Elicit the syntax with the article *a* by writing: **It was quite...** (a difficult test.) Provide a few more examples: **The lesson was quite interesting.** (It was quite an interesting lesson.) **That boy is quite tall.** (He is quite a tall boy).

Language Builder

Explain that *pretty* and *quite* are often used to give moderate emphasis. Compare for example: *John is very tall* and *Robert is quite tall*. In this case, John is probably taller than Robert. *Extremely* and *really* are used for strong emphasis. For example: *Bill is extremely tall*. In this case, Bill is probably much taller than John and Robert.

B

- Tell students that they are going to write an email to a friend about their experiences in a foreign country. They are going to prepare a chart like this to organize their paragraphs.
- Have students read the notes in the chart and point to where the information is in Adnan's email.
- Have students prepare their own charts and notes.

C

- Put students in pairs. Tell them to imagine they are in another country and talking to their partner on the phone. Using their notes, have students describe their experiences so far and what they are going to do while they are there.
- Students use their notes to write an email. Have students exchange papers and respond to the email they have received.

Workbook

Assign page 184 for additional writing practice.

Culture Note

Niagara Falls

Niagara Falls is the name of three huge waterfalls located on the border between Canada and the United States. Horseshoe Falls, the largest of the three, is the most powerful waterfall in North America and lies mostly on the Canadian side. The flow rate of the combined falls is the highest in the world.

The Niagara Falls are famous for their natural beauty and attract millions of tourists each year. They are also an invaluable source of hydroelectric power, supplying electricity to cities in Ontario, Canada and New York State.

12 Form, Meaning and Function

Time Clauses

- Go over the information at the top of the chart. Call on students to read the examples. Point out that the present tense is used with time clauses to tell about something that will happen in the future.

- Write a few more examples on the board, such as:

I'll text you as soon as I hear from them.

I'll stop by after I finish work.

We can't leave until the bell rings.

- Explain that time clauses can also be used at the beginning of a sentence. In this case, a comma is needed. For example:

As soon as we get to Hawaii, we're heading to the beach.

When we get home, we'll give you a call.

Prepositions of Movement

- Have students look at the illustrations. Note that the arrows indicate the movement.
- Have volunteers act out the movements. For example, say: ***Walk across the room. Walk around the room. Put your book into the bag. Take your book out of the bag. Go towards the door. Move away from your desk. Go through the doorway. Draw a line along the bottom of the board.***

A

- Tell students to pay close attention to the subjects while doing the exercise. Students work individually to match the sentence parts.
- Check answers as a class by calling on students to read the completed sentences.

Answers

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



B

- Ask students what they know about London and the sights there. You may wish to prepare a slide presentation or show the class photos of the London sights mentioned in the paragraph.
- Have students work individually to complete the paragraph. Then have them check their answers with a partner.
- Go over the answers by reading aloud the paragraph and asking students to call out the correct prepositions. Answer any questions about new vocabulary.

Answers

- | | |
|---------------|-----------|
| 1. towards/to | 6. along |
| 2. away from | 7. across |
| 3. through | 8. out of |
| 4. into | 9. to |
| 5. around | |

Culture Notes

Heathrow is the largest of London's 6 international airports. It is the busiest passenger airport in Europe and the third busiest airport in the world. It accommodated 73.4 million passengers in 2014.

The **London Underground** train is commonly known as the Tube. It serves over 1.2 billion passengers a year with 270 stations and 402 kilometers of track (2014).

The red **double-decker bus** has been a symbol of London since the 1950s.

Big Ben is another symbol of London. It is actually the name for the bell of the four-faced clock at the Palace of Westminster (Houses of Parliament).

Buckingham Palace is the London residence of the monarchy. It is a major tourist attraction, especially during the "Changing of the Guard" which takes place daily at 11:30 A.M.

Millennium Bridge was opened in 2000. It is a pedestrian bridge that crosses over the River Thames, linking Bankside with the City of London.

The **Tate Modern** is the most widely visited modern art gallery in the world with about 4.7 million visitors per year.

12 Form, Meaning and Function

Time clauses

Time clauses are introduced by conjunctions such as: *after, as soon as, before, until, when, while*. We do not use future forms in a time clause; we use the present.

They'll probably go skiing **when** they *are* on vacation. (future)

They went skiing **when** they were on vacation. (past)

I'll go shopping **while** you *cook* dinner. (future)

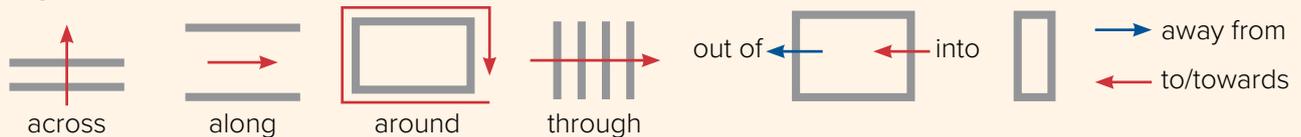
He went shopping **while** his wife cooked dinner. (past)



We place a comma after the time clause when it begins the sentence.

As soon as we arrive, we're going straight to the hotel.

Prepositions of Movement



A. Match each phrase with the correct time clause.

- | | |
|---|--------------------------------------|
| 1. ___ Take your ticket and passport with you | a. two hours before departure. |
| 2. ___ He's going to play football with his friends | b. when they're in London. |
| 3. ___ I won't spend a lot of money | c. until they call for boarding. |
| 4. ___ They'll probably visit a museum | d. until he finishes his homework. |
| 5. ___ We're going to miss you | e. as soon as he arrives. |
| 6. ___ You must go through the security check | f. before you leave for the airport. |
| 7. ___ Passengers should wait by the gate | g. when I go to the shopping mall. |
| 8. ___ They're meeting their son at the airport | h. before you board the airplane. |
| 9. ___ You should arrive at the airport | i. while you're away at college. |
| 10. ___ He won't go out with his friends | j. after he does his homework. |

B. Complete the paragraph with the correct prepositions.

Imad and Jasem are visiting London for two days. When they arrive at Heathrow Airport, they're going to take the London Underground train (1) _____ the center of town. The train travels above ground as it moves (2) _____ the airport, but when it gets near the city, it travels (3) _____ underground tunnels. They're going to get off at Green Park Station, near the hotel. After they check (4) _____ the hotel, they'll probably rest and have dinner. The next day, they're taking a tour (5) _____ the city on a double-decker bus. The tour stops at Big Ben and Buckingham Palace, and includes a short cruise (6) _____ the Thames River. On their last day, they want to walk (7) _____ Millennium Bridge and visit the Tate Modern. In the evening, they're going to check (8) _____ the hotel and take the Underground back (9) _____ the airport.

4 What Do I Need to Buy?

1 Listen and Discuss

1. How often do you go to the supermarket? What do you usually buy?
2. Who buys the food and supplies in your family?

BEST PRICE **SUPERMARKET** *Special Offers!*



MEAT

beef
lamb
chicken
sausage



SEAFOOD

salmon
shrimp
crab
squid



FRUIT

mango
pineapple
strawberries
papaya
avocado



VEGETABLES

carrots
onions
peppers
potatoes
beans



DAIRY PRODUCTS

butter
cheese
milk
yogurt



BREAD AND GRAINS

cereal
bread
rice



OILS AND CONDIMENTS

corn oil
olive oil
salt
pepper

DRINKS

tea
coffee



OTHER

flour
sugar



grapes

7.45 SAR
a kilogram

watermelons



18.65 SAR
each

This Week Only:

Buy one and get the second for half price!



eggs

8.40 SAR
a dozen



mushrooms

13.45 SAR
a box



milk

7.50 SAR
a carton

Unit Goals

- **Vocabulary**
 Food words
 Cooking words
 Containers
- **Listening**
 Listen for specific information in a conversation in a supermarket
- **Functions**
 Talk about foods, buying foods, and planning meals
 Describe quantities
 Put events in sequence
 Give and follow directions
- **Pronunciation**
 The *sh*, *ch*, and *j* sounds
- **Reading**
 Foods from the Americas
- **Writing**
 Write your favorite recipe
- **Grammar**
 Expressions of Quantity:
A Few, A Little, A Lot of, Much, Many, Enough
 Pronouns: *Something, Anything, Nothing*
 Sequence Words: *First, Then, After That, Finally*
 Reflexive Pronouns
 Conjunctions: *Because, So*
- **Project**
 Write about a meal with foods from different countries

Warm Up

Go around the room asking students what their favorite foods are. Write the foods on the board. Students may need vocabulary help, but encourage them to use words in English that they know.

Discuss the introductory questions as a class.

1 Listen and Discuss

- Tell students to look at the pictures. Ask: **What foods do you see here that you like? What foods do you see that you don't like?** Write the categories of foods on the board (for example, **meat, seafood, fruit**, etc.) Ask: **Do you eat (seafood) every day? How much (fruit) do you eat?** Ask about each food category.
- Have students look at the foods on page 32 and make two lists: one of the foods they know, and one of the foods they don't know.

- Arrange students into groups to discuss their lists. Encourage students to explain the foods to their classmates. Open the group discussion to a class discussion to discuss any remaining unknown foods.
- Direct students' attention to the flyer. Ask: **What is on sale this week? What is the sale?** Make sure that they do the math to figure out what it will cost to buy more than one of each item. To check comprehension, ask: **How much is one kilogram of grapes?** (7.45 SAR) **How much are two kilograms?** (11.18 SAR) **How much is a watermelon?** (18.65 SAR) **How much are two boxes of mushrooms?** (20.18 SAR) **How much are two cartons of milk?** (11.25 SAR) **How much are 12 eggs?** (8.40 SAR) **How much are 24 eggs?** (12.60 SAR)
- 🔊 **CD1, T20** Play the audio. Have students listen and read along. Tell them to pay attention to how each word is pronounced.
- 🔊 **CD1, T20** Play the audio again. Have students listen and repeat.
- Direct students' attention to the photographs on page 33. Ask: **Where are the people?** (the supermarket) **What are they probably thinking about?**
- Write the following on the board: **appetizer, main dish, dessert**. Answer any questions about meaning. Then ask about each category. For example: **What appetizer/main dish/dessert do you most often eat?**
- 🔊 **CD1, T20** Play the audio of the woman's thoughts. Students listen and read along.
- Check comprehension by asking: **What is she probably going to make for the appetizer?** (a salad) **What about for the main dish?** (chicken and rice) **And the dessert?** (date cakes)
- 🔊 **CD1, T20** Play the audio again. Call on individual students to repeat different sentences.

Quick Check

A

- To direct students' attention to the food groups on page 32, ask questions, such as: **What are carrots? Are they a kind of fruit or vegetable? Is rice a kind of bread or a grain?**
- Have volunteers read aloud the food items in **A**. Elicit where to put *apples*. (under *Fruit*) Have students work individually to do the same with the other food items. Go over the answers with the class.
- As an extension, have students work in pairs and add two other words to each food group.

Answers

Fruit: apples, dates

Seafood: tuna

Oils and Condiments: ketchup

Meat: turkey

Vegetables: garlic

Bread and Grains: couscous

B

- As review, have students repeat what the woman is going to make for an appetizer, main dish, and dessert. With books closed, have students identify the ingredients for each of the three dishes.
- Have students look at the presentation and do the task individually. Go over the answers with the class.

Answers

Answers will vary. Sample answers:

Dish	Ingredients Needed
Appetizer	tomatoes, peppers, onions, olive oil, lemons
Main Dish	a whole chicken, some garlic
Dessert	dates

2 Pair Work

A

 **CD1, T21** Play the audio for the model conversations. Students listen and repeat.

- Tell students about the last time you went to the supermarket. Encourage students to ask you questions similar to the ones in the sample conversations. Answer truthfully.

- Have students say when they last went to the supermarket or a grocery store and which one they went to. Have students work in pairs, asking and answering questions by substituting the underlined words. Students can role-play these conversations many times with different partners, changing the underlined information each time.

B

 **CD1, T21** Play the audio for the model conversation. Students listen and repeat.

- Point out that *How much* in **B** is different in meaning from *How much* in **A**.
- Brainstorm 20 of the most common food items people buy. Write them on the board in two columns labeled **A** and **B**. Identify students in each pair as Student A or Student B. Tell Student A to ask about the items in column A and Student B to ask about the items in column B. Have students take notes about their partner's answers.
- As an extension, have students call out the prices their partners said and see if people in the class agree with the prices.

Workbook

Assign page 185 for practice with food vocabulary.



Teaching Tip

Review and recycle language whenever possible to provide reinforcement of new language. You can always ask students about their likes and dislikes or their past and future activities in order to practice new structures and vocabulary.



Additional Activity

Review partitives. Write on the board: **a _____ of vinegar; two _____ of vinegar.** Elicit ways to complete the phrases; for example, *bottle/cup* and *bottles/cups*. Brainstorm with the class noncount food and drink items, and write them on the board. Have students work in pairs to come up with ways to count them.



Let me see what I need for dinner.

First, for the appetizer, maybe I'll make a salad. I'll get a few tomatoes, peppers, and onions. I have enough parsley and cucumbers for a salad. I have to get some olive oil. I only have a little left, and I don't have any lemons at all.

Then for the main dish, I'm going to make chicken and rice. I'll need a whole chicken and some garlic. I think I have the other ingredients.

I have nothing for dessert. Maybe I'll bake some date cakes. I'll need some dates for that.

Now, I think that's everything.



Quick Check

A. Vocabulary. Use the groups on page 32 to classify these foods: apples, tuna, ketchup, couscous, turkey, garlic, dates.

B. Comprehension. Complete the chart. What does the woman need to buy for dinner at the supermarket?

Dish	Ingredients Needed
Appetizer	
Main Dish	
Dessert	

2 Pair Work

A. Ask and **answer** about your last trip to the supermarket.

-  Did you get any coffee?
-  I got a little.
-  How about lemons?
-  I got a few.
-  How much chocolate did you buy?
-  I bought two bars.
-  And how many eggs?
-  I got a dozen.

B. Ask and **answer** about prices.

-  How much are oranges in your country?
-  They're 2 euros a kilo.

3 Grammar

Expressions of Quantity: *A Few, A Little, A Lot of, Much, Many, Enough*

Count

I eat **a few** carrots.

I eat **many** vegetables.

How many bananas do you eat?

Use *a lot of* and *enough* for both count and noncount nouns.

I eat **a lot of** eggs, but I don't eat **a lot of** bread. I don't eat **enough** fruit.

Noncount

I eat **a little** seafood.

I don't eat **much** bread.

How much milk do you drink?

Pronouns: *Something, Anything, Nothing*

I have **something** for lunch.

I don't have **anything** for lunch.

I have **nothing** for lunch.

Sequence Words: *First, Then, After That, Finally*

First, you mix the flour and the eggs. **Then** you add a little butter.

After that, you put in a teaspoon of baking powder. **Finally**, you let it rise.

A. Complete the sentences with **something**, **anything**, and **nothing**.

1. You're a good cook. You always have _____ delicious for dinner.
2. The refrigerator is empty. There is _____ to eat in here.
3. I haven't made _____ special for supper. Make yourself a sandwich.
4. There's _____ better than a nice cup of coffee after a meal.
5. Aren't you having _____ for breakfast? You should eat _____ in the morning. It isn't good to go out on an empty stomach.

B. Work with a partner. Ask and answer questions with **How many** and **How much**.

A: How many onions are there?

A: How much cheese is there?

B: There are a few.

B: There is a little.



3 Grammar

Expressions of Quantity: *A Few, A Little, A Lot of, Much, Many, Enough*

- Before students open their books, write the following words from the grammar chart on the board in two columns. Write **vegetables, carrots, bananas, eggs** in the first column; and **bread, seafood, milk, fruit** in the second column. Ask: **How are the words in each column similar?** Elicit that the words in the first column are count nouns and the words in the second column are noncount nouns.
- Tell students to open their books. Have volunteers read the sentences. Elicit the quantity words for count nouns and the quantity words for noncount nouns. Then elicit the quantity words for both count and noncount nouns. Point out that we use *enough* to mean the correct, or appropriate amount—as many/much as needed. Model sentences with *enough*. For example: ***I eat enough vegetables, but I don't eat enough fruit.***

Language Builder

Explain the importance of using the article *a* with *a few* and *a little*. Without the article, the meaning changes. For example, *Joe eats a few carrots every day* means that Joe eats two or three carrots every day. *Joe eats few carrots* means that Joe doesn't usually eat carrots.

Pronouns: *Something, Anything, Nothing*

- Have volunteers read aloud the sentences. If the class meets before lunch, have students say which sentence is true for them. If the class meets after lunch, have them change the verbs to the past tense and say which is true for them; for example, *I didn't have anything for lunch*. Point out that *anything* and *nothing* are similar in meaning but that we do not use *not* with *nothing*.

Sequence Words: *First, Then, After That, Finally*

- Have volunteers read aloud the sentences. Elicit who is speaking. (someone who is baking)

Language Builder

Explain that in writing, we use a comma after the sequence words and expressions that begin a sentence. The sequence word *then* can be written with or without a comma after it. However, *then* is used with a comma when it precedes a summing up, or conclusion sentence: *Then, you're saying you don't want to go.*

A

- Have students complete the exercise individually and check answers in pairs.
- As an extension, have students work in pairs to say who might be talking in each sentence and where the speaker is. For example, for the first item, say: ***The speaker is a guest for dinner at a friend's house and is complimenting the person who cooked the meal.***

Answers

1. something
2. nothing
3. anything
4. nothing
5. anything, something

B

- Have students describe what they see in the picture. Then have volunteers read the sample conversations aloud. Point out that *a few* or *a lot* answers questions with *How many* and that *a little* or *a lot* answers questions with *How much*.
- As an alternative, do the task as a memory game. Have students study the picture for one minute. Tell them to try to remember the quantities of each item. Identify students in each pair as Student A or Student B. Tell Student As to close their books and answer Student B's questions. Then students switch roles.

Answers

Answers will vary. Sample answers:

- A:** How many strawberries are there?
B: There are many.
- A:** How many tomatoes are there?
B: There are a few.
- A:** How much oil is there?
B: There is a little.
- A:** How much salt is there?
B: There is a lot.
- A:** How many carrots are there?
B: There are a few.
- A:** How many mushrooms are there?
B: There are a lot.

4 What Do I Need to Buy?

C

- Have students describe what they see in the picture. Elicit what the two people, Noura and Mona, might be saying to each other.
- Have students skim the conversation for specific information before they write anything and say what Noura and Mona are talking about. Have them complete the conversation individually. Go over the answers with the class.
- Have students practice the conversation in pairs. Make sure they switch roles.

Answers

1. any
2. many
3. a few
4. much
5. a little
6. enough
7. package
8. dozen

D

- Ask if students have ever made a pizza. If anyone has, have him/her talk about the experience. If no one has, ask if students think pizzas are easy or difficult to make.
- Have students look at the pictures and identify the ingredients. Make sure they know that the ingredients are shown on the left. Then using the pictures, elicit the steps in making a pizza.
- Have students read the recipe before they write anything. Tell them to find out how long it takes to make a pizza. (over an hour)
- Elicit the missing word in the first sentence as a model. Remind students that they are going to use both *before* and *then* twice.
- Have students complete the task individually and then check answers in pairs.

Answers

1. Before
2. First
3. Then
4. After
5. Before
6. Then
7. Finally

Workbook

Assign pages 186–188 for more practice with the grammar of the unit.

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Teaching Tip

It often helps to set up a real situation in the classroom to help exploit language. For example, set up a “supermarket scene.” Bring some nonperishable food and nonfood items to class. Label the items. Have students discuss the prices. Alternatively, you could just bring in supermarket flyers to discuss.



Additional Activity

Activity 1: Have students identify dishes they know that require a lot of ingredients. Have students list the dishes and the ingredients. Then have them tell the class the dish and the necessary ingredients with quantity words. For example: *For stew you need a lot of beef or lamb, one onion, a few carrots, and a few potatoes. You also need a little oil, a little salt, and a little pepper. You also need two tomatoes.*

Activity 2: Have students volunteer to make the pizza recipe at home. Ask them to report to the class how successfully they followed the recipe and how the pizza turned out. Or, ask the volunteer to bring in samples for the class!

fun facts

- Most people agree that the modern pizza originated in Naples, Italy. Today, Naples is still famous for its pizza.
- Pizza Margherita, the most popular pizza in the world today, was first created in 1889 to honor Queen Margherita of Italy. This is a pizza made with the colors of the Italian flag: tomatoes for the color red, mozzarella cheese for the color white, and basil for the color green.
- The biggest pizza ever made was baked in Norwood, South Africa in 1990. The massive pie was 37.4 meters across and weighed 12,194 kilograms. It contained 4,500 kilograms of flour; 1,800 kilograms of cheese; and 900 kilograms of sauce.
- People all over the world like different toppings on their pizza. In Japan, eel and squid are favorites; in Costa Rica, coconut is preferred; Brazilians like green peas; and in India, popular pizza toppings are pickled ginger and minced mutton.

C. Complete the conversation with **any, a little, a few, dozen, package, enough, many, and much**. Then practice with a partner.

Noura: Do you need help?

Mona: Yes. I'm going to make a cake. Please check the refrigerator. Are there (1) ___ eggs?

Noura: Yes, there are.

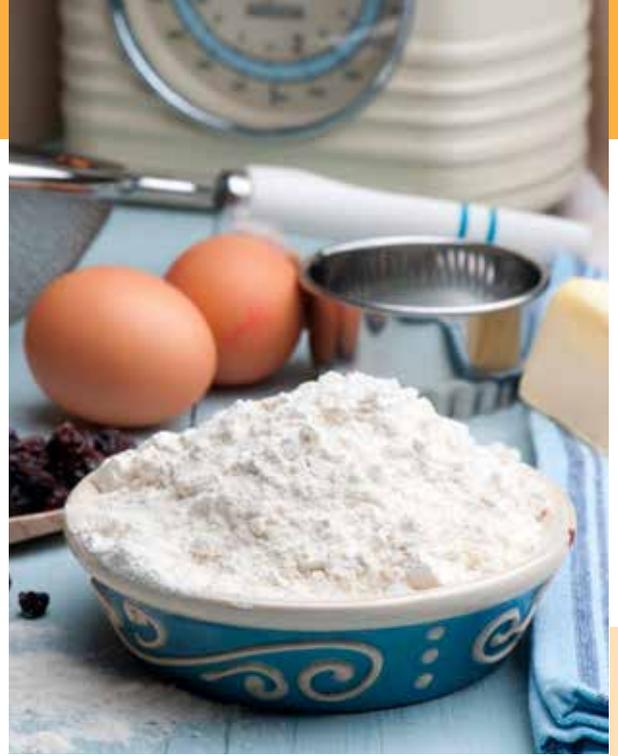
Mona: How (2) _____?

Noura: There are only (3) _____ left.

Mona: How (4) _____ butter is there?

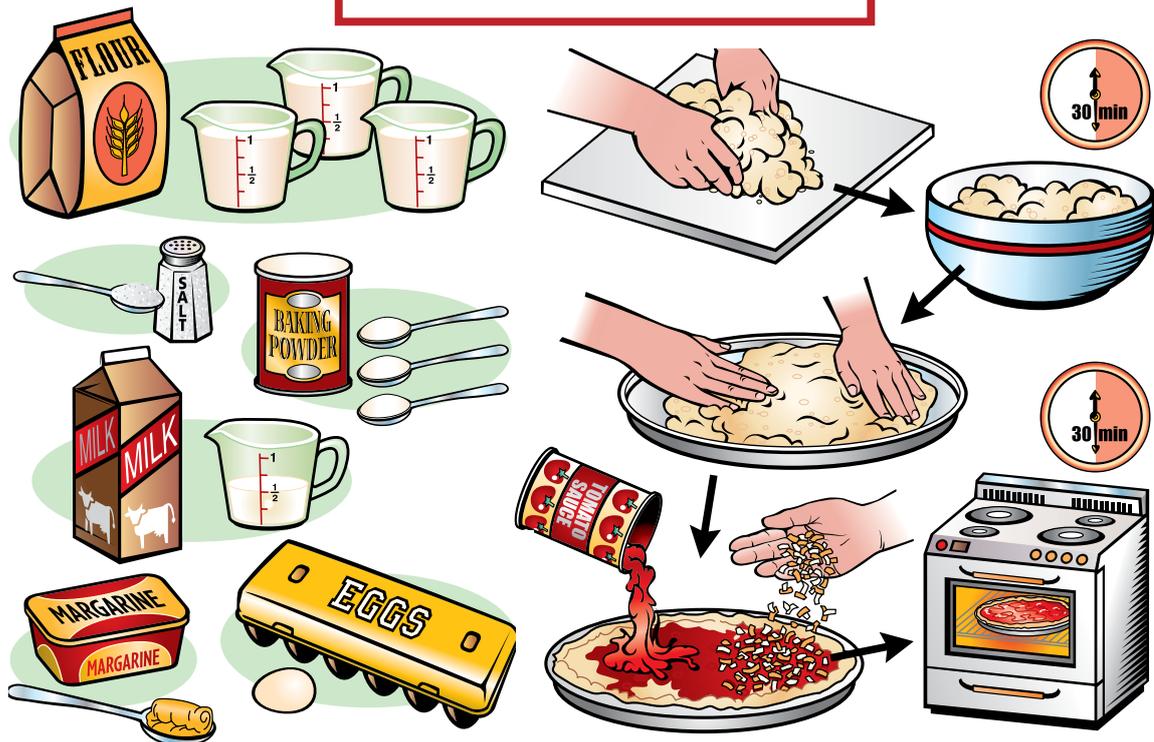
Noura: There's only (5) _____ left. There isn't (6) _____ for a cake.

Mona: Can you please go to the store and get a (7) _____ of butter, and a (8) _____ eggs?



D. Complete the recipe. Use **after, before** (twice), **first, finally, and then** (twice).

HOW TO MAKE A PIZZA



(1) _____ you start, check that you have all the ingredients. (2) _____, put three cups of flour, one teaspoon of salt, and three teaspoons of baking powder into a bowl. (3) _____ add half a cup of milk, one tablespoon of margarine, and one egg to the ingredients in the bowl, and mix them well to make the dough. (4) _____ you have made the dough, let it stand for about 30 minutes. (5) _____ you spread the dough, make sure it has risen enough. (6) _____ spread it evenly on the pan using your fingers. (7) _____, you cover it with cheese and tomato sauce and let it bake in a very hot oven for about 30 minutes.

4 What Do I Need to Buy?

4 Language in Context

Give advice about cooking. Role-play with two other students.

- A:** How should I cook the chicken?
- B:** Why don't you roast it in the oven?
- C:** I usually fry it.
- A:** I think I prefer to grill it.

chicken / roast ▶



▲ eggs / fry

▼ artichokes / steam



▲ vegetables / boil



▲ burgers / grill



▲ cake / bake

5 Listening

Listen to the conversation between Asma and Mrs. Hassan. Write down the things that Asma has in her shopping cart in the supermarket.

In Asma's Shopping Cart	

6 Pronunciation

Listen. Notice the pronunciation of the three sounds. Then practice.

1	2	3
shrimp	cheese	jam
fish	chocolate	juice
sugar	chips	orange

7 About You

1. Do you like to go to the supermarket? Why, or why not?
2. When did you last go to the supermarket, and what did you buy?
3. What are food prices like in your country?
4. Can you cook? What's your favorite recipe?
5. Have you ever baked a cake? Tell your partner about your experience.
6. Have you ever eaten an unusual dish? Tell your partner about it.

4 Language in Context

A

- Have students look at the pictures and identify the food items. Go over the meaning of the cooking words. Have three volunteers read aloud the sample conversation.
- Have students practice the conversation in groups of three. Tell them it is OK to change other words in the sample conversation in addition to the food and cooking words.

Answers

Answers will vary. Sample conversations:

A: How should I make the vegetables?

B: Why don't you boil them?

C: I usually steam them.

A: That's what I'll do.

A: What's a good way to cook eggs?

B: I fry them.

C: I don't like fried eggs.

A: How about if I boil them?

5 Listening

- Focus students' attention on the direction line and the chart. Ask: **Who are you going to hear talking? Where does the conversation take place?** Elicit various responses.

 **CD1, T22** Play the audio while students listen for general comprehension.

- Ask students what they think the relationship is between Asma and Mrs. Hassan. (Maybe they are neighbors. Or, maybe Mrs. Hassan is the mother of one of Asma's friends.)

 **CD1, T22** Play the audio again. Have students write down the things that Asma has in her shopping cart.

 **CD1, T22** Play the audio a third time for students to check their answers.

Audioscript

Mrs. Hassan: Hi, Asma. I see you're buying the groceries today.

Asma: Hello, Mrs. Hassan. My parents are busy, so I have to do the shopping. The store has some special offers here this week, you know.

Mrs. Hassan: What are you buying? What's in your cart?

Asma: I have four packages of frozen chicken burgers. They're on sale for 3 dollars a package. That's really cheap. And I have two dozen buns. When you buy one dozen, you get a dozen free. And look, I've got extra large bags of potato chips for \$1.50 each. That's really, really cheap.

Mrs. Hassan: But what are you going to do with all those buns and potato chips? They're going to be stale before you can eat them all. I'm not sure that the food is such a bargain when you can't eat it all.

Asma: I guess you're right. I didn't think of that.

Mrs. Hassan: And besides, that food isn't very healthy. Did you get any fruit or vegetables?

Asma: No. Only the peaches were on special, and I don't like peaches. I didn't buy any vegetables either.

Mrs. Hassan: Why don't you put the food in your cart back on the shelves, and I'll help you shop?

Answers

In Asma's Shopping Cart

four packages of frozen chicken burgers

two dozen buns

extra large bags of potato chips

6 Pronunciation

- Have students watch your mouth as you say the initial sounds of *shrimp*, *cheese*, and *jam*. Emphasize the /ʃ/, /tʃ/, and /dʒ/ sounds.

 **CD1, T23** Play the audio. Students listen and repeat.

- As a follow-up, say additional words that have these sounds. Students listen and hold up fingers to indicate what sound they hear: one finger for /ʃ/, two fingers for /tʃ/, and three fingers for /dʒ/.
- Then take turns having students pronounce the words for the class to hear.

7 About You

- Arrange students in small groups to discuss and answer the questions. Have them use the questions as springboards for discussion, but mention that they do not have to limit their discussion to the questions.
- Have one person in each group report back to the class the most interesting points of their discussion.

8 Conversation

- Have students cover the conversation and look at the pictures. Ask: **What kinds of foods are these? What is the appetizer? What is the main dish? What is the dessert?**
- Write on the board: **What haven't they eaten yet?** (the dessert)
-  **CD1, T24** Play the audio. Have students listen for the answer to the question on the board.
-  **CD1, T24** Play the audio again. Have students listen and read along.
- Point out the **FYI** box for an explanation of the dishes that the mother has prepared. Ask students if they have eaten any of these things and if they liked them.
- Have students practice the conversation in groups of three.

Real Talk

- Have students repeat the phrases after you.
- Ask: **When the mother says you guys, who is she talking to?** (her husband and daughter) **Do we say you guys for men only or for men and women?** (men and women) Point out that when someone talks about a *guy*, the person is talking about a man, but *you guys* refers to both men and women. Give an example of when you would say this phrase. For example, say: **Do you guys want to go to the park after class?**
- Ask: **Who says I can't wait?** (father) **Why does he say this?** (He's hungry and he likes the food his wife has prepared.) Put the following frame on the board:
A: I hear you're ____.
B: Yeah. I can't wait.
 Elicit ways to fill in the blanks. If students need help, write the following suggestions on the board and ask which would *not* work: **going on vacation/ graduating in June/ going to be in a play/ going to the dentist later.** (the dentist)
- Ask: **Who says Everything's under control?** (mother) **Does she mean she needs help or she doesn't need help?** (She doesn't need any help.)
- Ask: **Who says I've had more than enough?** (father) **Is this polite or rude to say?** (polite) Have students do a quick practice with *No, thank you. I've had more than enough.* Make offers of food and drink that would prompt the response. For example: **Here, have a fifth cup of coffee/ a sixth piece of pizza.**

About the Conversation

- Have students work in pairs to ask and answer the questions. Then check answers as a class.

Answers

1. She prepared an international meal.
2. No, she doesn't.
3. She says that her mother should start her own restaurant.
4. She says that she can teach her daughter how to cook.
5. It is cheaper and healthier than eating out.

Your Turn

- Have students work in pairs. Tell students to imagine Student A has invited Student B for a meal. Student A describes what he or she is preparing. Student B responds, asking questions and offering to help. Students then switch roles.
- Have pairs act out their role plays for the class.

Workbook

Assign page 189 for additional reading practice.



Teaching Tip

There is no more certain way to lose students' attention than by not making eye contact with them. Make sure you look at all students and all parts of the room while you are teaching. Making eye contact with students will also help you judge how well they have understood what you are teaching.



Additional Activity

Have students work in groups of three and pretend they are going to make a special dinner for the rest of the class. Have them choose something to make for an appetizer, a main dish, and a dessert, and then decide the ingredients they are going to need to buy. Have each group tell the class its menu using *first* (appetizer), *then*, *after that*, and *finally* (dessert). The class votes on the meal they would most like to have.



People around the world eat different things. Here are a few dishes that may be considered unusual. Iguana meat is eaten in some Central and South American casseroles. Sugar ants and kangaroo tail are eaten by Australian Aborigines. Shark fins and birds' nests are eaten in China. Snake meat is commonly eaten in Taiwan. Alligator meat is commonly on the menu in Florida, USA. Locusts are eaten in parts of Asia and Africa.

8 Conversation

Father: Mmm! Smells good.

Mother: Well, I have a real international menu today. I hope **you guys** like it. First, I have a Mexican dip—tortilla chips and guacamole. Then for the appetizer I have a shrimp cocktail, New Orleans style. After that, we'll have Moroccan style chicken tagine and couscous, with Brazilian passion fruit mousse for dessert. And finally, Colombian coffee.

Father: Sounds great. **I can't wait.**

Daughter: Do you need any help?

Mother: No, thanks. **Everything's under control.** Let's sit down and have some guacamole.

* * *

Father: The guacamole was great!

Daughter: How do you make it?

Mother: It's easy. You just follow the recipe.

Father: This chicken is absolutely delicious, too!

Mother: Would you like some more?

Father: No, thank you. **I've had more than enough.**

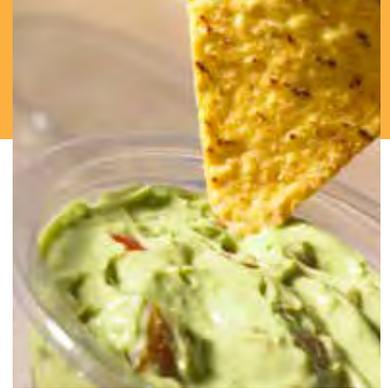
Daughter: You should start your own restaurant. You're an excellent cook.

Father: Yeah. I totally agree, but let's keep Mom's cooking for us.

Daughter: I have to learn how to cook.

Mother: I can teach you. It's lots of fun, and it's relaxing.

Father: And it's much cheaper and healthier than eating out.



FYI*

guacamole: an avocado dip—see page 39 for a recipe

chicken tagine: a spicy chicken stew, often with olives and apricots

couscous: grains of wheat dough that resemble rice

Real Talk

you guys = an informal way to address two or more people

I can't wait. = I am very eager for something.

Everything's under control. = Everything is organized.

I've had more than enough. = I can't eat any more.

About the Conversation

1. What kind of meal did the mother prepare?
2. Does she need any help in the kitchen?
3. What suggestion does the daughter make over dinner?
4. What does the mother suggest to her daughter?
5. What does the father say about eating at home?

Your Turn

Role-play a conversation with a partner. Imagine you have invited someone for a meal. Discuss the food and the recipes you are preparing. Then switch roles.

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*FYI: For Your Information

9 Reading

Before Reading

What do you know about the foods on these pages?

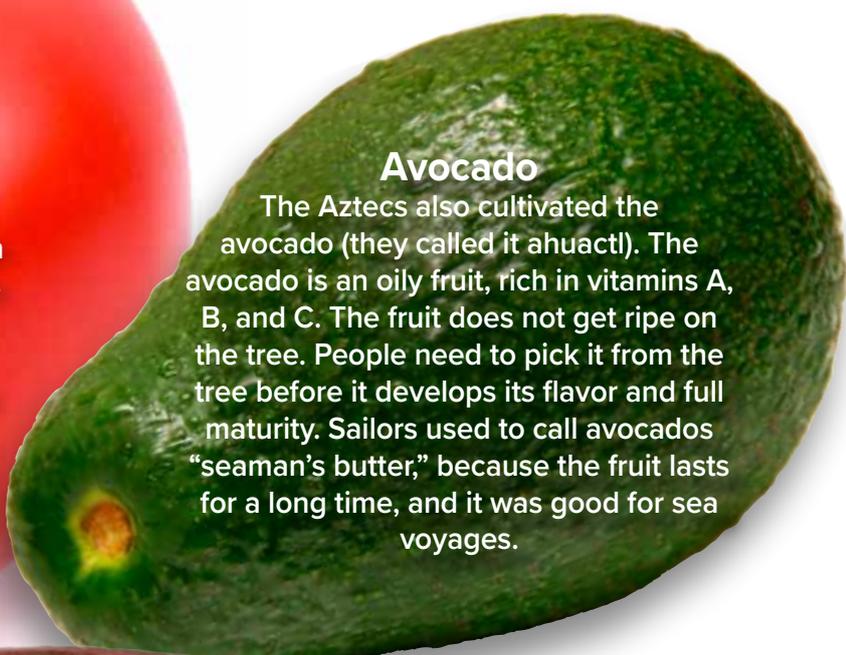
Foods from the Americas

Read about the foods from the Americas.
Then try out the recipes.



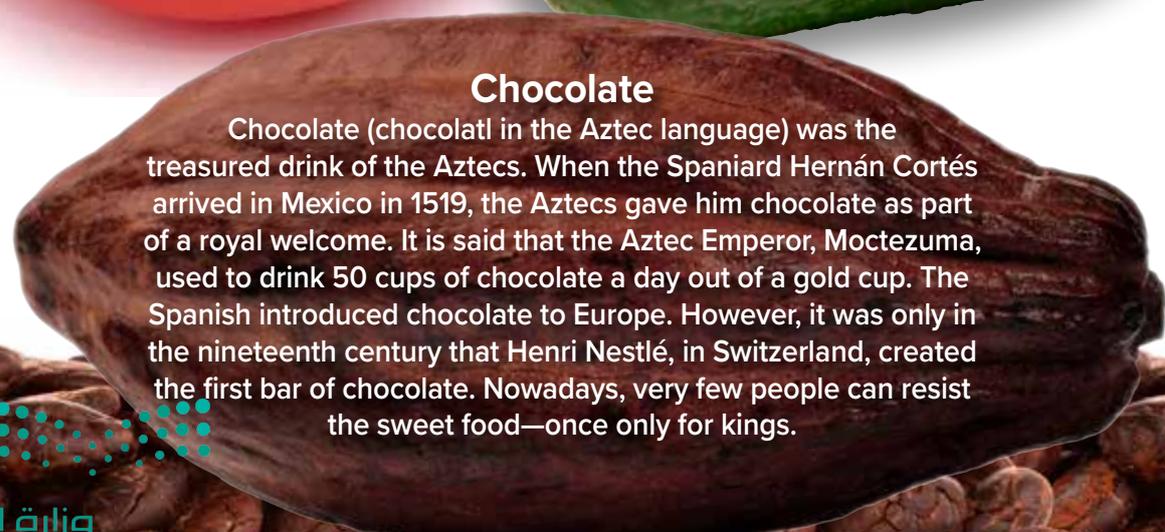
Tomatoes

Tomatoes are native to Mexico and Central America, and the Aztecs grew them back in the eighth century. In the sixteenth century, Spanish explorers introduced tomatoes to Spain, and the tomato's popularity spread quickly through Europe. The French, Germans, and Italians absolutely loved them. But the British thought they were poisonous at first. In the nineteenth century, a British diplomat introduced tomatoes to the Middle East, and now Egypt is among the world's top tomato producers.



Avocado

The Aztecs also cultivated the avocado (they called it ahuactl). The avocado is an oily fruit, rich in vitamins A, B, and C. The fruit does not get ripe on the tree. People need to pick it from the tree before it develops its flavor and full maturity. Sailors used to call avocados "seaman's butter," because the fruit lasts for a long time, and it was good for sea voyages.



Chocolate

Chocolate (chocolatl in the Aztec language) was the treasured drink of the Aztecs. When the Spaniard Hernán Cortés arrived in Mexico in 1519, the Aztecs gave him chocolate as part of a royal welcome. It is said that the Aztec Emperor, Moctezuma, used to drink 50 cups of chocolate a day out of a gold cup. The Spanish introduced chocolate to Europe. However, it was only in the nineteenth century that Henri Nestlé, in Switzerland, created the first bar of chocolate. Nowadays, very few people can resist the sweet food—once only for kings.

9 Reading

READING STRATEGY Using visual cues

- Point out the importance of using visual clues to get an overall meaning. Have students look at the pictures and scan the text quickly to identify the nature of the reading. The left-hand page describes the three food items pictured and the right-hand page has recipes with those food items. Students should be able to guess that this is a type of cookbook.
- After students scan, ask the **Before Reading** question. Have them say what they know about the three foods: *tomato*, *avocado*, and *chocolate*. Write the information and ideas they mention on the board.

 **CD1, T25** Play the audio. Ask students to listen and read along, looking to see if anything on the board is mentioned in the text.

- Have students read the information on page 38 again and circle words they do not know. Encourage students to try to understand the words through context.
- Ask students to say the words and expressions that are new for them. Write the words on the board and go over them. Encourage students who know the words to explain them to their classmates in English. Using the new words and expressions in sentences after you give the meaning can be very helpful. Some of the new words and expressions may include:

native to = produced or raised in a particular place *The llama is native to South America.*

poisonous = destructive, harmful, venomous
That snake is poisonous.

ripe = mature
A green tomato is not usually ripe.

lasts = stays alive, endures
The avocado lasts for a long time; it doesn't go bad quickly.

nowadays = at the present time
Most people use computers nowadays.

- Have students talk about any recipes they know that use tomatoes, avocados, or chocolate.

- Direct students' attention to page 39 and ask them to describe what they see. Read the list of ingredients for the Brownies aloud. Add *of* as you read. For example: *Three quarters of a cup of margarine, one and a half cups of sugar, one and a half teaspoons of vanilla, and so on.* Have students read the other ingredient lists aloud.
- Do a jigsaw reading of the recipes. Before class, write or type out the recipes, one sentence at a time. Cut the sentences into strips. After students have gone over the ingredients, have them close their books. Give each student a strip of paper with a sentence from the recipe. First, students have to find the other people who have sentences for their recipe. Then they work in a group to arrange their sentences in the correct order. The person who thinks he or she has the first step of the recipe reads the sentence aloud. If the others agree that it is the first sentence, the person who thinks he or she has the second sentence reads the sentence aloud, and so on.
- Read aloud each recipe. With books still closed, students listen to see if the order of the sentences in their recipe is correct.
- Ask students to say which dish they would like (or would not like) to make and why. For example: *I would like to make brownies because I love chocolate.*
- As an extension, students might want to try making these recipes at home. Have them report back to the class on the experience and how the dish turned out.

Culture Notes

The Americas

The Americas refers to the Western Hemisphere—North America, Central America, and South America.

Fahrenheit to Celsius

350° F is equivalent to 177° C.

fun
facts

Milton Hershey (1857–1945) founded the Hershey Chocolate Company in 1903. He built his factory in a community in Pennsylvania, USA that is now called Hershey—the sweetest place on earth. The town is filled with chocolate attractions and actually smells like chocolate!



4 What Do I Need to Buy?

After Reading

A

- Ask individual students to read aloud the sentences.
- Have students complete the task individually. If a sentence is false, tell them to rewrite the information to be true.
- Have students go over the answers with a partner. Finally, go over the answers with the class.

Answers

1. true
2. false (Egypt is one of the world's top tomato producers.)
3. false (The avocado was called "seaman's butter" because it was a good fruit to take on voyages.)
4. false (Montezuma used a gold cup to drink his chocolate.)
5. false (Henry Nestlé created the first bar of chocolate in the nineteenth century.)
6. true

B

- Students work in pairs. Have one student close his or her book and describe how to make one of the dishes. The other student listens and says *That's right* or *That's wrong*. Then students switch roles.

10 Project

- In groups, have students plan a meal with foods from various countries or their own country. They will plan an appetizer, a main dish, and a dessert.
- Have students brainstorm to decide what to make. Then have them assign roles to group members (for example, coordinator, writer, illustrator, researcher, and presenter) and plan how the project will develop.
- Have each group present their "meal" to the class, by showing their illustrations, telling the recipes, and explaining how each dish tastes. Groups should also submit all of their written materials for assessment.
- Have the class vote on the most appealing "meal."



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Teaching Tip

It is important to prepare for your classes, but it is equally important not to over-prepare. To ensure your classes go well, look over the material you will be teaching in advance and think about how you will present it. Also think about what additional materials will be used during the class. If you are showing a video or using an audio selection, preview it in advance. Make a few notes about what you plan to do during the class. However, avoid writing down in detail everything you are going to do. This kind of extensive preparation can inhibit spontaneity in the classroom and make a class less interesting.



Additional Activity

Have students work in groups to discuss similarities and differences among the foods on page 38. Possible answers include: *All three foods came from the Americas. The Aztecs grew all three foods. Spanish conquistadores brought tomatoes and chocolate to Europe in the 1500s. Some people thought the tomato was poisonous, but not the other foods. Europeans invented new recipes for tomatoes and chocolate. The names for avocado and chocolate came from the Aztecs.*



Project: History of Foods

In groups, have students research the history of other foods. Students might research one of the following foods, or use their own idea: the potato, rice, tea, coffee, the turkey, or corn. Assign each group one food item. Tell them to find out information such as where the food or drink was first cultivated, how it became popular in different parts of the world, and why it remains popular. Have each group present its findings to the class.

Pasta with Tomato Sauce

INGREDIENTS:

- 5 cloves garlic
- 3 cups chopped tomatoes
- 5 tablespoons olive oil
- salt and pepper to taste
- fresh basil to taste
- 1 package pasta

DIRECTIONS:

Pasta: Cook separately according to package directions.

Sauce: First, chop the garlic into tiny pieces. Then put the tomatoes, olive oil, and garlic in a saucepan with salt and pepper, and cook on moderate to low heat for 20 minutes. After the sauce is thick, remove the pan from the heat. Tear fresh basil into pieces and add it to the sauce. Pour the sauce over the pasta.



Brownies

INGREDIENTS:

- ¾ cup margarine
- 1½ cups sugar
- 1½ teaspoons vanilla
- 3 eggs
- ¾ cup flour
- ½ cup dark cocoa (powdered chocolate)
- ½ teaspoon baking powder
- ½ teaspoon salt

DIRECTIONS:

Mix the margarine, sugar, and vanilla in a bowl. Add the eggs, and mix well. After that, add the flour, cocoa, baking powder, and salt. Put the mixture into a baking pan, and bake it in a hot oven at 180° C (350° F) for 40-45 minutes.



Guacamole

INGREDIENTS:

- 2 ripe avocados
- 2 tablespoons lemon juice
- 1 small onion, chopped
- ½ teaspoon salt
- hot sauce (Tabasco or chili) to taste

DIRECTIONS:

Before you cut the avocados, make sure that they are ripe. Mash them in a bowl with the lemon juice. After that, add the chopped onion and the salt. Finally, add the hot sauce to taste, and mix the ingredients well. Serve the guacamole with tortilla chips.



After Reading

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

1. _____ The Spanish introduced tomatoes to Europe.
2. _____ Tomatoes are not grown in the Middle East.
3. _____ Early sailors used avocados because they tasted like butter.
4. _____ Moctezuma sent the king of Spain a gold cup to drink chocolate from.
5. _____ The first chocolate bars date from the twentieth century.
6. _____ The main ingredient of guacamole is avocado.

B. Work with a partner. Choose one of the dishes and describe how to make it.

10 Project

Work in a group. Plan a meal with foods from different countries or your own country.

- Write the recipes and illustrate them.
- Present your meal to the class.

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4 What Do I Need to Buy?

11 Writing

- A. What ingredients do you need to prepare your favorite dish? Write a note to a family member who is going to the supermarket. Ask him/her to buy the things you will need.

 *Dad,*

I'm going to make spinach pasta for dinner. Can you please pick up the following things when you go to the supermarket?

- some grated Parmesan cheese*
- a package of pasta (spaghetti or linguine)*
- some fresh baby spinach*

I think we have everything else. Wait... buy a bottle of olive oil since there isn't much left.

Thanks a lot. See you tonight.

Maha

Writing Corner

1. Use sequence words to show the order things happen: *first, next, then, after that, finally*. To boil an egg, **first** boil the water in a pot. **Next**, put the egg into the water. **Then**, wait 3-5 minutes. **After that**, remove the egg from the water. **Finally**, serve the egg.
2. Use time words such as *when* and *until*. Fry the onion in oil **until** it is golden brown. **When** the water boils, put the spaghetti in the pot.

- B. Put the directions for the recipe in the correct order. Number the steps 1–8.

Spinach Pasta

Ingredients

300 grams pasta	150 grams cream cheese
2 tablespoons olive oil	30 grams Parmesan cheese, grated
2-3 garlic pieces, sliced	1/4 teaspoon nutmeg
250 grams baby spinach	salt and pepper

Directions

- ___ Add the garlic to the hot oil and cook for about 1-2 minutes.
- ___ Finally, add the pasta and combine it with the sauce.
- ___ Next, heat the olive oil in a large frying pan over medium heat.
- ___ Start by cooking the pasta according to the package directions.
- ___ After that, slowly add the spinach and gently stir it with the garlic.
- ___ Then add the Parmesan cheese and nutmeg to the sauce and stir it well.
- ___ Drain the pasta and put aside 1/2 cup of the cooking water.
- ___ When the spinach is soft, stir in the cream cheese, the cooking water, and salt.

Suggestion: Serve with grated Parmesan cheese and a dash of black pepper.



- C. Write the ingredients and the directions for your favorite recipe. In the directions, remember to use the imperative and sequence words.

11 Writing

A

- Have a volunteer read the note aloud. Ask: **What is Maha going to make for dinner? What ingredients does she need?**
- Have students write the ingredients they need to prepare their favorite dish. Then tell them to put a check mark next to the ingredients they usually have in the house, such as salt and pepper, flour, oil, etc. They will include the remaining ingredients in their note.
- Have students write a note to a family member. Move around the room and help with vocabulary as needed.
- Have volunteers read the ingredients in their note and ask the class to guess what dish the ingredients are for.

Writing Corner

- Read the example paragraph with sequence words. Explain that *next*, *then*, and *after that* are similar in meaning. Point out the comma after each sequence word.
- Read the examples with *when* and *until*. Remind students that there is a comma after the time clause if it begins the sentence.

B

- Have students read through the directions and answer any questions they have about vocabulary. Then put students in pairs to complete the exercise.
- Go over the answers with the class by having students read the steps in the correct order.

Answers

4. Add the garlic to the hot oil and cook for about 1-2 minutes.
8. Finally, add the pasta and combine it with the sauce.
3. Next, heat the olive oil in a large frying pan over medium heat.
1. Start by cooking the pasta according to the package directions.
5. After that, slowly add the spinach and gently stir it with the garlic.
7. Then add the Parmesan cheese and nutmeg to the sauce and stir it well.
2. Drain the pasta and put aside 1/2 cup of the cooking water.
6. When the spinach is soft, stir in the cream cheese, the cooking water, and salt.



C

- Have students work individually to write the recipe for one of their favorite foods. They can write the recipe from memory, consult a good cook, or look in a cookbook. Make sure that they do not copy a recipe in English.
- Have students share their recipes with the class.
- Compile the recipes to create a class cookbook or ask volunteers to make one.

Workbook

Assign page 190 for additional writing practice.

12 Form, Meaning and Function

Reflexive Pronouns

- Go over the material in the chart for reflexive pronouns.
- Direct students' attention to the **Note**. Explain that when we use a reflexive pronoun in this way, it means the same as *alone* or *independently* and is added for emphasis. In other words, it's grammatically correct to say *I made the cake*, but adding *myself* points out that it was done without help.
- Write sentence frames such as the following on the board, and have students fill in each blank with the correct reflexive pronoun.

Everyone else went home. We were all by _____.

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

She reminded _____ not to forget her dentist appointment.

He hurt _____ when he fell off his bike.

Because versus So

- Go over the material in the chart.
- Explain that one way to remember the difference between *because* and *so* is to remember that *because* refers to a cause and *so* refers to an effect.
- Write sentence frames such as the following on the board, and call on a volunteer to complete each sentence.

He missed the bus, so _____.

Because she didn't study hard, _____.

He needed more money, so he _____.

Language Builder

Explain two more meanings of *so*. It can be used (with no comma) when expressing a desired result. For example: *I studied hard so I could do well on the test.* It is also commonly used as an adverb for emphasis. For example: *I was so tired I couldn't finish my homework.*



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A

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

Answers

- | | |
|---------------|---------------|
| 1. herself | 5. itself |
| 2. yourself | 6. ourselves |
| 3. yourselves | 7. themselves |
| 4. himself | 8. myself |

B

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

Answers

- | | |
|------------|------------|
| 1. so | 4. so |
| 2. because | 5. because |
| 3. because | 6. so |

C

- Go over the example with the class. On the board, write: **The fridge is empty...** Elicit how to complete the sentence with *so*. (so we need to go grocery shopping)
- Have students work individually to write sentences with *because* and *so*.
- Have students compare answers in pairs, and then call on volunteers to read the answers for the class.

Answers

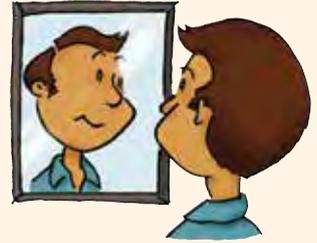
- The bread was stale, so we threw it away./We threw the bread away because it was stale.
- I can't cut the steak with this knife because it isn't sharp enough./ This knife isn't sharp enough, so I can't cut the steak with it.
- Maha is on a diet, so she avoids eating foods with lots of calories./ Maha avoids eating foods with lots of calories because she's on a diet.
- I really enjoy cooking because it's fun and relaxing./Cooking is fun and relaxing, so I really enjoy it.
- She watches cooking shows on TV, so she can learn new recipes./ She can learn new recipes because she watches cooking shows on TV.

12 Form, Meaning and Function

Reflexive Pronouns

Use the reflexive pronoun when the subject and the object are the same person.

I	→	myself	we	→	ourselves
you	→	yourself	you	→	yourselves
he	→	himself			
she	→	herself	they	→	themselves
it	→	itself			



He likes to look at **himself** in the mirror.

Note: You can also use the reflexive pronoun to say that you did something without anyone's help: I made the cake **myself**.

Because versus So

The subordinate conjunction *because* introduces a reason—it tells why. The conjunction *so* introduces a consequence or a result.

You should eat a good breakfast **because** it gives you energy.

We didn't have anything to eat at home, **so** we went out for dinner.

A. Complete the sentences with the correct reflexive pronouns.

1. Nawal cut _____ while she was peeling potatoes.
2. The instructions on the box say: "Do it _____."
3. Welcome everyone! Please help _____ to coffee and snacks.
4. My father was hungry, so he made _____ a sandwich.
5. When you set the timer, the oven will turn _____ off.
6. Our refrigerator broke down, so we bought _____ a new one.
7. The children are old enough to look after _____.
8. I burned _____ when I took the cake out of the oven.

B. Complete the sentences with **so** or **because**.

1. The service was excellent, _____ they left the waiter a big tip.
2. She bought four frozen pizzas _____ they were on sale.
3. Avocados are good for you _____ they're rich in vitamins.
4. Ali didn't feel well, _____ his mother made him some chicken soup.
5. I can't make cookies _____ I don't have all the ingredients.
6. She didn't remember the recipe, _____ she called her mother.

C. Join the sentences with **so** and **because**. Use the pronoun *it* where necessary.
We need to go grocery shopping. The fridge is empty.

 We need to go grocery shopping because the fridge is empty.

1. The bread was stale. We threw the bread away.
2. I can't cut the steak with this knife. The knife isn't sharp enough.
3. Maha is on a diet. She avoids eating foods with lots of calories.
4. I really enjoy cooking. Cooking is fun and relaxing.
5. She watches cooking shows on TV. She can learn new recipes.



1 Language Review



- A. Complete the following information about yourself. Write complete sentences. Then compare with a partner.

Childhood Memories

1. Place and date of birth _____
2. Earliest memories _____
3. Favorite toy _____
4. Favorite teacher in elementary school _____
5. Best friend in elementary school _____
6. Favorite pastime as a child _____
7. Things you used to do _____
8. Things you didn't use to do _____

- B. Write questions for the following answers. Use the underlined words in each question.

1. I don't know what I'm doing next Thursday. _____
2. No, I'm going to do my homework tonight. _____
3. He'll probably go to college after high school. _____
4. Their friends are arriving from Syria tomorrow. _____
5. She's going to meet her sister at the mall. _____

- C. Complete the sentences with the correct verb or verb form.



Siberian Tigers

What (1) _____ probably become of the Siberian tiger, an endangered species, in the future? There (2) _____ now only about 400 to 500 Siberian tigers in the wild. (3) _____ authorities be able to protect them? Siberian tigers (4) _____ in the forests of eastern Asia, northern China, and Manchuria, but the majority survive in the Ussuland region of Russia. Some tigers (5) _____ born and raised in zoos. An adult male normally (6) _____ 440 to 660 pounds (200 to 300 kilograms) and measures about 13 feet (4 meters) from head to tail. They (7) _____ very large animals and consume a lot of food every day because of the cold climate. At one meal, a Siberian tiger can (8) _____ up to 95 pounds (45 kilograms) of meat. Like all big cats, they hunt for their food. They sometimes (9) _____ some of their catch in trees, so other predators can't see it or find it. If they can't eat it all in one meal, they take a nap and finish it off later.

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Unit Goals

- ⦿ **Language Review**
- ⦿ **Writing**
Write about an endangered species
- ⦿ **Reading**
Water For Life
- ⦿ **Project**
Prepare a campaign to save water
- ⦿ **Chant Along**
What Have They Done To You?
- ⦿ **Project**
Research an environmental organization

1 Language Review

- A**
- Tell students you are going to tell them about your childhood memories. Tell them to write down the subjects you talk about. For example, say: ***I was born in Jeddah, Saudi Arabia, on June 2nd 1991.*** Ask: ***What subjects did I just tell you about?*** Elicit place and date of birth. Continue, without stopping, telling students about your earliest memories, favorite toy, and other prompts from exercise **A**. At the end, ask for the subjects you talked about and write students' answers on the board. Have students open their books to page 42 to see if the list on the board matches the list in exercise **A**.
 - Have students write sentences about their childhood memories and then tell their partner their sentences. Encourage students to ask each other questions. At the end of the activity have students report to the class an interesting memory they heard from their partner.

Answers

Answers will vary.



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B

- This exercise reviews question formation of future forms. Have volunteers read aloud the sentences and identify the words they must use in the questions. Model the task by eliciting the question for number 1.
- Have students do the four remaining questions individually. To check answers, have volunteers write the questions on the board.

Answers

1. What are you doing next Thursday?
2. Are you going to do your homework tomorrow?
3. Will he go to college after high school?
4. When are their friends arriving from Syria?
5. Where is she going to meet her sister?

C

- Direct students' attention to the photograph and have them talk about the tiger. Ask: ***Where does it live?*** (eastern Asia, northern China, Manchuria, Ussuiland region of Russia) ***How many do you think there are in the wild?*** (400 to 500) ***How much does an adult weigh?*** (440 to 660 pounds or 200 to 300 kilograms) ***How much meat can they eat at one meal?*** (up to 95 pounds or 45 kilograms) ***How do they get their food?*** (They hunt their food.) Write students' answers on the board.
- Have students read the paragraph before they write anything to see if their answers on the board were correct.
- Have students complete the paragraph individually and then check answers in pairs.
- Go over the answers with the class, having students take turns reading aloud the sentences.

Answers

Answers will vary. Sample answers:

1. will
2. are
3. Will
4. live
5. are
6. weighs
7. are
8. eat
9. leave

D

- This exercise reviews expressions of quantity. Write **some** and **many** on the board. Elicit other similar words, such as: *any, a few, a little, a lot, much, how much, how many*. Add the words as students call them out. Then write **Expressions of Quantity** at the top of the list.
- Have students do the task individually and compare answers in pairs. Go over the answers with the class. In the cases of a sentence with more than one correct answer, write all the possible answers on the board and ask if the meaning is similar or different. For example, in number 4 students could say *any, much, or a lot of*. *Much* and *a lot of* are similar in meaning; *any* has a different meaning.

Answers

Answers will vary. Sample answers:

- | | | |
|----------------------|----------------------|---------|
| 1. a little, some | 4. any/much/a lot of | 7. any |
| 2. any/much/a lot of | 5. How much | 8. some |
| 3. a few | 6. How many | |

E

- Direct students' attention to the photograph and elicit from them what they know about the panda. If they need help getting started, ask: **Where do they live?** (southwestern China) **What is their natural habitat?** (misty, rainy forests) **What do they eat?** (bamboo shoots and leaves)
- Read the text aloud. Pause in every sentence and have students say the missing word; for example, pause at *animals* in the first sentence, *vulnerable* in the second, *China* in the third, etc. Answer any questions about vocabulary.
- Have students ask and answer the questions in pairs.
- Check answers as a class by calling on a student to read aloud the question and having that student call on another student to answer.

Answers

Answers will vary. Sample answers:

- Q:** Where do pandas live?
A: They live only in the bamboo areas of the forests in southwestern China.
- Q:** How many pandas remain in the wild?
A: Today only about 1,600 pandas remain in the wild.
- Q:** How are conservation organizations working to protect pandas in their natural habitat?
A: They want to maintain a "bamboo corridor," through which pandas can move freely.

- Q:** How much does a panda eat per day?
A: A panda eats up to 45 kilograms of bamboo per day.
- Q:** How long does a panda eat every day?
A: A panda eats for about 16 hours a day.

Discussion

- Before students begin, read the questions aloud to the class and make sure they understand them.
- Have students discuss their answers in small groups. Monitor students as they discuss, but do not make corrections.
- As a follow-up, have one person in each group report back to the class about their discussion.

2 Writing

- Tell students to think about the animal they would like to protect. Write the following frame on the board and have students complete it:
Species I want to protect:
Where this species lives:
What makes it special:
Things people can do to protect it:
- Give students a few minutes to use the frame on the board to make notes about the animal they would like to protect. Then have students work in small groups, taking turns to talk about the species they chose. Encourage the others in the group to ask questions.
- Tell students they might want to do more research before they start to write. For example, they might want to find out how many of the species still live in the wild, what its habits are, and if there are any conservation organizations that are working to protect the species.
- Have students work individually to write about the species they have chosen.

Workbook

Assign pages 191–195 for review of grammar and vocabulary presented in Units 1–4.

D. Complete the sentences with expressions of quantity. Sometimes more than one answer is possible.

1. We only have _____ olive oil left. Don't forget to buy _____ oil.
2. Tony doesn't eat _____ seafood at all. He's allergic to it.
3. I'm trying to lose weight. Please give me only _____ french fries.
4. Many children don't eat _____ fruit because they don't like it.
5. _____ milk do you drink in a day?
6. _____ eggs do you eat in a week?
7. I never put _____ onions in the salad. They have too strong of a taste.
8. Have _____ hot tea. It'll make you feel better.

E. Read the text. Then use the prompts to ask and answer questions with a partner.

Pandas

The lovable, cuddly-looking panda is one of the world's most popular animals. Unfortunately, it's also one of the most vulnerable species. Pandas live only in the dense bamboo areas of the misty, rainy forests of southwestern China. Today only about 1,900 pandas remain in the wild. The Chinese government and various conservation organizations are working to protect pandas in their natural habitat. They want to maintain a "bamboo corridor" through which pandas can move freely. Bamboo shoots and leaves account for 99 percent of a panda's diet. An adult giant panda eats up to 95 pounds (45 kilograms) of bamboo per day over a period of about 16 hours. So it is important to have a protected place with a lot of bamboo available.

1. Where / pandas / live?
2. How many / pandas / in the wild?
3. How / organizations / work to protect pandas?
4. How much / eat?
5. How long / eat / a day?

Discussion

1. Are there any endangered or vulnerable species in your country?
2. What are the authorities doing about conservation of wildlife in your country?
3. What can we do to preserve wildlife for future generations?

2 Writing

Imagine you belong to an organization that helps to protect endangered or vulnerable animals. Unfortunately, you only have funds to help one species. Decide which animal you would like to help protect and write a report about it.



3 Reading

Before Reading

1. Look at the photos. What do you think the text is about?
2. What do you know about the different ways of conserving water and providing freshwater?



WATER FOR LIFE

Imagine going to get a drink of water and discovering that the faucet is dry; or jumping into the shower to cool off on a steamy hot day and discovering that there's no water... Most of us simply take water for granted. We think there's plenty of it—in oceans, lakes, rivers, and streams. But this is not the case. The water we are using now is the very same water that the dinosaurs used millions of years ago. It is simply recycled over and over again. There will never be any more water on Earth than there is now.

Most of the water on our planet (97%) is salt water stored in oceans. The remaining 3 percent is freshwater—and most of that is locked up in ice caps and glaciers. In fact, less than 1 percent of the planet's water is usable freshwater. It's alarming that at the projected rate of population growth, humanity will use up more than 70 percent of all accessible freshwater by 2025.

Water is essential to people in more ways than we might think. We need water for cooking, bathing, transportation, and recreation. We eat aquatic plants and fish. We use water to irrigate our crops, to produce hydroelectric power, and to manufacture products. Water is indispensable for human health and well-being. People can live for two months without food, but will die in less than a week without water.

One of the greatest challenges facing the world in the twenty-first century is to preserve our natural reserves and to provide safe drinking water to the 20 percent or more of Earth's population that currently lacks easy access to it. The United Nations General Assembly proclaimed the years from 2005 to 2015 as the International Decade for Action "Water for Life."

One of the solutions to the problem of water conservation is to recycle wastewater. Stensund Folk College near Stockholm, Sweden, for example, is putting wastewater to good use. The school treats the wastewater in a greenhouse, where it is then used to provide water to plants and fish in an integrated cultivation system. In Lima, Peru, ponds full of algae and other small organisms clean up the wastewater. After 20 days, it is safe for reuse. Currently many factories, hotel chains, and apartment buildings around the world are installing water recycling systems.

We all need to be part of the solution, too. We need to learn how to use our water wisely. So the next time you have a drink or take a shower, think of how fortunate you are, and save water for life.



Stensund Wastewater Aquaculture

3 Reading

Before Reading

- To activate prior knowledge and raise interest, before students open their books ask them about their water use. For example, ask: **Do you usually take a shower or a bath? How often do you take a shower? How long do you usually spend in the shower? How many times a week do you use a washing machine? What about a dishwasher? Do you think you are careful about the way you use water? Have you ever experienced a water shortage? How long did it last? How did you change your habits?**
- Have students open their books but cover the text except for the title. Have them describe what they see in the photos and discuss the **Before Reading** questions.
- Ask: **What is the title of the reading?** Have students write down five words they expect to read in the text, based on the title and the photos. Have each student call out one of his or her words and make a list on the board.
- 🔊 **CD1, T26** Play the audio. Have students listen to see if any of the words on the board are used in the text.
- As a general comprehension question, ask: **What does the title refer to?** (The UN proclaimed 2005 to 2015 as the International Decade for Action “Water For Life.”)
- 🔊 **CD1, T26** Play the audio again. Have students listen and read along, underlining any words they do not understand.
- Have students say which words they underlined. Ask other students to explain unknown words to their classmates in English before you explain them yourself.
- To review the reading strategy of finding the main idea, remind students that in English a paragraph has one main idea. Write the following main ideas on the board and have students match them with the correct paragraph:
 - _____ different methods for recycling water (paragraph 5)
 - _____ the amount of drinkable water there is in the world (paragraph 2)
 - _____ a description of the problem (paragraph 1)
 - _____ how to help people who do not have enough water (paragraph 4)
 - _____ what all people should do (paragraph 6)
 - _____ the importance of water (paragraph 3)

Culture Note

The “Water for Life” Decade

The “Water for Life” Decade was launched on March 22, 2005, by the then United Nations Secretary-General Kofi Annan. For more information about this movement, visit on the Internet: <http://www.un.org/waterforlifedecade/>.



After Reading

A

- Do this activity as a class. Read each question aloud and have the class try to answer it before they see the three choices. For example, tell students to cover the answers for the first question. Have a volunteer read aloud the question. Tell students to read the first paragraph again for the answer. Elicit answers. Then have students uncover the answers and choose the correct one. Do the same with the other four questions, being sure to tell students which paragraph to read again in order to find the answer.

Answers

- c (paragraph 1)
- b (paragraph 2)
- a (paragraph 3)
- c (paragraph 4)
- a (paragraph 5)

B

- Have volunteers read the statements aloud.
- Have students complete the task individually and then check answers in pairs. Ask students to rewrite the false statements to make them true.
- Check answers as a class by calling on volunteers. Elicit true statements to replace the false statements.

Answers

- false (There is the same amount of freshwater on Earth today as at the time of the dinosaurs.)
- false (By 2025, we'll use up 70 percent of Earth's freshwater.)
- true
- false (The main goal of "Water for Life" is to preserve our natural reserves and to provide safe drinking water for the people who don't have it.)
- true

Discussion

- Divide students into small groups. Read aloud the questions and make sure students understand them. Then ask each group to discuss the questions. Help them with new vocabulary. When they have finished, have one person in each group report back to the class.
- As an extension, have a class discussion about the topic or point that was the most interesting to them in the reading and/or the discussion.

4 Project

- Have students look at the photo and discuss its connection to the topic of water conservation.
- Brainstorm with the class ways to save water in everyday life. Elicit and write ideas on the board.
- Then divide the class into groups. Have students first come up with a title for their campaign. Next, have them do research to find other ways to conserve water, in addition to the ideas on the board. Encourage them to look not only on the Internet but to contact their local water department for suggestions it may have prepared for the public.
- When students have finished their research, have them choose the best suggestions for water conservation and decide how to present them to the class. Encourage them to use visual props in their presentation; for example, some might choose to prepare a poster.

Workbook

Assign page 196 for additional writing practice.

After Reading

A. Choose the correct answer.

- Why do many people take water for granted?
a. It's cheap. b. It cools you down. c. It's easily available.
- How much of the water on our planet is freshwater?
a. a great part b. a small amount c. a lot
- How long can human beings live without water?
a. less than one week b. two weeks c. one month
- What is one of the world's greatest challenges in the 21st century?
a. to recycle seawater b. to find water c. to provide freshwater
- What do people use to clean up wastewater in Peru?
a. algae b. fish c. sun

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

- ____ There is more freshwater today on Earth than at the time of the dinosaurs.
- ____ By 2025, we'll use up 1 percent of all existing freshwater.
- ____ At least one-fifth of the world's population does not have easy access to safe drinking water.
- ____ The main goal of "Water for Life" is to recycle wastewater.
- ____ At Stensund Folk College, Sweden, fish live in recycled water.

Discussion

- Water is essential for life. Discuss the different ways that humans depend on water every day.
- What will happen to a community if its water becomes contaminated?
- What do you know about the different ways of conserving and providing freshwater?

4 Project

Work in a group. Research ways to save water in our everyday lives. Then prepare a campaign to persuade people to save water.

- Find a title for your campaign.
- List everyday suggestions to save water.
- Present to the class.

وزارة التعليم

Ministry of Education

2023 - 1445



5 Chant Along



What Have They Done to You?

Parrot, parrot, what have they done to you?
Parrot, parrot, what have they done to you?
They put you in a cage and made you talk.
They cut your wings and made you walk.
Look what they've done to you.
Just look what they've done to you!

River, river, what have they done to you?
River, river, what have they done to you?
Your crystal waters no longer flow.
The fish and the lilies no longer grow.
Look what they've done to you.
Just look what they've done to you!

Forest, forest, what have they done to you?
Forest, forest, what have they done to you?
They cut your trunks and cut your branches.
They said they needed you for ranches.
Look what they've done to you.
Just look what they've done to you!

But we can save the birds and bees,
Mountains, rivers, flowers, and trees.
It's a problem that we all must face.
If we all just do our share.
Save the water, clean the air.
We can make the world a better place.
We can make the world a better place.
We can make the world a better place.



5 Chant Along

- Before students open their books, have a class discussion about environmental issues facing the students' country or region. Ask students to brainstorm all of the problems they can think of and write them on the board. Then have students work in pairs to rank the problems in order of seriousness. As a follow-up, see if there is a class consensus on which are the most serious problems.
- Have students open their books and cover the chant verses. Direct students' attention to the photos. Have students describe what they see and say which photos show environmental problems.
- Point out the title of the chant. Elicit who the word *you* refers to.
- Photocopy the chant and blank out the following words:

(First stanza)

walk (line 4)

(Second stanza)

grow (line 4)

(Third stanza)

branches (line 3)

(Fourth stanza)

trees (line 2)

air (line 5)

- Have students close their books. Hand out the photocopied verses. Ask students how many words are missing from the chant. Read aloud the first line and elicit the missing word. Have students work in pairs and predict the missing words. If the task is very difficult for the class as a whole, put the words on the board in alphabetical order, and have students predict from the list.
- 🔊 **CD1, T27** Play the chant. Have students listen and write the missing words into the verses.
- 🔊 **CD1, T27** Play the chant a second time so that students can learn the rhythm.
- 🔊 **CD1, T27** Play the chant again, pausing after certain lines to have students supply the next line.
- 🔊 **CD1, T27** Finally, play the complete chant one more time and encourage everyone to chant along.
- As an extension, invite students to try writing additional verses for this chant or to write their own chant on a similar theme.

Vocabulary

- Have students underline the vocabulary in the chant that is new for them. Then have them look at the four definitions to see if the definitions match any of the words they underlined. If not, give students a minute or two to find the words that match the meanings.
- Go over the answers with the class. Then discuss any vocabulary from the chant that students underlined and still do not understand.

Answers

1. ranch
2. flow
3. lilies (lily)
4. bees (bee)

Comprehension

A

- Read aloud the first question and elicit the correct answer. Then have students answer the remaining questions individually or in pairs.
- Go over the answers as a class by calling on pairs to ask and answer each question.

Answers

Answers will vary. Sample answers:

1. They put the parrot in a cage and made it talk. They cut its wings and made it walk.
2. No. It is no longer clean.
3. No, they don't.
4. They cut the trees to have land for ranches.
5. "They" are people who don't care about or harm the environment.

B

- Have students find the expressions in the chant. Then have a student read aloud the chorus to help students understand the meanings of the expressions from context. Ask the class if *face* is a noun or verb in the chant, (it is a noun) and if *share* is a noun or verb (it is a noun). Point out that these words may mean something different in this chant than the meaning that the students know.
- Have students work in pairs to come up with explanations of the expressions from the chant.

Answers

Answers will vary. Sample answers:

1. We all have to try to help solve the problem.
2. If we all work to protect the environment, we will have success.

Discussion

- Have students first discuss the answers to the questions in pairs. Then have two pairs form a new group and discuss the answers further. Finally, open up the discussion to include the entire class.

6 Project

- Brainstorm with the class the names of environmental organizations other than Greenpeace and the World Wildlife Fund. If this is difficult, you might want to ask students to research this ahead of time and report to the class the names of the organizations they find and what they do.
- Then divide the class into groups. Either assign or have each group choose one of the organizations to find out about. Tell them to find out as much as they can about the organization from its website. The information should include what the organization is and how it started; what it does; and how interested people can help the organization.
- Tell groups to prepare a written report about their findings as well as a presentation for the class.
- Have each group present its organization to the class. Encourage students to ask questions and/or to add more information.

Vocabulary

Find words in the song that mean:

1. a kind of farm _____
2. move, like water in a river _____
3. a kind of flower _____
4. a kind of insect _____

Comprehension

A. Answer the questions about the song.

1. What happened to the parrot?
2. Is the water in the river clean?
3. Do fish live in the water now?
4. Why did they cut the trees down?
5. Who are "they" in the song?

B. What do you understand by the following? Write your answers.

1. "It's a problem that we all must face" means _____

2. "If we all just do our share" means _____

Discussion

Discuss ways that people can improve the situations mentioned in the song.

1. How can people clean up pollution?
2. How can people prevent forests from being cut down?



6 Project

Many environmental organizations are concerned about wildlife and ecology. Research some environmental organizations in your country on the Internet and discuss your findings with the class.



▲ Coral Reef in the Red Sea, Saudi Arabia

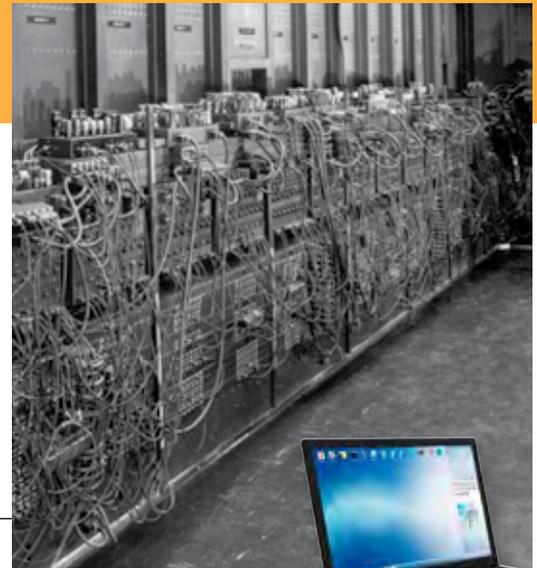
5 Since When?

1 Listen and Discuss

1. How long do you think these inventions have been around?
2. How have these things changed people's lives?
3. Which of them can't you live without?

INVENTIONS

Many inventions aren't as old as you think. The following inventions are part of people's everyday lives, but some haven't been around for all that long. Read about their history. Does any of the information surprise you?



COMPUTERS

Computers have changed the lives of so many people. The IBM 701 computer produced in 1953 was huge, slow, and took up an entire room. It was the first computer that was successfully sold to businesses. Smaller PCs came into widespread use in the 1980s. Over the last few years, laptop computers have become smaller, faster, and lighter, and they contain a greater number of features.

PRINTERS

Mass printing has been around since Johannes Gutenberg invented movable type and the printing press in 1440 in Germany. Nowadays, small, portable, high-tech printers can be found in offices and homes everywhere.



TELEVISIONS

Television has been around for a long time. The television set has become a common household device. It first became commercially available in the late 1930s, and black-and-white TVs became widespread in homes in the 1960s. Nowadays, we have digital color TVs and even mirrors that are also TV screens.

CAMERAS

Digital photography hasn't been around for that many years. In 1975, Steven Sasson, an engineer at Eastman Kodak, captured a black-and-white image on a digital cassette tape at a resolution of .01 megapixels. Before that, cameras used rolls of film to produce a photograph. George Eastman introduced rolls of film to the public in 1888 for use in his box camera.



Unit Goals

- Vocabulary**
 Inventions
 Physical qualities
 Activities
- Functions**
 Talk about inventions
 Express actions that have happened recently
 Express actions that began in the past and continue into the present
- Grammar**
 Present Perfect Tense versus Simple Past
 Present Perfect with *For* and *Since*—affirmative, negative
 Questions with *How Long*
- Listening**
 Listen for specific information in a conversation
- Pronunciation**
 Contractions of *have*
- Reading**
 A History of Special Effects
- Writing**
 Write about your most important possessions and how long you've had them
- Project**
 Write about the most important invention of the last century

Passive—Simple Present, Present Perfect, Simple Past

Warm Up

Ask students what items they used at home while getting ready for school that day. For example, they might have watched TV or used a microwave oven to prepare breakfast. Ask which items they think were invented within the last one hundred years. Have a class discussion on this question: **How was what you did today different from what people did one hundred years ago?** During the discussion, ask questions such as the following: **What appliances did you use this morning? When were they invented? Can you live without them?**

1 Listen and Discuss

- Have students describe what they see in the pictures on pages 48 and 49. Have students say which items they have or use. Tell them not to read the text yet. Ask questions about the pictures for students to guess about or use their prior knowledge to answer.

- Ask about the computers: **Which computer is a PC? When did PCs become popular? When did people use computers like the one in the black-and-white picture? What adjectives do you think describe that computer?** Elicit ideas like *huge* and *slow*. Ask: **How is the laptop computer different from the older computer?** Elicit ideas like *smaller*, *faster*, *lighter*, and *more features*.
- Write **Johannes Gutenberg** on the board. Have students look at the pictures of the printers. Ask: **Who is Johannes Gutenberg? Where was he from? When did he live?** Students will likely be familiar with this inventor. If not, prompt them to understand that he invented the printing press. Ask: **How are printers different nowadays?** Elicit ideas like *small* and *portable*.
- Ask about the TVs: **When did people first buy TV sets? When did they become common in homes? How are TVs different nowadays?** Elicit ideas like *digital* and *color*.
- Ask about the stove and microwave: **Does the stove have an oven? Where is it? Which came first, the gas stove or the electric stove? What heats and cooks food the fastest?** Elicit: *microwaves*.
- Ask about cameras: **What did people need to buy for their cameras before digital cameras?** Elicit: *film*. **What makes one digital camera different from another?** Elicit: *megapixels*.
- Ask about the cell phones: **When did cell phones first appear? How much do you think the older cell phone weighed? How much do you think it cost? How long can you talk on your cell phone before you have to recharge it? How long do you think you could talk on the older cell phone before you had to recharge it?**
- Have students discuss the introductory questions, either as a class or in small groups.
- CD2, T2 Play the audio. Have students listen as they read along.
- Have a class discussion about what information students found surprising. For example, did they think that any item was invented before it actually was?
- Ask specifically about when inventions became common in the students' country. Some dates in this article are based on usage in the U.S., which may differ from other parts of the world.

Quick Check

A

- Have students close their books. Write **technology** on the board. Tell students to call out words that come to mind when they think about technology. Write the words on the board.
- Have students open their books. With a partner, have them find six words on pages 48–49 that relate to technology.
- Check answers as a class.

Answers

Answers will vary. Sample answers:

invention, computer, PCs, screens, laptop, printer, device, television, digital, cassette tape, recharging, megapixels

B

- As review, have students call out the six inventions presented on pages 48–49 without looking in their books.
- Have a volunteer read aloud the first question. Elicit the answer. Then have students work individually to answer the questions and check answers in pairs.

Answers

Answers will vary. Sample answers:

1. IBM has produced commercially successful computers since 1953/for about 70 years.
2. Printing has been around since 1440/for almost six hundred years.
3. TV sets have been common in houses since the 1960s/for more than 60 years.
4. The first microwave oven appeared in homes about 55 years ago.
5. Cameras have been on the market for more than 130 years/since 1888.
6. People have had cell phones for about 50 years.

2 Pair Work



CD2, T3 Play the audio for the model conversations. Students listen and repeat.

- Have a volunteer ask you a question about digital cameras with *how long*. Answer the question with information from page 48. For example: **They've used them for more than 30 years.**
- Have students work in pairs to ask each other questions about the inventions.
- Next, have students change partners and ask each other questions about how long they have used different inventions. They can talk about inventions in the book or any others they can think of.

Workbook

Assign page 197 for practice with the vocabulary of the unit.



Teaching Tip

Whenever you assign pair work, it is always a good idea to have students work with a second partner. In this way, students will get more practice using English.



Additional Activity

Divide the class into groups. Assign each group two of the inventions in the presentation. Have each group write a list of eight questions about the inventions. When they are finished, have students close their books. Have each group send a representative to another group to ask the questions. The group that answers the most questions wins.



- Canned fruits and vegetables may actually be healthier to eat than fresh fruits and vegetables.
- Fresh fruits and vegetables are often picked before they are ripe. They ripen in the time it takes for them to reach your local supermarket. But in this time, they can also begin to lose nutrients.
- Canned fruits and vegetables are picked at the peak of ripeness and cooked or processed within hours to seal in their vitamins and nutrients.



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STOVES AND OVENS

The first successful gas stove appeared in 1826, and the first electric stove in 1891. The microwave oven was invented by accident in 1946, when engineer Percy Spencer realized that microwaves could heat and cook foods faster than conventional ovens. The first microwave oven for use in homes was produced in 1967.



CELL PHONES

Portable cellular phones first appeared in the 1970s. The early model was called “the brick.” It weighed 2 pounds (907 grams), offered just a half hour of talk time for every recharge, and sold for \$3,995. Even though it was clumsy and expensive, consumers lined up by the hundreds to buy the first cellular phones as soon as they hit the market. Since then, phones have gotten smaller and much lighter, and they have become a necessary part of everyday life.



Quick Check ✓

A. Vocabulary. Find six words in the article that relate to technology.

💡 *high-tech*

B. Comprehension. Answer about the inventions.

- How long has IBM produced commercially successful computers?
- Has printing been around for a long time?
- How long have TV sets been common in homes?
- How long ago did the first microwave ovens appear in homes?
- How long have cameras been on the market?
- For how many years have people had cell phones?

2 Pair Work

Ask and **answer** about the inventions.

- How long have people used cell phones?
- They've used them since the seventies.
- How long have you had a computer?
- I've had a computer for a long time.

3 Grammar

Present Perfect Tense versus Simple Past

Use the present perfect to talk about an action that happened in the past when the exact time isn't known or important. Use the past tense when the exact time is given.

Present Perfect

A: **Have** you ever **been** to France?
B: Yes, I've **been** there.

Past

A: When **were** you there?
B: I **was** there **two years ago**.

Present Perfect with *For* and *Since*

Use the present perfect with *for* and *since* to talk about an action that began in the past and that continues into the present.

For indicates the period of time: *for two months, for a year, for a long time.*

Since indicates when the action began: *since yesterday, since last June.*



Affirmative (+)

I've You've He's She's We've They've	studied English	for five years. since third grade.	(I + have) (you + have) (he + has) (she + has) (we + have) (they + have)
---	-----------------	---	---

Negative (-)

I/You/We/They He/She	haven't hasn't	received an email	for two days. since Tuesday.
-------------------------	-------------------	-------------------	---

Question with *How Long*

How long have you played football?	I've played football	for three years. since I was 12.
---	----------------------	---

A. Complete the sentences with **for** or **since**.

1. Hameed has had the same TV _____ 15 years.
2. I've had my laptop _____ last June.
3. We've worked on this project _____ a month.
4. My friends haven't visited me _____ my graduation.
5. We haven't used our car _____ a long time.
6. I've been drinking tea _____ years.
7. Tariq has worn glasses _____ the age of seven.
8. _____ when have you had that beautiful watch?

3 Grammar

Present Perfect Tense versus Simple Past

- Have volunteers read aloud the questions and answers in the chart. Elicit when we use the present perfect and when we use the simple past. Explain that the present perfect is used to refer to an indefinite time in the past. That is, we do not know when something happened, or when it happened is not important. With the simple past, however, we know exactly when something happened.
- Write the following questions on the board using the present perfect and the simple past.

Have you seen the TV show (title)?

Did you see the TV show (title) yesterday?

Elicit answers from students making sure they use the correct verb tense in their answers.

Present Perfect with *For* and *Since*

- Review how to form the present perfect in the affirmative and negative forms. Elicit *has/have* or *hasn't/haven't* + past participle. Have students identify the past participles in the example sentences in the chart. (*lived, studied, received*) Remind students that with regular verbs, the past participle is usually the same as the past. For example:

I play football.

I played football yesterday.

I've played football since I was a child.

- Remind students that many common verbs have irregular past participles. Elicit the irregular past participle for the verb *Be*. (been)
- Point out that in this part of the chart the present perfect is used to talk about an action or state that started in the past and continues up to the present. This use of the present perfect here is different from its use in the first part of the chart: There the present perfect is used to talk about something that happened at an indefinite time in the past.

- Have students study the diagram. Then ask them to explain in their own words the difference between *for* and *since*. (*For* refers to an extended period of time, and *since* indicates a specific point in time.) Write **for** and **since** on the board. Have students say a period of time not in the grammar chart; for example, *seven years, one day, a long time*. Write the expressions on the board under **for**. Have students say a point of time in the past; for example, *a week ago, last Monday, seven years ago*. Write the expressions under **since**.

Question with *How Long*

- Have volunteers read aloud the question and answers. Point out that *How long* refers to the length of time someone has done something.

A

- To model the task, elicit the answer for number 1. Have students do the task individually and check answers in pairs.
- As an extension, have students make true sentences about themselves for three of the time expressions used in the sentences. For example: *I have wanted to go to Paris for 15 years.*

Answers

1. for
2. since
3. for
4. since
5. for
6. for
7. since
8. Since



B

- Ask students to describe what they see in the pictures. Have them scan the chart and say which items in the chart are not in the pictures. (radio, filmmaking, airplane)
- Have a volunteer read aloud the sample sentence. Point out that the plural form is necessary for count nouns like *credit card*. Have students work in pairs to make sentences about the inventions in the chart and how long people have used them.
- Pairs that finish first might go back and make a second sentence for each invention. For example, if they made a sentence about canned food with *since*, they could write a second sentence with *for*.

Answers

Answers will vary. Sample answers:

- People have eaten canned food since the early 1800s.
- People have worn wristwatches for over 150 years.
- People have had radios since 1901.
- People have used toothpaste for about 200 years.
- People have used electric lightbulbs since 1879.
- People have made films since 1895.
- People have used paper clips since 1867.
- People have flown airplanes since 1903.
- People have used ballpoint pens for a long time.

C

- Without looking back at pages 48 and 49, have students call out the inventions they remember from the unit opener. Then have volunteers read aloud the sample conversations. Model the task by asking a student about one of the inventions. For example, ask: **Do you have a cell phone? How long have you had it?** Then have a volunteer ask you about an invention. Answer truthfully.
- Have students work in pairs, asking and answering questions about the inventions.

Answers

Answers will vary.

D

- Direct students' attention to the title. Ask: **What invention do you think the title refers to?** Elicit *refrigerators* and *air conditioners*. Ask: **How did people keep food cool before there were refrigerators? When did people first have refrigerators in their homes? When did people first use air conditioning?**

Students likely will not know the exact answers to these questions, but allow them to speculate.

- Tell students not to complete the blanks yet. Ask them to scan the paragraph and underline all the time expressions. (*for ages, 4,000 years ago, in the eighth century, In 1834, in the early 1920s, Since then, About the same time, Since that time*)
- Have students work individually to choose the correct tense, and then check answers in pairs. Then read the completed paragraph aloud, writing the correct verb forms on the board.

Answers

1. have tried
2. invented
3. kept
4. imported
5. put
6. built
7. appeared
8. have preserved
9. became
10. have cooled

Workbook

Assign pages 198–200 for more practice with the grammar of the unit.



Teaching Tip

If you correct a student in class, make sure he or she repeats the correct form. This will help the student to remember it better and also ensure that the correct form is the one that stays in his or her memory.



Additional Activity

Have students work in groups to choose three inventions they could never live without. Have them list the inventions and say why they chose each. When they have completed this part of the activity, inform them that now they have to give up the three inventions for a year. Have them say how the absence of these inventions will change their lives.

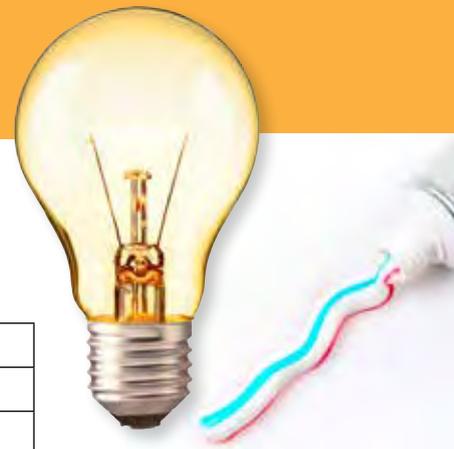


There have been many inventions that have changed our lives, but many people feel that the following are some of the most important: antibiotics and penicillin, electricity, the lightbulb, the telephone, and the printing press.

B. Work with a partner. Make sentences about the inventions.

💡 *People have had credit cards since 1950 / for about 70 years.*

Invention	Date	Invention	Date
credit card	1950	electric lightbulb	1879
canned food	the early 1800s	filmmaking	1895
wristwatch	1868	paper clip	1867
radio	1901	airplane	1903
toothpaste	1824	ballpoint pen	1888



C. Have you used any of the inventions in exercise B above or on pages 48 and 49? How long have you used them? Ask and answer questions with a partner. Add other inventions.

A: Do you have a credit card?

B: Yes, I do.

A: How long have you had it?

B: I've had it for two years. OR
I've had it since I was 18.

A: Have you ever been on a plane?

B: Yes, I have. I flew on a plane on my vacation.

D. Complete the paragraph with the verbs in parentheses. Use the present perfect or simple past tense.

Keep Cool

People _____ (1. try) to keep cool or keep their food cool for ages. The Chinese _____ (2. invent) ice cream 4,000 years ago, and they _____ (3. keep) it in snow in underground chambers. In Baghdad in the eighth century, a king _____ (4. import) snow and _____ (5. put) it in the walls of his summer home to cool the home. In 1834, Jacob Perkins _____ (6. build) a machine to make ice in London. The first home refrigerators _____ (7. appear) in the early 1920s. Since then, people _____ (8. preserve) their food in refrigerators. About the same time, air conditioning of large spaces _____ (9. become) possible. Since that time, people _____ (10. cool) themselves with air conditioners in stores, offices, and homes.

4 Language in Context

Discuss these topics with a partner:

- Things you've done/haven't done for months, years, ages
- Things you've done/haven't done since you were small, last year, the age of 10
- Things you've never done

 I haven't been rock climbing in a long time. OR I've never been rock climbing.



5 Listening

Listen to the conversation. Answer the questions.

1. Since when has Fahad walked for exercise?

2. How long has Fahad had his new job?

3. How long has Saeed been married?

6 Pronunciation

Listen. Notice the contractions of **have**. Then practice.

How've you been? Where've you been? What've you done?

7 About You

1. How long have you studied English?
2. How long have you played a sport or had a hobby?
3. How long have you had any of these items: computer, laptop, digital camera, scooter, cell phone?
4. How long have you gone to school?
5. How long have you lived in your house?
6. How long have you known your best friends?



4 Language in Context

- Have volunteers read aloud the three topics for discussion. Have students describe what they see in the photograph. Then say a true statement about your experience with rock climbing, and ask a student about his or hers. For example: ***I've never been rock climbing. What about you, Fahd?*** Then call out various activities, preferably from earlier units, and have students at random make sentences; for example, ***go bowling, work out at a gym, go to an amusement park***, etc.
- Give students a few minutes to note down at least three activities for each topic. Then have them discuss the topics in pairs. Encourage students to ask each other questions. When they have finished, have each student tell the class something interesting about his or her partner.

Answers

Answers will vary.

5 Listening

- Write **Fahad** and **Saeed** on the board. Tell students that they are going to hear a conversation between these two people. Students should listen for the relationship between Fahad and Saeed. (They are old friends/colleagues.)

 **CD2, T4** Play the audio. Students listen to find out the relationship between the speakers.

- Have students read the questions so that they know what they are to listen for.

 **CD2, T4** Play the audio again. Students listen and answer the questions.

Audioscript

Fahad is walking in the park, and he meets a friend, Saeed.

Saeed: Hi, Fahad. You're looking good! Do you work out every day?

Fahad: Yes. I have changed my lifestyle completely. Since I had my heart problem, I've walked every morning, I've eaten healthier food, and I haven't stayed out late at night the way I used to. And I've stopped smoking. I've tried to have a healthier lifestyle.

Saeed: And are you still working in the airport control tower? It's been three years since I worked there with you.

Fahad: No, I've had a new job for six months. I'm training air traffic controllers. It's less stressful, and I have more time off. What about you?

Saeed: Well, I got married. I've been married for almost a year. My wife and I like to cook, and I've gotten a desk job. So, I've gained a bit of weight. That's why I've started to exercise.

Answers

1. Fahad has walked for exercise since he had his heart problem.
2. Fahad has had his new job for six months.
3. Saeed has been married for almost a year.

6 Pronunciation

 **CD2, T5** Play the audio. Students listen and repeat.

- Call on various students to read the sentences aloud. Correct their pronunciation of the contractions as necessary.
- Point out that these contractions are more often used in speaking than in writing.

Language Builder

Remind students that in informal situations, *you* is pronounced /yə/ rather than /yu/ in sentences such as the examples they just heard.

7 About You

- Direct students' attention to the photo. Ask: **How many of you have a scooter?** For those who raise their hands, ask other questions. For example: **When did you get it? How often do you use it?** (Do not ask a question with *how long*, since that is question number 3.)
- Have students work in small groups to talk about how long they have done the activities. Tell students to use *for* or *since* to answer questions with *How long*.
- Have one person in each group report back to the class about their group's discussion.

8 Conversation

- Have students cover the conversation and look at the picture. Ask: **How old are the men? How is their style different? Whose look do you like more?**
- Tell students the two men haven't seen each other for a long time. Ask: **What are they going to talk about?** Tell students to be specific. Write their ideas on the board.
- 🔊 **CD2, T6** Play the audio. Ask students to listen to the conversation for the ideas on the board.
- 🔊 **CD2, T6** Play the audio again. Have students look at the conversation and read along as they listen.
- Have students practice the conversation in pairs, changing roles.

Real Talk

- Have students repeat the words and phrases after you.
- Ask: **Who says Long time no see?** (Adnan) **When do we say this?** (when we haven't seen someone for a long time)
- Ask: **Who says ...er?** (Fadi) **Why does he say this?** (to show he's thinking) Point out that in conversations English-speakers avoid silent pauses, and sounds like *er* and *hmm* are preferred. Ask students questions. Tell them to pause before they answer, using *...er*.
- Ask: **Who says What have you been up to?** (Fadi) **What has Adnan been up to?** (He took over his father's restaurant and he got married.) Tell students to imagine it is five years in the future and they haven't seen their classmates in that time. In a chain, have students ask each other what they've been up to. Students answer based on what they think they will have done in the next five years.
- Ask: **Who says Congratulations?** (Fadi) **Why does he say it?** (Adnan got married.) **What other times do people say Congratulations?** (Some examples include when a baby is born, when students graduate, and when people get promoted.)
- Ask: **Who says he wanted to start a career before he settled down?** (Fadi) **Who has settled down?** (Adnan) **Is Fadi ready to settle down now?** (Yes, he's getting married next month.) Have students say when they think they're going to settle down.



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About the Conversation

- Have students work with a partner to ask and answer the questions. Check answers as a class.

Answers

Answers will vary. Sample answers:

1. They haven't seen each other for five years/since high school.
2. Adnan hasn't changed at all, but Fadi looks more serious.
3. Fadi is working in a bank.
4. Fadi has been working in a bank for one year.
5. Adnan has been married for about a year.

Your Turn

- Have students role-play a conversation in pairs. Encourage them to make the conversation as natural as possible but to try to be creative as well. Have volunteers present their conversations to the class.
- Have students vote on the best reenactment.

Workbook

Assign page 201 for additional reading practice.



Teaching Tip

One of the best ways to promote natural conversation in the classroom is to take advantage of brief, spontaneous moments that occur during class. When the class talks about an exercise or a reading and a student makes a comment or tells a story related to the topic, take advantage of this chance to ask other students about their opinions.



Additional Activity

Have students work in pairs to role-play a conversation between Adnan and another friend from high school, telling the friend about his meeting with Fadi.

fun facts

- Scooters are a popular form of transportation all over the world, but especially in large cities in Europe and Asia. They are an easy way to get through heavy traffic quickly, and are often used by delivery people.
- Laws governing the use of scooters and what kind of license you need to drive one vary from country to country.
- The first scooter, or motorized bicycle, was developed in 1894, in Germany.

8 Conversation

Fadi: Hi. This is a surprise.

Adnan: Hi there. **Long time no see.**

Fadi: Yeah. We haven't seen each other for about... **er...**

Adnan: Five years. Since high school.

Fadi: Has it been that long?

Adnan: Yeah. So, how are you doing?

Fadi: Great. I'm working in a bank. I've been in the accounting department for a year now. And you haven't changed at all.

Adnan: Well, you have. You're looking more, well, serious. I suppose you're happy with your job?

Fadi: Yes, very much so.

Adnan: This is good, as it is important to like one's job.

Fadi: And **what have you been up to?**

Adnan: I've taken over my father's restaurant. And I got married last year.

Fadi: Really? **Congratulations!** I'm getting married next month. I wanted to finish college and start a career before I **settled down.**



Real Talk

Long time no see. = I haven't seen you for a long time.

...er = a sound of hesitation, to show that the speaker is thinking

What have you been up to? = What are you doing these days?

Congratulations! = a response to good news relating to an achievement

settle down = get married

About the Conversation

1. How long has it been since Adnan and Fadi have seen each other?
2. Have they changed a lot?
3. Where is Fadi working?
4. How long has Fadi been working in a bank?
5. How long has Adnan been married?

Your Turn

Work with a partner. Role-play a conversation between you and an old friend you haven't seen for a long time. Include the following topics:

1. Say how long you haven't seen each other.
2. Say where and when you last met.
3. Say what you're doing now.

9 Reading

Before Reading

1. What do you know about early film production?
2. What do you know about special effects?

A HISTORY OF SPECIAL EFFECTS

1 Audiences have been fascinated by the moving images in films ever since the Lumière brothers first showed short films in a café in Paris on December 28, 1895. **That** day, the audience screamed when a train
5 on the film came straight toward them. Since **then**, filmmakers have used various techniques to amaze viewers. **These** techniques form the art of special effects—and create the visual illusions on the screen.

One of the first special effects used in motion pictures
10 was discovered by accident. While filming in the streets of Paris in 1896, Georges Méliès's camera stopped and started again. When he viewed the film later, he found that the “stop trick” had caused a bus to turn into a carriage and pedestrians to disappear or change into different people. Because the film
15 sequence had been interrupted, the picture seemed to mysteriously change before his eyes. Since **then**, filmmakers have used tricks like **this** to make people see things that didn't happen in real life.

Filmmakers today still use other old techniques such as miniatures and the animation of small-scale models. One of the most famous special effects in film history was the title character in *King Kong*, made in 1933. The huge gorilla on top of the Empire State Building was actually only 18 inches (45 centimeters)
20 high. The film contained many revolutionary technical innovations for **its** time.

Another classic was *Star Wars* (1977) and its sequels, created by George Lucas. His ideas for the imagery and action scenes were so fantastic that the special effects crew often had to invent new techniques to accomplish them. **They** made many improvements in effects technology and developed a computer-controlled camera to create scenes with more realistic motion.



- 25 Nowadays, digital technology has given special effects a totally new dimension. Films such as *Jurassic Park*, *Toy Story*, *Transformers*, and *Pirates of the Caribbean* have become references in the art of visual effects. Imaginary
30 situations and characters that only existed in books and comic books, such as *Spiderman*, have also been made to look realistic on television thanks to computer-generated images.

The art of filmmaking never stops. What amazing visual effects will filmmakers use in the future? You'll see **them** on the screen soon!

9 Reading

READING STRATEGY Using context

- Point out to students that readings often have vocabulary related to a special topic. The writer frequently gives clues to the meaning of these words or gives definitions. For example, point out the word *screamed* in the first paragraph. If students don't know the meaning, have them read the whole sentence which shows that the *audience* (the people watching the film) was afraid. Ask: **What does an audience do when they are afraid?** Elicit: *They scream*. Have students look at *interrupted* in the second paragraph. Have them read the entire sentence and the two sentences before it. Have them guess the meaning of *interrupted*. (stopped in the middle)
 - Have students discuss the first **Before Reading** question about early film production. List key phrases on the board as students make suggestions. Students might mention that early films were in black and white rather than color and that very early films were silent (There was no talking/audio).
 - Have students look at the pictures and identify the films. Elicit what the films have in common. (They all have a lot of special effects or show imaginary scenes.)
 - Have students discuss the second introductory question about special effects. Specific questions might be: **Which films today have lots of special effects?** Make a list of films on the board. Ask: **What special effects did they use for the films in the pictures?** **Why do films have special effects?** You might want to mention that films set in space use special effects because such places can't be filmed. Also, disaster films use special effects so that people are not hurt.
-  **CD2, T7** Play the audio. Ask students to read along as they listen and underline the titles of the seven films mentioned.
- Have students reread the passage one paragraph at a time. Pause after each paragraph and check understanding of the main points of the paragraph. Make statements for students to identify as *true* or *false*. For example:



(paragraph 1)

The Lumière brothers made the first film. (true)

The first film had no special effects. (false—Special effects were used to make people think a train was coming straight toward them.)

(paragraph 2)

George Méliès discovered the “stop trick” by accident. (true)

The “stop trick” made it look like people and things in the film changed into someone or something else. (true)

Other filmmakers were not interested in the “stop trick” technique. (false—Filmmakers have used tricks like this since then.)

(paragraph 3)

King Kong was the name of an animal. (true)

The gorilla looked big in the film but was really very small. (true)

(paragraph 4)

George Lucas was a very innovative filmmaker with new ideas. (true)

The special effects crew of Star Wars used old techniques and technology. (false—They invented new techniques and made improvements in effects technology.)

A computer-controlled camera was used in the Star Wars film to create scenes with realistic motion. (true)

(paragraph 5)

Special effects nowadays are different because of computers. (true)

People study Toy Story, Transformers, and Pirates of the Caribbean because of their special effects. (true)

The comic book Spiderman comes from the film of the same name. (false—The film comes from the comic book of the same name.)



- The first films of the Lumière brothers were 17 meters long and had to be turned by hand through a projector. They lasted for approximately 50 seconds.
- The *Lord of the Rings* trilogy includes 2,730 special effects shots. Over 500 visual effect artists worked on the trilogy.

After Reading

A

- Have students search the reading to find the words in the left column and guess the meaning. Then they choose the correct answer. Go over the answers with the class.

Answers

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

B

- Have students work individually to answer the questions. Tell them to underline the parts of the text that provided them with the answers.
- Students compare answers with a partner. Then check answers as a class.

Answers

Answers will vary. Sample answers:

1. Audiences have watched movies since 1895/for more than 115 years.
2. The “stop trick” was discovered by accident.
3. A small model of a gorilla was used, but in the film it looked large.
4. They used a computer-controlled camera to create scenes with more realistic motion.
5. *Jurassic Park*, *Lord of the Rings*, *Toy Story*, *Transformers*, and *Pirates of the Caribbean*.
6. Answers will vary.

Discussion

- Have students work in groups to have a discussion, using the questions as the basis for expressing themselves on the subject of films. Then open up the discussion to include the whole class.

10 Project

- Have students work in groups to choose an invention that has had a significant effect upon the way people conduct their everyday lives. Tell students they can write about items that were invented long ago or that have become popular more recently, such as the microwave oven and digital cameras.



- Tell students they should use a variety of sources, such as the Internet and any reference books they have access to. Remind them to be careful not to copy from any of the sources and that their reports should be in their own words.
- Have each group prepare a written report to submit as well as a presentation for the class.



Teaching Tip

Always prepare students before they read a text. They will understand the language much better if they already have a context and some information about the subject. Some good pre-reading techniques include asking general questions about the subject of the reading and pre-teaching new vocabulary words.



Additional Activity

Have students talk about their favorite films in groups. Have them tell when they saw it, who was in it, what it was about, whether it had special effects, and why they liked it.



Project: Famous Inventors

Brainstorm with the class the names of famous inventors. Organize the class into small groups. Assign each group an inventor. Have them find out about the life of the inventor and the steps leading to his or her most famous invention. Have each group present the information they learn to the class.

After Reading

A. Match the words with their meanings.

- | | |
|-------------------|--|
| 1. ___ technique | a. a new way of doing things |
| 2. ___ sequence | b. a small model |
| 3. ___ interrupt | c. succeed in doing something |
| 4. ___ miniature | d. a way of doing things |
| 5. ___ innovation | e. stop in the middle |
| 6. ___ accomplish | f. actions or events in a particular order |



B. Answer about the article.

1. How long have audiences watched films?
2. How was the “stop trick” discovered?
3. What special effect was used for *King Kong*?
4. How did the special effects crew of *Star Wars* create realistic motion?
5. What films have become references in the art of visual effects?
6. Have you seen any of the films mentioned in the article? What is your opinion of them?



Discussion

1. Give examples of special effects in films you’ve seen on TV. Which impressed you the most?
2. Describe a TV film you saw that had a lot of special effects.
3. Do you like to watch old black and white films? Why, or why not?
4. Have you ever seen a 3-D (three-dimensional) film?
5. What do you think special effects will be like in the future?

10 Project

1. Work in groups. What do you think is the most important invention of the last century? How has it changed people’s lives?
2. Present your arguments to the class about why you think it is so important.

11 Writing

A. Look back at the **Reading** on page 54. What does each word refer to?

- | | | | |
|-------------------|-------|-------------------|-------|
| 1. That (line 3) | _____ | 5. this (line 16) | _____ |
| 2. then (line 5) | _____ | 6. its (line 20) | _____ |
| 3. These (line 6) | _____ | 7. They (line 23) | _____ |
| 4. then (line 15) | _____ | 8. them (line 33) | _____ |

Writing Corner

For better cohesion in writing:

- Use subject, object, and possessive pronouns or possessive adjectives.
I collect stamps. I keep **them** in albums according to **their** country and date.
- Use demonstrative pronouns and adverbs like: *this, that, these, those* or *then, there*.
I started collecting stamps five years ago. Since **then**, I've collected over 2,000 of them. **This** is the oldest stamp that I have. **Those** are from Argentina.
- Use relative pronouns like: *who, that, which*.
The man **who** gave me this stamp said it is very old. It was on a letter **that** he received when he was a young boy.

B. Read the paragraphs. Circle the pronouns. What or who do they refer to?

I have one possession that is really important to me. This is my bike, which is special for many reasons.

I've had my bike for about two years. When I first saw it in the window of the sports shop, I just knew that I had to have it. My parents agreed that I could buy it, but they said I had to pay for it myself. That's one reason why it's so special to me. I'd never bought anything so expensive before. Since then, my bike and I go everywhere together. I ride it to school, to the park, to football practice, and sometimes I just ride it without any destination in mind.

I always try to keep my bike in good condition, but sometimes it breaks down. I've learned to repair a flat tire. Once, the chain came loose, so I learned how to fix that, too. Whenever I manage to save a bit of money, I like to get new accessories for my bike. I've bought reflectors, new handle bar grips, a bicycle pump, and a water bottle. As soon as I save enough money, I'm going to buy a Cateye Cycle Computer that calculates distance and speed.

I love riding and exploring new neighborhoods. Riding helps me clear my head and forget about my worries. It's great exercise, too. Of course, I'm careful when I ride in traffic and I always wear a helmet.



C. Write about some of your most important possessions. Say how long you've had them and why they are special. Remember to use appropriate pronouns to link sentences.

11 Writing

A

- Have students look back at the article on page 54. Tell them that they should look for the boldfaced pronouns or possessive adjectives. They will have to read the previous sentence(s) to determine what the word in bold refers to.
- Do the first one as an example. Have students locate the word **That** and read the sentence before. Ask a volunteer to say what *That* refers to and where the reference is in the sentence.
- Have students work individually to complete the exercise and then compare answers in pairs.
- Check answers as a class by calling on students to say what each pronoun refers to and point to where the reference is in the text.

Answers

- | | |
|---|------------------------------|
| 1. December 28, 1895 | 5. the “stop trick” |
| 2. December 28, 1895/when the Lumière brothers first showed short films | 6. the film <i>King Kong</i> |
| 3. techniques filmmakers use | 7. the special effects crew |
| 4. 1896/when Georges Méliès found the “stop trick” | 8. amazing visual effects |

Writing Corner

- Have a student read aloud the example. Elicit what *them* and *their* refer to in the sentence. (stamps)
- Read the example in 2 without the demonstratives: ***I started to collect stamps five years ago. Since five years ago, I’ve collected over 2,000 stamps. This stamp is the oldest stamp that I have. Those stamps are from Argentina.*** Explain that this is very repetitive. Then have a volunteer read the example. Tell students that *This* and *Those* are demonstrative pronouns and ask what they refer to. (this stamp, those stamps) Explain that *then* is a demonstrative adverb that means “at that time.” Elicit what time *then* refers to in the sentence. (five years ago)
- Go over the last example. Explain that a relative clause describes a noun that comes before it (in the main clause). Relative clauses begin with *that*, *who*, or *which*. Tell students that *who* is used with people (*The man who gave me this stamp.*); *which* is used with things (*It was on a letter which he received...*); and *that* can be used with people or things. Elicit the other pronouns in the example and ask what each refers to. (me = the speaker; it/It = the stamp; he/he = the man)

Language Builder

Demonstrative adjectives (*this, that, these, those*) can be used as pronouns when they refer to known things or people, especially if they are visible. For example, you hold up a book and say: ***This is mine.*** Demonstrative pronouns can also refer to an entire phrase. For example: ***John can’t see very well. This is because he isn’t wearing his glasses.*** *This* refers to the fact that John can’t see very well.

B

- Call on different students to read parts of the model text. Explain any new vocabulary or have students work out the meaning of a new word from the context.
- To check comprehension, call on students to answer questions. For example: ***Who paid for the bike? Why is the bike so special? When did the person get the bike? What did the person do when the chain came loose? What does the Cateye Cycle Computer do?***
- Put students in pairs to find the pronouns and decide what each refers to.
- Check answers by calling out pronouns from the text at random and asking pairs to say what each refers to. In order to locate the pronouns faster, you may wish to have students number the lines of the text.

Answers

Paragraph 1

I/me = the owner of the bike
that = one possession
This = the important possession
which = my bike

Paragraph 2

I/myself/me = the owner of the bike
it = the bike
they = my parents
That = having to pay for it myself

then = buying the bike

Paragraph 3

I = the owner of the bike
it = the bike
(fix) that = a loose chain
that = Cateye Cycle Computer

Paragraph 4

I/me = the owner of the bike
It = riding

C

- Have students work in small groups to talk about their most important possessions. Have them take notes on the ideas other students find interesting.
- Have students use their notes to write about their most important possessions. They should include information about why they are important, how long they have had them, and what they plan to do with them. They can include drawings or photos if they wish.
- Ask volunteers to share their writing with the class.

Workbook

Assign page 202 for additional writing practice.

12 Form, Meaning and Function

The Passive

- Go over the material in the chart for the passive. Have volunteers read the sentence pairs. Demonstrate how the object has become the subject in the second sentence and explain that the tense of the verb *be* agrees with the passive subject.
- Point out that when using the passive, stating the agent (who or what performed the action) is not necessary when it is obvious. If the agent is included in a sentence, it usually comes immediately after the past participle and is preceded by *by*.
- Write sentences in the active voice on the board. Have students change each sentence from the active to the passive. For example: **Saudi Arabian people celebrate National Day on September 23rd.** (National Day is celebrated by Saudi Arabian people on September 23rd.) **The cat has eaten the fish.** (The fish has been eaten by the cat.) **Ancient Egyptians built the Pyramids.** (The Pyramids were built by ancient Egyptians.)

A

- Go over the example with the class.
- Have students work individually to rewrite each sentence in the passive.
- To check answers, call on volunteers to read their sentences for the class.
- Point out that the agent is necessary in numbers 1, 4, and 8 because the agent adds to the meaning. In numbers 2, 3, 5, 6, and 7, the agent is not necessary because the meaning is clear without it and the agent is obvious. For example, companies produce cars, so there's no need to state this.

Answers

1. The first car was made by Karl Benz in 1886.
2. Cars are produced all over the world today.
3. Many changes have been made in our city.
4. Was penicillin discovered by Alexander Fleming?
5. The documentary was filmed in a desert oasis.
6. Were you invited to the graduation ceremony?
7. English is spoken all over the world.
8. The digital camera was invented by Steven Sasson in 1975.

B

- Do the first item as an example with the class.
- Have students work individually to rewrite each sentence in the active form.
- To check answers, call on volunteers to read their sentences for the class.

Answers

1. Word processors have replaced typewriters.
2. This restaurant serves all entrées with rice and salad.
3. Did the Wright brothers fly the first airplane?
4. People in the Middle East have used soap for nearly 5,000 years.
5. Cell phones and computers have changed the way we communicate.
6. Saudi Arabia produces roughly thirteen percent of the world's oil.
7. Al-Zahrawi wrote an encyclopedia of medical practices in 1000.
8. Da Vinci designed many flying machines, but he never built them.

12 Form, Meaning and Function



The Passive

We use the passive to emphasize the *action* and not *who* or *what* does it. To make the passive, we use the verb *be* and a past participle.*

Simple Present: Millions of people use the Internet. (active)
The Internet **is used** by millions of people. (passive)

Present Perfect: Technology has changed our lives. (active)
Our lives **have been changed** by technology. (passive)

Simple Past: Alexander Graham Bell invented the telephone. (active)
The telephone **was invented** by Alexander Graham Bell. (passive)

The person or thing that does the action is the *agent*. When we want to show the agent, we use *by* + the agent. When the agent is not necessary, we leave it out.

A thief stole my bike.

My bike **was stolen**. (*by a thief* is not necessary)

Someone has broken the window.

The window **has been broken**. (*by someone* is not necessary)

The boys broke the window.

The window **was broken** *by the boys*. (necessary)

* See page 162 for a list of the past participles of irregular verbs.



A. Change the sentences from active to passive.

A company in Germany makes these cars.

💡 These cars are made by a company in Germany.

1. Karl Benz made the first car in 1886.
2. Companies all the over world produce cars today.
3. They have made many changes in our city.
4. Did Alexander Fleming discover penicillin?
5. They filmed the documentary in a desert oasis.
6. Did they invite you to the graduation ceremony?
7. People speak English all over the world.
8. Steven Sasson invented the digital camera in 1975.



B. Change the sentences from passive to active.

1. Typewriters have been replaced by word processors.
2. All entrées in this restaurant are served with rice and salad.
3. Was the first airplane flown by the Wright brothers?
4. Soap has been used by people in the Middle East for nearly 5,000 years.
5. The way we communicate has been changed by cell phones and computers.
6. Roughly thirteen percent of the world's oil is produced by Saudi Arabia.
7. An encyclopedia of medical practices was written by Al-Zahrawi in 1000.
8. Many flying machines were designed by da Vinci, but they were never built.



6 Do You Know Where It Is?

1 Listen and Discuss

What do you think people mean when they say a town or neighborhood has a good quality of life?

Do You Know Where This Place Is?

Look at each photo, read the text, and guess the name of the city or country. In what ways is it similar to or different from where you live?



- ◀ The public transportation system is the most efficient in the world. The bullet trains can travel at 186 miles (300 kilometers) per hour and are extremely punctual. Fares for the express trains are as expensive as airplane fares, but overall, the time required for the train trip is usually shorter, since there is no need to travel to an airport.

The city is known to be one of the safest cities in the world. The overall crime rate is roughly the same as that of Singapore, but lower than that of Tokyo, Toronto, and many other large cities. ▶



- ◀ It is home to one of the oldest universities in the world and one of the largest. Nowadays, the town isn't as quiet as it used to be, but the quality of life is still just as good. There are lots of green areas, and a quarter of the population cycles around the town: over the bridges, through the parks, and along the narrow streets.



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Answers

A Japan, B Hong Kong, C Cambridge (England), D Mexico City

Unit Goals

- ⦿ **Vocabulary**
 Features of a community
 Urban living
 Transportation words
- ⦿ **Listening**
 Listen for specific details in a news story about garbage and recycling
- ⦿ **Functions**
 Talk about quality of life
 Describe features of places
 Make comparisons
 Ask for information
- ⦿ **Pronunciation**
 Intonation of direct and indirect questions
- ⦿ **Grammar**
 Comparative and Superlative Forms of Adjectives
 Comparisons with *as...as*
 Indirect Questions
 Definite Article: *The*
- ⦿ **Reading**
 The Bride of the Red Sea
- ⦿ **Writing**
 Write about the assets and future aims of your city or neighborhood
- ⦿ **Project**
 Write about a town or city in your country or the world

Warm Up

Have students talk about their town or city. Ask questions, such as **What's your hometown like?** For students who live in the same town or city, ask: **Do you agree with (Ali)? Do you think (city) is (boring/exciting), too?**

Before students open their books, have them discuss the introductory question. Ask what kinds of services their town or city offers. Ask questions such as the following: **Are there good restaurants/hospitals/ cultural events/schools in the town? Is there good transportation/housing?**



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1 Listen and Discuss

- Have students open their books to page 58. Tell them to cover the answers at the bottom of the page. Have students look at the pictures and say whether any of them are of their country. Ask the following questions:
 - How fast do you think the train goes?**
 - How do people probably describe the train service in this country?** Elicit words like *punctual*, *efficient*, and *expensive*.
 - Are the cities in the pictures small, medium-size, or large?**
 - What are the largest cities in the world?**
 - What is the population of the largest cities?**
 - What problems do large cities have?** Elicit ideas like *crime* and *traffic*.
 - How is the town in picture C different from the city in picture B?** Elicit ideas like *old buildings*, *green areas*, and *bicycle transportation*.
- 🔊 **CD2, T8** Play the audio. Have students read along as they listen. After each description, pause the audio and have students guess the name of the place. Tell them if they are right or wrong. (The answers are at the bottom of the page.)
- Check students' comprehension by making statements and having students say the name of the place. For example: **This place does not have a lot of crime.** (Hong Kong) **It takes a long time to get to school or work in this place.** (Mexico City) **It's easy to travel between cities in this place.** (Japan)
- Have students discuss how each of the places is similar to or different from where they live.
- Before students look at the Quality-of-Life Indicators on page 59, ask: **What do you think people want in the town or city they live in?** If students have trouble coming up with ideas, to get them started, ask: **Do people want hospitals in their town?** Write students' ideas on the board.
- Go through the indicators and ask if any of them are written on the board. Take this opportunity to explain any of the indicators students do not understand. For example, say: **Did anybody mention prices for things like food, rent, and telephone service? That's the cost of living. Did anybody talk about the cost of buying a home or renting an apartment? That's the cost of housing.**

Quick Check

A

- Write the following sentences on the board and have students complete them about cities in their country:

_____ **is bigger than** _____.
(comparative)

_____ **is the biggest city in the country.**
(superlative)

- Have students underline the other comparative and superlative forms in the article. Go over the answers with the class.

Answers

- A:** the most efficient; as expensive as; shorter
B: the safest; lower
C: the oldest; the largest; as quiet as
D: the worst; worse

B

- Quickly review what the article talks about for each of the four places. For example, say **Mexico City** and elicit *traffic*.
- Have students do the task in pairs. Then go over the answers with the class, calling on students to read aloud the sentences and other students to give the correct answers.

Answers

- false (Trains are as expensive as planes.)
- false (The bullet trains travel at 300 kilometers per hour.)
- true
- false (Noise is not a problem.)
- true

C

- Go over the ordinal numbers, *first* through *ninth*. Then have students look at the quality-of-life indicators and work individually to rank them according to importance in their lives. Students might add additional indicators if they choose.
- Have students compare answers in pairs.
- As a wrap-up, compile the results on the board to see if pairs ranked the indicators similarly. Find out which indicators are the most important to all of the students.

2 Pair Work

- Brainstorm with students a list of large cities they all know. Write at least six on the board. Then brainstorm a list of adjectives that typically describe cities. Elicit words like *crowded*, *polluted*, *safe*, *dangerous*, *clean*, *dirty*, *noisy*, etc. Write them on the board.
-  **CD2, T9** Play the audio for the model conversations. Students listen and repeat.
- Model the task by asking questions about the cities on the board.
- Point out the use of *as...as* for two things that are equal and *not as...as* for two things that are unequal.
- Have students ask and answer questions in pairs about the places and adjectives on the board.

Workbook

Assign page 203 for more practice with the vocabulary of the unit.



Teaching Tip

Always predict the language students will need for oral activities. For example, if you ask students to rank something, such as the quality-of-life indicators, review the use of ordinal numbers.

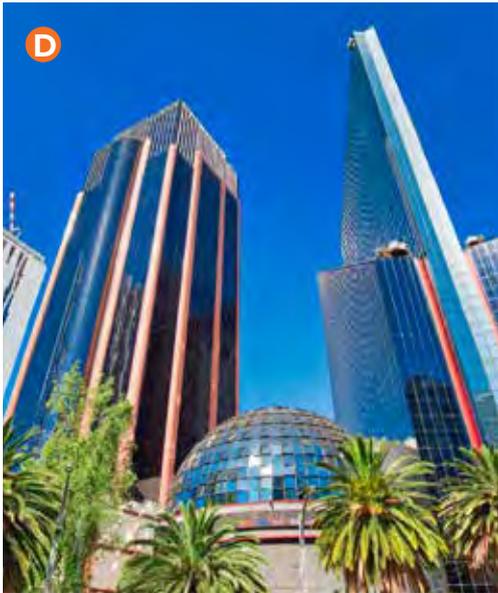


Additional Activity

Have students make comparisons about living choices. Write choices on the board. For example: **live in a house/in an apartment; live in the city/in the country; work in an office/at home; have good schools/good public transportation**. Write on the board: **Is it better to live in a house or an apartment?** Have a few students respond. Be sure they give reasons for their choices. Then have students ask one another questions in groups. Have one person in each group report back to the class about the group's answers.



- The bullet train railway system in Japan is called the *Shinkansen*. It has operated since 1964. During tests, these trains have reached up to a speed of 361 miles (581 kilometers) per hour.
- Although the bullet trains are very fast, they have an excellent safety record.



◀ Surveys show that the city has the worst traffic in the world. It is worse than Sao Paulo, Brazil. The average commuter spends four hours in traffic per day. There are approximately 6 million cars, taxis, buses, and other vehicles carrying 22 million people.

Quality-of-Life Indicators

What do you look for in a town/community?
Check the indicators that are important to you.

- Cost of living
- Cost of housing
- Clean air/air quality
- Low crime rate
- Green areas
- Hospitals
- Schools
- Public transportation
- Culture and recreation

Quick Check

A. Vocabulary. Underline the comparative and superlative forms in the article.

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

1. ____ In Japan, trains are less expensive than planes.
2. ____ The trains in Japan travel at a speed faster than sound.
3. ____ The crime rate in Hong Kong is as low as that of Singapore.
4. ____ Cambridge has a lot of green areas, but noise is a problem.
5. ____ The traffic in Mexico City is much worse than in Sao Paulo.

C. Rank the items in the quality-of-life chart from 1-9. Compare your answers with a partner.

2 Pair Work

Ask and **answer** about the places you know. Use ideas in the article and the chart.

-  Do you know what the cost of living is like in Amman?
-  It isn't as expensive as it is in Abu Dhabi.
-  Which do you think is more polluted, Sao Paulo or Mexico City?
-  Sao Paulo is just as polluted as Mexico City.

3 Grammar

Comparative and Superlative Forms of Adjectives

Buses are **fast**.
Bus tickets are expensive.



Comparative

Trains are **faster** than buses.
Train tickets are **more expensive**.



Superlative

Planes are **the fastest**.
Plane tickets are **the most expensive**.



Buses are **less expensive** than taxis. But the subway is **the least expensive** way to travel.

Irregular Forms: **good / better / the best** **bad / worse / the worst**

Comparisons with *as...as*

Use *as...as* to say that two things are the same or different. You can use *just* for emphasis.

In Japan, trains are **as expensive as** planes.

This hostel is **just as comfortable as** the hotel, and it doesn't cost **as much**.

Our neighborhood isn't **as noisy as** our old one, and it isn't **as dangerous**.

Indirect Questions

There is no inversion of the subject and verb in indirect questions.

Direct Questions

What's the name of the street?

Where is the nearest bank?

When does the store open?

Where can I get good pizza?

How many people live here?

Who planned this town?

Indirect Questions

Do you know what the name of the street is?

Do you know where the nearest bank is?

Do you know when the store opens?

Could you tell me where I can get good pizza?

Could you tell me how many people live here?

Could you tell me who planned this town?

A. Complete the sentences. Use the correct form of the adjectives.

1. The downtown area is usually _____ (noisy) than the suburbs.
2. The hospitals in cities are usually _____ (good) than ones in the country.
3. Public transportation is _____ (frequent) at night than during the day.
4. My hometown has the _____ (clean) air of all the towns in this country.
5. Many people say that Sao Paulo has the _____ (bad) traffic in the world.
6. The subway is _____ (crowded) at rush hour than at other times.
7. Housing is usually _____ (expensive) in the country than in the city.
8. The cost of living in small towns is usually _____ (cheap) than in big cities.

3 Grammar

Comparative and Superlative Forms of Adjectives

- Have volunteers read aloud the sample sentences. Ask if the statements are true about their country.
- To make sure students understand the difference between the comparative and superlative, ask: **Why do we use faster in the sentence about trains and buses but the fastest in the sentence about planes? What is the difference between the comparative and the superlative?** Elicit that with the comparative we compare two people, two places, two things, etc. With the superlative we compare three or more items in a group or in the entire world.
- Ask: **Why do we add -er to fast but put more before expensive?** Elicit that we add -er to most one-syllable adjectives when we make them comparative, and use *more* with most three or more syllable adjectives. Point out that *less* is the opposite of *more*. Ask: **What word do we often use with comparative adjectives?** (than)
- Ask: **Why do we add -est to fast but put most before expensive?** Elicit that we add -est to most one-syllable adjectives when we make them superlative, and use *most* with most three or more syllable adjectives. Ask: **What word do we use before superlative adjectives?** (the)
- Elicit and review the spelling rules used when forming comparatives and superlatives:
Change *y* to *i* before adding -er or -est to two-syllable adjectives.
For one-syllable adjectives ending in -e (*nice*), add -r (*nicer*) or -st (*nicest*).
- To review the irregular comparative and superlative forms of *good* and *bad*, write the following on the board and have students complete the blanks:
(name of athlete) is good, but (name of athlete) is _____. He is _____ in the world.
(name of TV program) is bad, but (name of TV program) is _____. It's _____ program on TV.
Then have students say whether they agree with the opinions expressed in the sentences.



Comparisons with *as...as*

- Explain that *as + adjective + as* is used to compare two things. In the affirmative, *as + adjective + as* identifies two people or things as equal. For example: *Mona is as tall as her mother. They are both 1.69m tall.* Used with *not, as + adjective + as* identifies two people or things as unequal. For example: *Carson's Café isn't as good as The Eatery. The Eatery is better.*

Language Builder

Point out that with one-syllable adjectives it is more common to use *not as...as* than *less*. For example: *Trains aren't as fast as planes* is more common than *Trains are less fast than planes*.

Indirect Questions

- Have students read aloud the questions, taking turns to say the direct question and then the indirect question. Point out the subject-verb word order in indirect questions, explaining that there is subject-verb inversion in the first part of the question, not in the second part, which is a noun clause.
- Write direct questions such as the following on the board:
Where's the nearest supermarket?
Who's the youngest person in our class?
What's the best restaurant in town?
How do I get to the airport?
When is (program) on TV?

Have students use these direct questions to ask indirect questions. The questions should begin with *Do you know...?* or *Could you tell me...?* Have volunteers answer the questions.

A

- Model the task by eliciting the correct answer for number 1. Have students complete the sentences individually and check answers in pairs.
- Go over the answers with the class. As volunteers read aloud each sentence, ask if the statement is true about where the students live (except for number 5).

Answers

- | | | |
|------------------|-----------------|-------------------|
| 1. noisier | 4. cleanest | 7. less expensive |
| 2. better | 5. worst | 8. cheaper |
| 3. less frequent | 6. more crowded | |

6 Do You Know Where It Is?

B

- Explain that students will restate the sentences using *as...as*. Have two volunteers read aloud the sample sentences. Have students work individually to rewrite the sentences and then compare answers with a partner.
- In pairs have students take turns reading aloud the sentences in the book and the restated sentences with *as...as*.

Answers

1. The XYZ model is as fast as the Flash computer.
2. Majid is as smart as his brother Nasr.
3. The blue car isn't as expensive as the red car.
4. Paris is as amazing as Rome.

C

- Have two volunteers read aloud the sample questions.
- Have students work with a partner to ask indirect questions. Partners should try to give any logical answer they can—even *I don't know*.

Answers

1. Do you know where the main post office is?/Could you tell me where the main post office is?
2. Do you know how often the buses come?/Could you tell me how often the buses come?
3. Do you know what time the bank opens?/Could you tell me what time the bank opens?
4. Do you know where the nearest pharmacy is?/Could you tell me where the nearest pharmacy is?
5. Do you know who can give us directions?/Could you tell me who can give us directions?
6. Do you know which way the center of town is?/Could you tell me which way the center of town is?
7. Do you know when the gas station closes?/Could you tell me when the gas station closes?
8. Do you know what the name of the highway to town is?/Could you tell me what the name of the highway to town is?

D

- Have students skim the conversation and say what the two people are talking about. Ask: **What are the names of the restaurants?** (Antonio's and Gino's)
- Have students complete the conversation with comparative and superlative forms. Go over the answers with the class. Then have students practice the conversation, being sure to switch roles.

Answers

1. best
2. good
3. better
4. most popular
5. best
6. best

Workbook

Assign pages 204–206 for more practice with the grammar of the unit.



Teaching Tip

If there are any students in your class who are having difficulty or who are falling behind the others, try to talk to them about it outside of class. You may be able to discover why they are having difficulty and help them to do better, and you will also show them that you care about their progress. Never talk about a student's poor performance during class. The student is likely aware that he or she is not doing well. Bringing it up in front of other students will only make the student feel inferior to his or her classmates.



Additional Activity

In groups, have students compare two restaurants they all know, two films they have seen, two sports stars, or two teen magazines. Have them use the conversation in **D** to make comparisons. They should refer to the underlined answers for ideas. You might also write some possibilities on the board, such as **better than/the best, not as good as, cheaper than/the cheapest, more/the most popular/expensive**, and so on.



London used to be considered the city with the worst traffic in the world until they introduced the Congestion Charge. Now each car that travels within the city during working hours (7A.M.–6P.M.) Monday through Friday must pay a fee of £8. This charge has reduced traffic by 30 percent.

B. Write sentences with **as...as**.

💡 **The** Maxi camera is easy to use. The Digitron model is just as easy.

The Maxi camera is just as easy to use as the Digitron.

1. The Flash computer is fast. The XYZ model is just as fast.

2. Majid is a smart young man, and so is his brother Nasr.

3. This red car is expensive. The blue car is less expensive.

4. Rome is an amazing city, and so is Paris.

C. Work with a partner. Make indirect questions. Use **Do you know...?** or **Could you tell me...?**

💡 **What** time does the bus arrive?

Do you know what time the bus arrives?

1. Where is the main post office?

2. How often do the buses come?

3. What time does the bank open?

4. Where is the nearest pharmacy?

5. Who can give us directions?

6. Which way is the center of town?

7. When does the gas station close?

8. What is the name of the highway to town?

D. Complete the conversation. Use comparative and superlative forms of the adjectives.

Then practice the conversation with a partner.

A: In your opinion, what is the _____ (1. good) restaurant in town?

B: I think it's Antonio's.

A: I disagree. Antonio's isn't as _____ (2. good) as Gino's.
Gino's has _____ (3. good) pasta than Antonio's.

B: But Antonio's is always crowded.

A: Of course. It's the _____ (4. popular) restaurant in town.
But it is still not the _____ (5. good) place to eat.

B: So, can you tell me where
the _____ (6. good) food in town is?

A: In my opinion, it's at 209 Mulberry Street.

B: But that's where you live.

A: Exactly. No one's cooking is as good as
my mom's.



6 Do You Know Where It Is?

4 Language in Context

1. Work in pairs. Choose the best place for Yousef to live. Then compare with other pairs.
2. Take a class vote. Which place does the class think is best for Yousef?

Yousef is looking for a place to live. He wants a small, quiet place in a good neighborhood. He doesn't have a car, but he has a motorcycle. Yousef is a student, and he has a part-time job. He earns about \$1,500 a month.



For Rent

Large room near university, fully furnished. Good for single person or student. No parking available. \$350 a month. See Mr. Boswell. 38 Sixth Street, or call 521-1967.

One-bedroom apartment (third floor, no elevator). Good location, near public transportation and park. \$700 a month. Contact Mr. Hammer at 297-5841 (after 6 P.M.).

Small studio apartment. Excellent neighborhood. Lots of green space, quiet, safe, two blocks from shopping mall and train station. Parking available below the building. \$450 a month. Call 305-2078.

Small house with a garden in the downtown area. Near restaurants, shopping mall, and sports center. Built-in closets, fully-equipped kitchen. \$900 a month. Call 521-3684.

5 Listening

Listen to the news story about garbage and recycling. Answer **true** or **false**.

1. _____ The garbage from one week in Mexico City can fill a large stadium.
2. _____ The United States doesn't produce as much garbage as Mexico.
3. _____ Today, only paper and cans are recyclable.
4. _____ About one hundred pounds of recycled paper saves one tree.
5. _____ In Curitiba, Brazil, people can get bus coupons when they recycle garbage.

6 Pronunciation

Listen. Notice that the indirect question has rising intonation. The information question with **Where** has falling intonation. Then practice.

Do you know where the bus stop is? Where is the museum?

7 About You

1. Describe three things in your town that have changed in the last year or two.
2. Talk about something that has become cheaper or more expensive recently.
3. Compare things that are/aren't as good in two neighborhoods in your town.
4. What are the best restaurants, stores, and hangout places in your town? Does the class agree?

4 Language in Context

- Have students work in pairs to choose the best place for Yousef to live. First, have students read about Yousef and the kind of place he is looking for. Then have them read the four ads on the “For Rent” board. Have pairs discuss Yousef’s situation and then match his needs to one of the ads.
- Model some basic language of comparison for students to use and questions to ask. For example:

Which place is the most/least expensive?
Is the house more expensive than the apartment?
Which place is the most convenient for transportation?
Which neighborhood is the best? Why?

 Brainstorm additional questions with the class.
- Call on pairs to tell the class which place they chose for Yousef and why. Then take a class vote on the best living situation for Yousef.

Answers

Answers will vary.

5 Listening

- Introduce students to the topic of the listening by asking some questions. For example, ask:

What happens to the garbage we throw away every year?
How many kilos of trash do you think you throw away every day?
How careful are you about recycling?
What kinds of things can people recycle?
- Tell students they are going to listen to a news story about garbage and recycling. Have them read the sentences and say the places the speaker is going to talk about. Then ask them to predict the answers.

 **CD2, T10** Play the audio. Students listen and write *true* or *false*.

 **CD2, T10** Play the audio again for students to check their answers.

- Go over the answers as a class. Find out who predicted the answers correctly.



Audioscript

One of the biggest problems in cities around the world is disposing of garbage. Mexico City produces approximately 11,000 tons of trash every day. One week’s garbage is enough to fill the Aztec Stadium, one of Mexico’s largest stadiums, which can hold about 115,000 people.

But the United States produces the most garbage of all the countries in the world: over 240 million tons a year. That’s about four and a half pounds (2 kilos) per person per day. Some cities have recycling centers. Residents can separate paper, glass, cans, and plastic from the regular waste.

Today, almost any kind of garbage can be recycled, and the environment can be protected. For example, 110 pounds (50 kilos) of recycled paper saves one tree. Some cities have trained their citizens and encouraged them to keep their cities clean. In many cities in the United States, people have to put plastic bottles and cans in separate garbage bags or cans. Paper also is kept separate. The plastic, paper, and metal are taken to special centers for recycling.

In Curitiba, a large city in the south of Brazil, the inhabitants like to say that theirs is the most ecological city in the world. The city council found a very practical solution to the problem of trash: recyclable trash can be exchanged for bus coupons or for food.

Answers

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

6 Pronunciation

- Point out the difference in intonation between indirect questions, such as *Can you tell me where the bank is?* (rising intonation) and *Wh-* questions, such as *Where’s the bank?* (falling intonation).
-  **CD2, T11** Play the audio. Students listen and repeat.
- Have students turn back to page 60 and practice asking the indirect and direct questions in the grammar chart with correct intonation.

7 About You

- Have students work in small groups to discuss different aspects of their town or city. Have one person in each group report back to the class.
- As an extension, open up the discussion to a comparison of two cities in the world, or the students’ city with another city in their country.

8 Conversation

- Ask students to think about the differences between living in the suburbs and in the city. Ask: **What are the advantages/disadvantages of living in the suburbs/city?** Draw a chart on the board, and write notes as students give answers.

 **CD2, T12** Play the audio. Ask students to listen to see if any of their ideas on the board are mentioned.

 **CD2, T12** Play the audio again. Have students read along as they listen.

Real Talk

- Have students repeat the phrases after you.
- Ask: **Who says a bit?** (Adel) **Adel's apartment was a bit what?** (run down) **Was it very run down or a little run down?** (a little) Have students use *a bit* to talk about how they're feeling at the moment. For example: *I'm a bit sleepy/bored/hungry, etc.*
- Ask: **What does Adel say was run down?** (his new apartment) **Why isn't it run down now?** (He renovated it.) If necessary, explain that when you renovate a building, you paint and repair things so that it is in good condition. Ask: **Are there any buildings in our town that are run down?**
- Ask: **Who says Definitely?** (Adel) **Why does he say it?** (He is very certain about his answer to the question.) Ask questions that are likely to elicit *Definitely* from students. For example: **Will you be happy if you have no homework tonight?**
- Ask: **Who says The only thing is that...?** (Adel) **What does he say next?** (He spends a lot of time commuting.) **Is this a good thing or bad thing?** (bad) Have students say something negative about their town beginning with *I like where I live. The only thing is that...*
- Ask: **Who says You can't have it all?** (Adel) **Why does he say it?** (He likes everything about where he lives except for one thing, the commute.)

Your Ending

- Read the three endings aloud and have students repeat them.
- Have students work in pairs to choose the ending they like best, or make a new ending.
- Call on students to give their ending, saying why they chose it.

- Have students practice the conversation in pairs, switching roles.

About the Conversation

- Have students work with a partner to ask and answer the questions.
- To check answers as a class, call on a student to read the question and have that student call on a classmate to answer.

Answers

Answers will vary. Sample answers:

- No, it isn't. It's safe.
- Adel renovated his apartment.
- He spends a lot of time commuting to college.
- Faris lives near Rangers Stadium.
- He often can't find a place to park, and sometimes there is a lot of noise.

Your Turn

- Have students work in pairs to talk about their neighborhoods. Encourage them to describe both positive and negative features of their neighborhood.

Workbook

Assign page 207 for additional reading practice.



Teaching Tip

When holding a class discussion, avoid giving your own opinion too soon in the discussion. If you give your opinion early on, students may be hesitant about offering different opinions, thus limiting the scope of the discussion.



Additional Activity

Have pairs role-play the conversation between Faris and Adel, but this time have Adel say negative things about his new neighborhood. For example: *I'm not happy I moved here. There's a lot of traffic and crime.* Ask pairs to present their conversations to the class.



- The U.S. recycles about 32.5 percent of its waste today. This amount has doubled in the last decade. Austria leads the EU by recycling about 63 percent of its waste.
- An aluminum can that is thrown away will still be a can 500 years from now. Recycling one aluminum can saves enough energy to run a TV for three hours.

8 Conversation



- Faris:** So how long have you lived out here in the suburbs?
- Adel:** Since I started college, about two years ago. The apartment was **a bit run down**, so I had to renovate it.
- Faris:** Well, you did a good job. It's really nice and cozy.
- Adel:** I'm glad I moved into this neighborhood. It's quiet and safe, and I have really nice neighbors.
- Faris:** Are there a lot of stores and green areas in the neighborhood?
- Adel:** **Definitely!** There are parks and supermarkets and a mall. **The only thing is that** I spend a lot of time commuting to college. But **you can't have it all**. What's your place like?
- Faris:** Do you know where the Rangers' stadium is? I live about two blocks away. I often can't find a place to park, and there's sometimes a lot of noise because of the games.
- Adel:** Why don't you find another place and move out?



Your Ending

What do you think Faris's response is?

- 1 It's close to my college.
- 2 I guess I'm used to it.
- 3 Now I'm a Rangers fan.
- 4 Your idea: _____

Real Talk

a bit = a little

run down = in need of fixing/not looked after

Definitely! = an expression that shows strong agreement

The only thing is that... = used to introduce a problem/issue

you can't have it all = everything has something negative

About the Conversation

1. Is Adel's neighborhood dangerous?
2. What did he do to his apartment?
3. What doesn't he like about the suburbs?
4. Where does Faris live?
5. What doesn't Faris like about his place?

Your Turn

Talk with your partner about your neighborhood. Discuss the following things.

1. Where do you live—in a house or an apartment?
2. What do you like/dislike about your neighborhood?
3. What facilities are in your neighborhood?

6 Do You Know Where It Is?

9 Reading

Before Reading

1. Which cities in the Middle East do you think have the best quality of life?
2. What do you base your opinions on? Give reasons.

King Fahd's Fountain ▶



THE BRIDE OF THE RED SEA

- 1 For 20 consecutive years, Jeddah has been named a “global city” by the GaWC for offering a high quality of life to its citizens. So what makes Jeddah a global city and one of the best places to live in the Middle East? Residents and visitors point out several aspects relating to everyday life, such as the city’s cultural diversity, modern architecture and engineering, rich cultural heritage, and high quality of education.
- 5
- 10 Jeddah is a leading destination for international students and travelers. It has several public and private universities that provide a very high standard of academics. Jeddah is also the gateway to the Holy City of Makkah and hosts millions of pilgrims from around the world on their way to Hajj every year.
- 15

Jeddah has been an example of modern architectural and engineering innovation since the 1980s. One of the city’s major landmarks is

- 20 King Fahd’s Fountain, the highest fountain in the world. It jets water as high as 312 meters (1024 feet) and can be seen from nearly everywhere in the city. Other landmarks include the NCB Tower, the IDB Tower, and the Jeddah Municipality Tower. There are also plans to build the 1,000-meter high Kingdom Tower, which, when completed, will be the world’s tallest building.
- 25

- 30 During the 1980’s, many works of art were introduced into Jeddah’s public areas, making it one of the largest open-air galleries in the world. Modern sculptures, ranging from abstract works to traditional coffee pots and airplanes, decorate the pedestrian streets and roundabouts of the city. There are also a number of museums and galleries to visit. Bayt Naseef in Al-Balad was once home to the wealthy merchant family who hosted King Abdulaziz Ibn Saud in 1925. Today, it houses a historic museum and heritage exhibits.
- 35
- 40

The historic center of Al-Balad is a charming blend of traditional houses and modern glass skyscrapers, and its huge marketplace features a combination of traditional *souqs* and designer boutiques. Today, huge efforts are being made to preserve its historical architecture.

- 45
- 50 The city is also famous for its recreation. It is home to many famous football and athletic clubs. A light breeze cools the coast in the Corniche area, where visitors can eat at the many restaurants, relax by the beach, and have fun at the amusement park. And the beautiful coral reefs of the Red Sea are popular with scuba divers. There’s always something interesting to do in Jeddah, the “Bride of the Red Sea.”
- 55

وزارة التعليم

Ministry of Education

2023 - 1445

9 Reading

- Write the **Before Reading** questions on the board, and have students discuss them before they open their books. Then have students discuss what they know about Jeddah. Find out if anyone has been there and if so, what the city was like.
 - Have students open their books and look at the pictures. Ask: **What do you think Jeddah is famous for?**
 - Point to the first picture of *King Fahd's Fountain* and ask: **What do you see? How would you describe the city? Why do you think people go there?**
 - Point to the picture of *Abdul Raouf Khalil Museum and Mosque* and say: **Describe this building. Would you like to visit it? Why do you think people go there?**
 - Point to picture of *Bayt Naseef* and ask: **How old do you think the building is? What do you think people use this building for today?**
 - Before students read the text, ask: **What aspects do you think make Jeddah a great place to live?** Write students' ideas on the board.
-  **CD2, T13** Play the audio. Ask students to read along as they listen, checking to see if any of their answers are on the board.

READING STRATEGY

Finding the main idea and supporting details

- Point out to students the importance of looking for the writer's main argument as well as the support the writer gives for his or her opinion. First, have students look for the author's main argument. (*For 20 consecutive years, Jeddah has been named a "global city" by the GaWC for offering a high quality of life to its citizens.*) Next, have students find information the writer gives to support this argument. For example: *a leading destination for international students and travelers; an example of modern architectural engineering innovation; famous for its recreation; etc.*

- Have students reread the passage one paragraph at a time and underline new vocabulary. Encourage students to explain the meanings of words to their classmates before you provide an explanation. Words and expressions that may be new for students include the following:
 - point out** = tell someone information you think they do not know
 - rich** = containing a lot of something good
 - cultural heritage** = the buildings, customs, languages, etc., that have existed for a long time and continue to be important to a society
 - diversity** = the state of having a lot of different cultures
 - gateway** = an entrance or an important means of access
 - pilgrim** = a person who travels to a holy place
 - abstract** = expressing ideas by using colors, lines, and shapes without a realistic picture
 - charming** = very attractive or pleasing

Culture Notes

The Globalization and World Cities Research Network, commonly abbreviated GaWC, is a research group at Loughborough University in England. They study the relationships between world cities and classify them into alpha, beta, and gamma categories according to their international connectivity based on economic, political, cultural, and infrastructural characteristics.

alpha++ cities: In this category, London and New York stand out as clearly more integrated than all other global cities and have their own high level of efficiency.

alpha cities: Highly integrated and very important global cities that link major economic regions and states into the world economy.

beta cities: These are important global cities that are instrumental in linking their region or state into the world economy.

gamma cities: These are global cities linking smaller regions or states into the world economy, or important world cities whose major global capacity is not in advanced producer services.

In 2010, the GaWC ranked two cities in Saudi Arabia as global cities: Riyadh as a beta level city and Jeddah as a gamma level city.

fun facts

Surveys in 2019 ranked the following cities as the world's best places to live: (1) Vienna, Austria; (2) Zürich, Switzerland; (3) Auckland, New Zealand; Vancouver, Canada; and Munich, Germany; (4) Düsseldorf, Germany. These surveys are based on numerous factors including quality of life, health care, education, and transportation.

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After Reading

A

- Have students find the underlined words in the reading and guess the meaning. Then they choose the best definition for the underlined word. Go over the answers with the class.

Answers

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

B

- Have students read the statements and check the ones which are stated in the article. Tell them to underline the parts of the text that provided them with the answers.

Answers

The following should be marked: 1, 2, 3, and 5

Discussion

- Have students discuss in groups which city in the world they would like to live in. Have them base their discussion on information they learned about the quality of life in cities from this unit. Have one person from each group summarize the group's opinions.

Culture Note

Historic Jeddah, the Gate to Makkah was inscribed on the UNESCO World Heritage List in 2014. Located on the eastern shore of the Red Sea, Jeddah became a major port for trade routes from the 7th century. It was (and is) also a major gateway for Muslim pilgrims to the Holy City of Makkah. Thus, the historic city flourished as a multicultural center. The architectural style is characterized by the traditional use of coral building material, which is prominent in the monument of Bayt Naseef.

10 Project

- Have students work in groups. First, have them choose a city or town in their country or another part of the world they think has either a good quality of life, or a bad quality of life. Then have them decide the type of information they want to present to the class; for example: cost of living/housing; medical, cultural, educational facilities; recreation; problems such as traffic, pollution, crime, overcrowding.
- Have each group prepare a written report as well as a presentation for the class. Have students vote on the best/worst place to live, based on the information presented.



Teaching Tip

A good technique to check if students have understood the material you just presented, whether it is a grammar point or a reading or listening exercise, is to ask them to summarize what they just learned/read/heard. Summarizing it will force them to show what they did not understand and will reinforce what they did understand.



Additional Activity

Have students work in pairs to make a list of questions they would ask someone from Jeddah. Have pairs tell the class their questions. Have students summarize the types of information the class is most interested in; for example, the cost of living, the climate, recreation, etc.



Project: Quality of Life

Have students find out about the quality of life in other cities of the world. Assign each group a different city. Have students list categories they would like to find information about. They may use those listed on page 59 or find other information such as: rate of employment, average income, number of schools and universities, and so on. Have students report their findings to the class.





▲ Abdul Raouf Khalil Museum and Mosque

After Reading

A. Choose the meaning of the underlined words that best fits the reading context.

1. for 20 consecutive years (line 1)
 - a. recent
 - b. an unbroken series
 - c. next or future
2. point out several aspects (line 6)
 - a. ideas
 - b. ways
 - c. features
3. a leading destination (line 10)
 - a. popular
 - b. winning
 - c. most important
4. it houses a historic museum (line 39)
 - a. visits
 - b. holds
 - c. protects
5. a combination of traditional *souqs* (line 44)
 - a. mixture
 - b. series of numbers
 - c. things joined

B. Mark which of the following things a visitor can do in Jeddah, according to the article.

1. ____ You can meet people from different cultures.
2. ____ You can study at university.
3. ____ You can visit the world's tallest fountain.
4. ____ You can see modern sculptures at Bayt Naseef.
5. ____ You can go shopping in Al-Balad.
6. ____ You can visit the Kingdom Tower.

▲ Bayt Naseef

Discussion

What city would you like to live in? Why?

10 Project 

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Work in groups. Select a town or city in your country or in the world. Present its features to the class and say why you chose it.

11 Writing

- A.** Write about Saudi Arabia. Create a chart to make notes on the advantages and benefits (assets) of the country and what you think it can achieve (aims) in the future.

Organize your chart around these themes: Family and Community, Education, Environment and Natural Resources, Culture and Recreation, Transportation, Tourism. Add a theme of your own.

- B.** Read the extract from the Vision 2030 program.
- Circle each asset
 - Underline each aim

Saudi Arabia has many natural resources, such as oil, gold and other valuable minerals. More importantly, it is blessed with the strength and potential of its people. The children of Saudi Arabia will create a great future and the government will support its people and country. The families of Saudi Arabia are a strong and important part of society. Families will receive all the help they need to raise their children according to Islamic values and help them develop their abilities. The country is rich in culture. More cultural events and activities will be organized to educate and provide entertainment. The government has a strong commitment to education and recreation. There will be more libraries, galleries and museums as well as sports facilities for everyone. Health care and education will be available to all citizens making their lives happier and more secure. A healthy economy offers opportunities to large and small businesses. Quality services and facilities will attract investors from different countries. A renewed business environment will provide professional opportunities to all citizens. A high-quality educational system that meets the needs of the job market will provide Saudi professionals with the necessary knowledge and skills. Saudi Arabia is also blessed with a good location – in between Africa, Asia and Europe – which helps trade. It also has a beautiful natural environment with a stable climate, which will allow us to develop tourism and attract visitors. Telecommunications and information technology will be developed in and around cities. This will make it easier for people to communicate across the globe and access information. Government services will support the growth and development of private and non-profit organizations and help them to operate successfully.

** Adapted from the text of the Vision Programs at <https://vision2030.gov.sa/en> and from the text that was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques, King Salman.*

- Compare the phrases you have underlined with your ideas from exercise **A** and share with a partner. Discuss your charts. How did your type of chart help you to organize your ideas?
- C.**
 - Make another chart to write lists of the assets in your city or neighborhood and what you think the aims should be for your city or neighborhood's future. Will you use the same style of chart that you made in **A**? Why? Why not?
 - Write an essay about the aims of your city or neighborhood.
 - Include ideas about how you, and other good citizens, can help your city to achieve these aims.

Writing Corner

Most forms of writing are organized in paragraphs.

1. Essays begin with an introductory paragraph that presents the main idea of the essay.
2. The main body of an essay may have one or many paragraphs. Each paragraph focuses on and develops a specific topic; there is usually a topic sentence.
3. At the end, there is a conclusion that sums up the main idea of the essay.

11 Writing

A

- Ask students to consider which types of charts or organizers would be most useful for setting out the assets and aims of something.
- Have students work individually to write notes in the chart. Tell them that they will later use their notes to write an essay about their town or city.

B

- Read the text together as a class by calling on students to read sections. Tell students to try to work out the meaning of new words from the context. Then go over the meanings of new words with the class.
- Now ask students to read the text quietly and to circle each asset and underline each aim.
- Have students compare their circled and underlined answers with their ideas from their charts in exercise A. Go over the answers as a class.
- Have them think about their choice of chart and if this helped them to organize their thoughts effectively. Share ideas as a class.

Answers

Assets: natural resources; strength and potential of its people; families of Saudi Arabia; rich in culture; The government has a strong commitment to education and recreation; a good location; beautiful natural environment; stable climate

Aims: create a great future; government will support its people and country; Families will receive all the help they need...; cultural events and activities will be organized...; There will be more libraries, galleries and museums as well as sports facilities...; Health care and education will be available to all citizens...; Quality services and facilities will attract investors...; A renewed business environment will provide professional opportunities...; A high quality educational system that meets the needs of the job market...; develop tourism and attract visitors; Telecommunications and information technology will be developed...; Government services will support the growth and development of private and non-profit organizations...

C

- Read through the **Writing Corner** together and tell students that they will write an essay about the aims of their city or neighborhood.
- Have students work individually to create another chart about the assets and aims of their city or neighborhood. Allow them to choose the type of chart they will use.

- Encourage them to begin their essay with a topic sentence. Write some possible topic sentences on the board. For example: *I live in a great city in a wonderful country. (City) is a city with a lot of assets and also a lot of things we can aim towards.*
- Have volunteers read their essays to the class. Have students offer feedback.

Writing Corner

- Go over the information about essay organization. Explain that an essay is a written composition that analyzes a topic from a personal point of view.
- The introduction presents the main topic, or thesis, of the essay and gives the reader a basic outline of what is going to be discussed.
- The main body of an essay is composed of several paragraphs which each develop a particular aspect or argument of the main theme.
- The conclusion offers a summary of the main points from the body of the essay and echoes the thesis from the introduction. It also includes a final statement that signals to the reader that the discussion has ended.

Workbook

Assign page 208 for additional writing practice.

12 Form, Meaning and Function

The Definite Article: *the*

- Go over the information in the chart with the class. Focus students' attention on how *the* refers to specific objects or people, but it is not used when referring to plural or noncount nouns in general. Call on students to read the examples aloud. Provide more examples to show when the article is used and omitted. For example: **Students read books.** (*the* is omitted because the sentence refers to any/all students and books in general) **The books we have are in English.** (specific books in our class) **Water is essential to life.** (general) **Don't drink the water; it's polluted.** (specific water)
- Read the example with the superlative, and elicit more examples from students.
- Go over the remaining examples in the chart with the class. Elicit more examples of the names of rivers, seas, deserts, mountain ranges, and monuments.
- Point out the note at the bottom of the chart. Read the examples with the class. Elicit further examples by asking: **What day is it today? What time do you eat breakfast? What do you do on weekdays? Where do you go after school?** Students respond with sentences.

A

- Go over the directions. Tell students to draw a line in the blank if the article is not necessary.
- Model the first sentence as an example with the class. Then have students work individually to complete the exercise.
- Check answers by calling on students to read the sentences.

Answers

- When the sun goes down at night, you can see the moon and the stars.
- The Burj Khalifa in Dubai is the tallest building in the world.
- The Great Pyramid of Giza is one of the Seven Wonders of the Ancient World.
- Calligraphers used Kufic script to write the first copies of the Holy Quran.
- Last year we went on vacation to the island of Penang in Malaysia.

B

- Read the directions.
- Put students in pairs to complete the exercise.
- Check answers by calling on students to read the sentences.

Answers

- The bullet train can travel at a speed of 300 km an hour. It isn't as fast as an airplane, but a trip on the express train can take a shorter time.
- We usually play football in the park on Saturday morning. In the afternoon, we go for lunch at our favorite restaurant by the beach.
- What makes Jeddah a global city and one of the best places to live in the Middle East? Is it the quality of life?
- Cambridge is surrounded by green areas; a quarter of the population cycles around the town, through the parks, and along the narrow streets.
- The coral reefs in the Red Sea are a popular destination for scuba divers.

12 Form, Meaning and Function

The Definite Article: *the*

The definite article *the* comes before singular and plural nouns: **the** car, **the** cars.

Use *the* for specific objects or people that were introduced before or that are known.

Do not use *the* with plural or noncount nouns when talking in general.

He is a tourist. **The** tourist is in Jeddah.

What are **the** official languages of Canada?

Technology is used in classrooms.

Use *the* with the superlative.

Planes are **the** fastest means of transport.

Use *the* for objects that are one of a kind.

the Earth **the** sun **the** moon
the stars **the** sky **the** sea

Use *the* with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states, and monuments.

the Red Sea **the** Amazon **the** Eiffel Tower **the** National Museum
the Arabian Desert **the** Alps **the** United States **the** Pacific Ocean

Do not use *the* with proper names, possessive adjectives, months, days of the week, meals, games, sports, or with the words *home*, *school*, *work*, *business*, and *vacation* when used for their purpose.

Fahd is my brother. He is in Dubai on business. Let's play tennis after lunch.



A. Write the definite article **the** where necessary.

1. When ____ sun goes down at ____ night, you can see ____ moon and ____ stars.
2. ____ Burj Khalifa in ____ Dubai is ____ tallest building in ____ world.
3. ____ Great Pyramid of ____ Giza is one of ____ Seven Wonders of ____ Ancient World.
4. ____ Calligraphers used ____ Kufic script to write ____ first copies of ____ Holy Qur'an.
5. ____ Last year we went on ____ vacation to ____ island of ____ Penang in ____ Malaysia.

B. Write the article **a**, **an**, or **the** where necessary.

1. ____ bullet train can travel at ____ speed of 300 km ____ hour. It isn't as fast as ____ airplane, but ____ trip on ____ express train can take ____ shorter time.
2. We usually play ____ football in ____ park on ____ Saturday morning. In ____ afternoon, we go for ____ lunch at ____ our favorite restaurant by ____ beach.
3. What makes ____ Jeddah ____ global city and one of ____ best places to live in ____ Middle East? Is it ____ quality of ____ life?
4. ____ Cambridge is surrounded by ____ green areas; ____ quarter of ____ population ____ around ____ town, through ____ parks, and along ____ narrow streets.
5. ____ coral reefs in ____ Red Sea are ____ popular destination for ____ scuba divers.

7 It's a Good Deal, Isn't It?

1 Listen and Discuss

1. Do you have garage sales in your country?
2. What do you do with things that you don't want or need anymore?



Unit Goals

- Vocabulary**
Housewares and appliances
Tools
- Functions**
Talk about common items at a garage sale
Confirm information
Describe abilities
- Grammar**
Tag Questions—affirmative, negative
Negative Questions
Be Able To
Suggestions—*Should/Can/Could* and *Why Don't/Let's*
- Listening**
Listen to a conversation to explain a misunderstanding
- Pronunciation**
Rising intonation in tag questions
- Reading**
You Look Just Like Me!
- Writing**
Write about a strange coincidence or chance meeting
- Project**
Prepare an advertisement for a garage sale

you see? (pot, frying pan, knives, forks, spoons, plates, teapot, cups, saucers) **What travel items do you see?** (luggage or suitcases) **What sports equipment do you see?** (a bicycle, a tennis racket, and balls for basketball and football)

-  **CD2, T14** Play the audio of the conversations at the garage sale. Students listen and read along.
- Check students' comprehension by making statements and having students say the name of the item. For example, say: **It's an antique.** (rocking chair)
- Point out the sentences in the conversations with endings, such as *isn't it? haven't we? doesn't it? don't we?* Explain that these are tag questions used to seek confirmation for the preceding statement.
-  **CD2, T14** Play the audio again. Have students underline all the tag questions in the conversations.
- Read a tag question from the presentation and have students try to find the answer and call it out. For example, say: **Great day for a garage sale, isn't it?** Elicit: *No, I don't think so.* Say: **We need a new lamp, don't we?** Elicit: *Yes, we do.*
- Tell students to pretend they are at the garage sale and are going to buy at least one thing. Have them say what they are going to buy and why.

Culture Note

Garage sales, or yard sales, are common in the United States. They are usually held on the weekend. People have garage sales for various reasons: they are going to move and do not want to take everything with them; they do not use the items anymore; they need some money; or they simply want fewer things in their home. People usually post signs around the neighborhood saying when and where the garage sale will be.

Warm Up

Ask students to think of three things in their home that they no longer use. Have students say what the three things are and what they would like to do with them; for example, give them away, throw them away, or sell them.

1 Listen and Discuss

- Have students open their books to page 68. Discuss the introductory questions as a class.
- Tell students to look at the picture and discuss where the people are. Then have them describe the picture in detail. Ask: **How many people are looking at the things for sale?** (11) **What kinds of tools do you see?** (saw, hammer, screwdriver, pliers) **What things do you see for use outside the house?** (lawn mower, hose, ladder, garbage can) **What things do you see for a child?** (teddy bear, toys) **What appliances do you see?** (vacuum, cleaner, fan) **What kitchen things do**

Quick Check

A

- Ask students what the items for sale can be used for. Elicit *eating, cooking*, etc. Draw a three-column chart on the board with the headings **cooking, cleaning**, and **repairing**. Elicit one item for sale for each category and write it on the board.
- Have students find other words for each category and then check answers in pairs.
- As an extension, have pairs add to each category other items that are not shown on pages 68–69.

Answers

Answers will vary. Sample answers:

- Cooking:** pots (and pans), teapot, plates, frying pan, cups, saucers, knives, forks, spoons
- Cleaning:** broom, vacuum cleaner, hose
- Repairing:** saw, hammer, pliers, screwdriver

B

- Read aloud the questions, emphasizing the rising intonation. Have students find the answers individually and then check answers in pairs.

Answers

1. Yes, he does.
2. Yes, he is.
3. Yes, it does.
4. Yes, they do.
5. No, there aren't.

2 Pair Work

- Tell students to pretend that they are at the garage sale and making comments about the things they see. Brainstorm with the class things they can say about the different items at the garage sale. Write some ideas on the board in note form. For example: **toy/cute** and **lawn mower/useful**.



CD2, T15 Play the audio for the sample conversations. Students listen and repeat.

- Model the task by asking a question and having a student respond. For example, ask: **Hanan, the toys are cute, aren't they?**
- Have students ask and answer questions in pairs.

Workbook

Assign page 209 for more practice with the vocabulary of the unit.



Teaching Tip

While many teachers are hesitant to use choral repetition, it is actually a valuable technique. In addition to giving students a good model to follow, choral repetition of words or phrases can also bring the class together, focus students' attention, and take the pressure off individuals to speak.

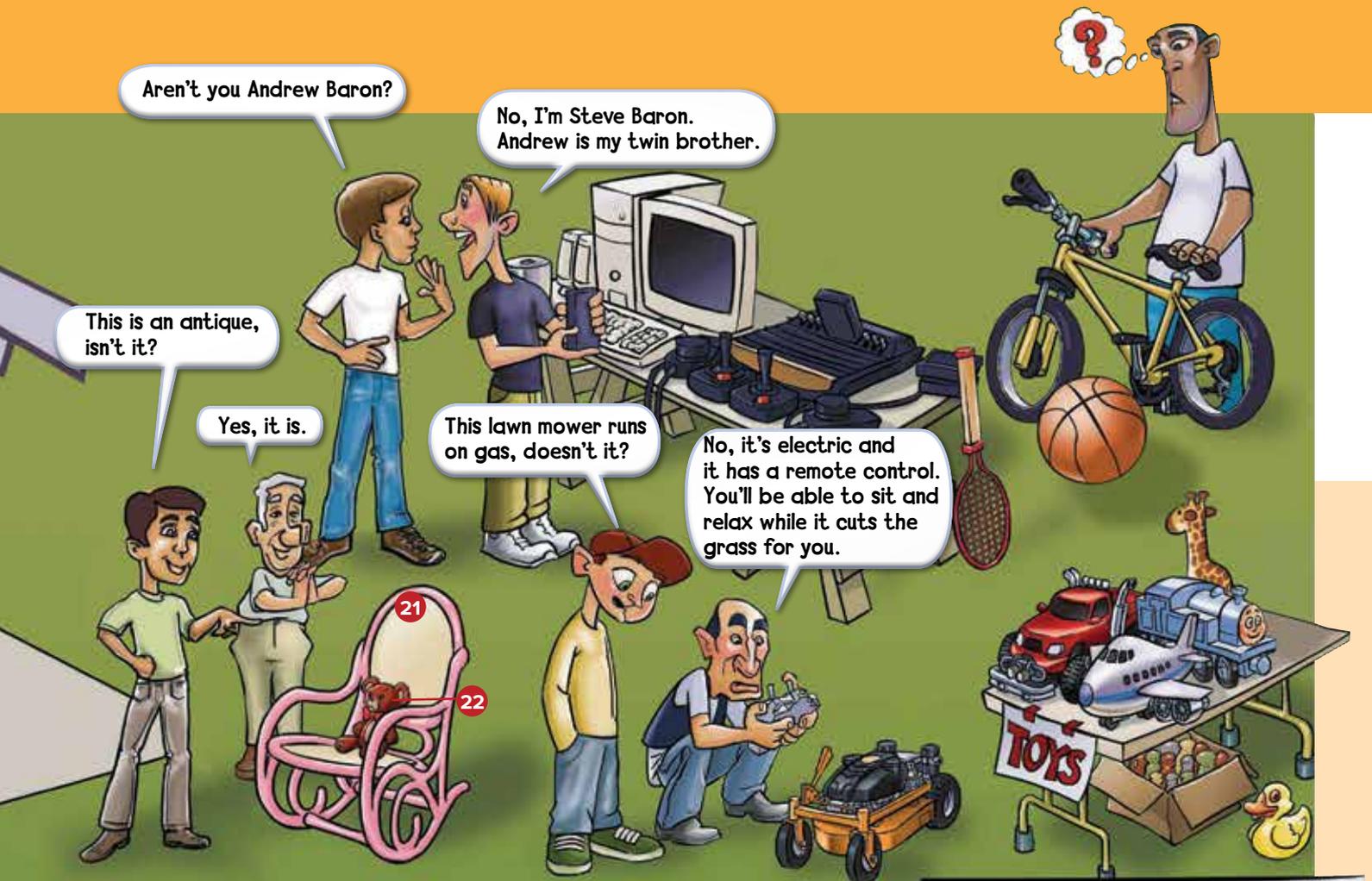


Additional Activity

In pairs, have students go over the answers to the tag questions in the Quick Check Comprehension exercise. Have student A ask the question (*Andrew doesn't have a brother, does he?*) and student B give the answer (*Yes, he does.*). Then have student A ask: *How do you know?* Student B has to find the information that proves the answer. (*Because Steve says Andrew is his twin brother.*) Walk around and monitor, encouraging students to use rising intonation when they ask the questions.

fun facts

- In order to be considered an "antique," a piece of furniture should be over 100 years old.
- Since cars usually don't last that long, in order to be considered an antique, a car has to be only 25 years old.
- Some people love to hunt through wares at garage sales looking for valuable antiques. There is a saying to describe this hobby: "One man's trash is another man's treasure!"



Aren't you Andrew Baron?

No, I'm Steve Baron.
Andrew is my twin brother.

This is an antique,
isn't it?

Yes, it is.

This lawn mower runs
on gas, doesn't it?

No, it's electric and
it has a remote control.
You'll be able to sit and
relax while it cuts the
grass for you.

Quick Check ✓

A. Vocabulary. List the things that you use for cooking, cleaning, and repairing.

B. Comprehension. Answer about the garage sale.

1. Andrew doesn't have a brother, does he?
2. John is organizing a garage sale, isn't he?
3. The lawn mower runs on electricity, doesn't it?
4. The elderly couple need a new lamp, don't they?
5. There aren't any plants for sale, are there?

- | | |
|----------------|--------------------|
| 1. ladder | 12. forks |
| 2. garbage can | 13. spoons |
| 3. hose | 14. fan |
| 4. luggage | 15. vacuum cleaner |
| 5. teapot | 16. broom |
| 6. pot | 17. saw |
| 7. plates | 18. hammer |
| 8. frying pan | 19. pliers |
| 9. cups | 20. screwdriver |
| 10. saucers | 21. rocking chair |
| 11. knives | 22. teddy bear |

2 Pair Work

Ask and **answer** about the things at the garage sale.

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 The lamp is a bargain, isn't it?

 Yes, it is.

 Those cups are cute, aren't they?

 Yes, they are.

3 Grammar

Tag Questions

Use tag questions to check information. With an affirmative sentence, use a negative tag. With a negative sentence, use an affirmative tag.

Affirmative Sentence (Negative Tag)

- Your name is Ali Khalid, **isn't it?**
- You were born in Abha, **weren't you?**
- You live in Dammam, **don't you?**
- You studied in Dhahran, **didn't you?**
- You've graduated, **haven't you?**
- You're going to work in Riyadh, **aren't you?**

Negative Sentence (Affirmative Tag)

- Mariam isn't American, **is she?**
- She wasn't born in the United States, **was she?**
- She doesn't speak English, **does she?**
- She didn't work in a school, **did she?**
- She hasn't lived in the United States, **has she?**
- She isn't going to move here, **is she?**

Note:

To agree with negative tags, answer *yes*.

Q: You're from Riyadh, aren't you?

A: Yes, I am.

To agree with affirmative tags, answer *no*.

Q: You aren't from Riyadh, are you?

A: No, I'm not. I'm from Jeddah.

Negative Questions

We sometimes use negative questions to check information or to express surprise.

Isn't he tired of working there?

Aren't you coming with us?

Haven't you finished your homework yet?!

Don't you live near the beach?

Be Able To

Use *be able to* to express ability and to talk about things you can or can't do.

He **won't be able to** play basketball today because he hurt his hand.

I **wasn't able to** come to the park because I had a previous appointment.

Will you be able to go out with us tomorrow?

A. Check information. Complete the tag questions.

1. These toys are in good condition, _____?
2. You've had garage sales before, _____?
3. He didn't buy that fan, _____?
4. They weren't able to sell the tools, _____?
5. She found a set of nice crystal glasses, _____?
6. That vacuum cleaner works OK, _____?
7. We have lots of bargains here today, _____?
8. This lawn mower is really high-tech, _____?



3 Grammar

Tag Questions

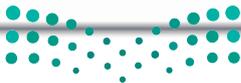
- Have volunteers read aloud the questions in the chart. Point out the rules about forming tag questions: If the first part of the sentence is affirmative, the tag is negative. We make the first part affirmative if we think the answer is *yes*. If the first part is negative, the tag is affirmative. We make the first part negative if we think the answer is *no*.
- Point out that the tag contains a pronoun that refers to the subject of the sentence. Write the first sentence from the chart on the board: **Your name is Ali Khalid, isn't it?** Circle *it* and ask students to say what it refers to. Then circle *name*. You might want to do this with all of the tag questions in the chart.
- Show how verbs in tag questions are formed. Write on the board the verbs from each sentence and tag question and go over them with students:

Sentence	Tag
is	→ isn't
were	→ weren't
live	→ don't
studied	→ didn't
've graduated	→ haven't
're	→ aren't

- Read aloud the first part of the affirmative sentence with negative tag questions from the chart and have students call out the tag question. For example, say: **Your name is Ali Khalid...** Elicit from students: *isn't it?* Do the same for the negative sentences with affirmative tag questions.

Language Builder

Aside from using tag questions to check information, we also use tag questions to ask for agreement. We use rising intonation—the voice goes up—when we check information (*You're going to come to the park, aren't you?*), but falling intonation—the voice goes down—when we know the answer and are just asking for agreement (*It's really cold, isn't it?*).



Negative Questions

- Have volunteers read aloud the questions in the chart. Explain that negative questions can also be used in the following ways:
 - to get confirmation (*Wasn't Ali at the meeting last night?*);
 - to express surprise (*Didn't he study for the test?*); and
 - to urge someone to take action—often starting with *Don't/Doesn't* or with *be going to* (*Don't you want to see a doctor? Aren't you going to call the dentist?*).
- The answer to negative questions can be either affirmative or negative. For example, when the question asks for confirmation, the answer is *yes*. (*Wasn't Noura at the library? I thought I saw her there.*) When the question expresses surprise that something hasn't happened, the answer is *no*. (*Haven't you finished yet? You started hours ago.*)

Be Able To

- Have volunteers read aloud the sentences. Point out that both *can* and *be able to* express ability: *I can ride a bike* means the same thing as *I am able to ride a bike*. However, we usually use *be able to* for past and future ability. When we talk about present ability, we usually use *can*.

Language Builder

Could and *was/were able to* express past ability. However, *could* refers to a general ability. (*I could swim when I was four years old.*) When we talk about one time, we use *was/were able to* rather than *could*. (*Chris looked at the broken machine for a couple of minutes and then was able to fix it.*)

A

- Have volunteers read aloud the sentences without the tag. After each sentence, ask: **Is the speaker sure?** (yes) Next, tell students they are going to change the sentences to show that speakers now want to check their information. Give students a couple of minutes to add the tags. Finally, have volunteers read aloud the complete sentences.

Answers

- aren't they
- haven't you
- did he
- were they
- didn't she
- doesn't it
- don't we
- isn't it

7 It's a Good Deal, Isn't It?

B

- Write the sample sentence on the board and ask a pair of students to read aloud the sample conversation.
- Have students write down five facts they think are true about their classmates. For example: *Ahmed plays football. Fahd has two brothers. Ali was born in Riyadh.* Then have students address the person they wrote about, using the format in the sample conversation to say a factual sentence with a tag question. For example: *Ahmed, you play football, don't you? Fahd, you have two brothers, don't you? Ali, you were born in Riyadh, weren't you?* The person will answer with a short answer, either affirmative or negative.
- This activity can be done by having students get up and walk around the room to talk to their classmates, or by calling on students in their seats to ask a question of a classmate while the rest of the class listens.

Answers

Answers will vary.

C

- Have students look at the pictures. Elicit what the people are doing and whether things look good or bad for them. Have volunteers read aloud the sample conversation. Ask: **Are the people talking about now or a time in the past?** (a time in the past)
- Have students work in pairs to ask and answer questions about the pictures. Tell them to imagine that all the pictures are about things that happened yesterday.

Answers

Answers may vary. Sample answers:

1. **A:** Was Hameed able to ride the horse?
B: Yes, he was.
2. **A:** Were the players able to play tennis?
B: No, they weren't.
3. **A:** Was Adnan able to drive the car?
B: Yes, he was.
4. **A:** Was Majedah able to bake the cake?
B: No, she wasn't.
5. **A:** Were the children able to get good grades?
B: Yes, they were.
6. **A:** Were the football fans able to get tickets?
B: No, they weren't.

D

- Before students look at the task, read aloud the sample situation. Elicit a possible response, telling students to use a negative question. Then have them look at the sample response in their books.
- Have students read each situation and write a negative question to begin each conversation. Have them compare sentences in pairs.

Answers

Answers will vary. Sample answers:

1. Don't you remember me?
2. Aren't you going to offer me some popcorn?
3. Don't you want to play this game too?
4. Don't you want to say hello to me?/Didn't you see me?
5. Aren't you going to school?
6. Aren't you going to call the person back?

Workbook

Assign pages 210–212 for more practice with the grammar of the unit.



Teaching Tip

When speaking to the class, be sure to pause often to give students a chance to process what was just said. Often short pauses between clauses or sentences, and even between individual words, can make the difference between understanding and not understanding.



Additional Activity

Have students in pairs write out a conversation from **D**. Then have them practice it and role-play it in front of the class. To get them started, you might provide a model for number 2, such as the following:

- A:** Aren't you going to offer me some popcorn?
B: Don't you hate popcorn?
A: Yes. But you should offer it.
B: OK. Would you like some of my popcorn?
A: No, thanks.



- The city of Pompeii in Southern Italy was destroyed by the eruption of Mount Vesuvius in 79 C.E. Before this destruction, it had been a thriving city since the 6th century B.C.E.
- Pompeii's ruins were first discovered in the 16th century, but archaeological excavation did not begin until 1748.
- The finding of Pompeii marked the beginning of the science of archaeology.

- B.** Write down some facts about your classmates that you think are correct. Then check the information with them.

💡 *Your classmate was born in Dammam.*

A: You were born in Dammam, weren't you?

B: Yes, I was.

- C.** Work with a partner. Ask and answer questions about the pictures.

A: Was Ahmed able to fix the car?

B: No, he wasn't.



Ahmed



1. Hameed



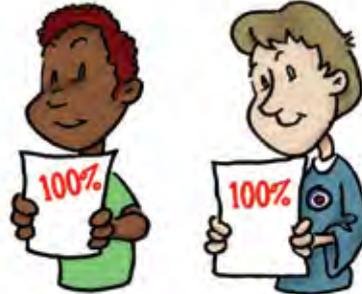
2. the players



3. Adnan



4. Majedah



5. the students



6. the football fans

- D.** Write negative questions for the following situations.

You just bought a new cell phone. Your friend is still deciding about whether to buy one.

💡 *Aren't you going to buy one too?*

1. You recognize an old friend at the mall. The friend doesn't recognize you.
2. Your friend is eating popcorn and is not offering you any.
3. You are playing a board game. You want your friend to play the game too.
4. Someone came and joined your group, greeted everyone, but forgot you.
5. Classes start at eight o'clock. It's 8:30, and your brother is still in bed.

6. Someone you don't know left a message on your cell phone. Your friend asks if you called back. What does the friend say?

4 Language in Context

Prepare a quiz about historical facts, and play a game with a partner. Use tag questions when you are not sure of an answer.

- A:** Which volcano destroyed Pompeii?
- B:** Vesuvius destroyed Pompeii, didn't it?
- A:** Yes, it did. You're right.

- A:** Who invented the printing press?
- B:** Da Vinci was the inventor of the printing press, wasn't he?
- A:** No, he wasn't. It was Gutenberg.



▲ Pompeii, Italy

◀ Printing press

5 Listening

Listen to the conversation and explain the misunderstanding between the two men in your own words.

6 Pronunciation

Listen. Notice the rising intonation in tag questions to confirm information. Then practice.

You're coming with us, aren't you? 

That isn't your car, is it? 

We haven't met before, have we? 

We were here yesterday, weren't we? 

7 About You

1. Have you ever mistaken a person for someone else?
2. Have you read or heard about stories of mistaken identities?
3. Have you ever been to a garage sale or a street sale?
4. Have you ever bought something that you later didn't want? What was it?



4 Language in Context

- Before students open their books, ask: **How much do (or did) you like your history class? How good are you at historical facts?** Brainstorm with the class important people, places, and events in history. Write the topics on the board. For example, if a student says *Christopher Columbus discovered the Americas*, write on the board **Christopher Columbus**.
- Have students open their books and describe what they see in the pictures and what they know about Pompeii and the first printing press. Have volunteers read aloud the sample conversations.
- Have students write down five historical facts they think are true but are not absolutely sure. They can use the topics on the board or their own ideas. Then have them check their facts in pairs. They should check answers by having conversations similar to the samples in the book.
- As an extension, when pairs finish, have them change the tag questions to *wh-* questions. Then have them ask the new questions to the class to see who knows the most about history.

Answers

Answers will vary.

5 Listening

- Tell students they are going to hear a conversation between two men about a misunderstanding. Elicit some common causes for misunderstandings. Ask for misunderstandings between family members, between friends, and between strangers.
- Write the following question on the board: **Is the man happy or annoyed when the stranger talks to him?** (He is annoyed.)
-  **CD2, T16** Play the audio. Tell students to listen for the answer to the question on the board.
- Read the directions aloud, so that students understand what information they need to listen for.
-  **CD2, T16** Play the audio again. Students listen and write down a summary of the misunderstanding.
- If students need help, write the following cues on the board to help them: **Melvin Dupont, Lakeside High, George Scott, David Miller, a famous author.**

-  **CD2, T16** Play the audio one more time for students to check answers. Then have students compare answers with a partner.

Audioscript

George: Excuse me? You're Melvin Dupont, aren't you?

David: No, sir. I think you've made a mistake.

George: Don't you remember me?

David: Should I?

George: Yeah. We went to school together, Lakeside High. My name's George Scott. Everybody used to call me Scottie. Surely you remember me, don't you?

David: I'm sorry. You've got the wrong person. My name is David Miller.

George: Come off it, Mel. We're really proud of you. It's not everyone who makes it to the top, is it? I loved your last book, *Western Horizon*. Great book, wasn't it? Will you do me a favor and give me your autograph? I want to show the people back home.

David: Now look here, Mister. My name is not Melvin Dupont, I did not go to Lakeside High, and I'm not a famous author, OK?

George: Oh, come on Mel. Stop kidding.

Answers

Answers will vary. Sample answers:

George Scott thinks the man is a famous author named Melvin Dupont. George went to school with Melvin. The man says that he isn't Melvin Dupont and that he doesn't know George.

6 Pronunciation

- Point out the rising intonation in the tag questions. Model the correct pronunciation and have students repeat after you.

-  **CD2, T17** Play the audio. Students listen and repeat.

7 About You

- Have students work in small groups to talk about the subjects of mistaken identity and garage sales. Monitor as students talk, but do not make corrections, as the focus here is on fluency. Have one person in each group report back to the class about the group's discussion.

8 Conversation

- Have students cover the conversation and look at the picture. Ask: **Where are the people? Where do you think the people are from?**
- Write the following questions on the board: **Where is Sean from?** (Ireland) **What city are the two people in now?** (Chicago)
- 🔊 **CD2, T18** Play the audio. Ask students to listen for the answers to the questions on the board.
- 🔊 **CD2, T18** Play the audio again. Have students look at the conversation and read along as they listen.

Language Builder

You aren't from around here, are you? means that the speaker has never seen someone in the area, so assumes the person is from somewhere else. It can also be a conversation opener.

Real Talk

- Ask: **Who says How do you do?** (Sean) **What is a common response to How do you do?** (How do you do?/Nice to meet you./Hello.) Have students practice introducing themselves to the people seated near them, saying *How do you do?*
- Ask: **Who says Is that so?** (Ted) **What is Ted surprised about?** (that some Irish people speak Gaelic)
- Ask: **Who says I'll be happy to?** (Ted) **What will Ted be happy to do?** (show Sean around the campus) Say some situations to which students respond with *I'll be happy to...* For example, say: **I want to download a program, but I don't know how. / My bag is very heavy.**
- Ask: **Who says show you around?** (Ted) **What do you think Ted wants to take Sean to see?** (places on the college campus: the lecture halls, the library, the gym, the cafeteria, etc.) **If a new student comes to your school, where are you going to show him or her around the school campus?**

Your Ending

- Go over the three endings, having students repeat them with the appropriate intonation. After each ending, ask: **Do you think Ted would be happy to hear this?** Have students work in pairs to choose an ending and write their own ending. Have students role-play the conversations with their new endings.

About the Conversation

- Have students work with a partner to ask and answer the questions.

Answers

Answers will vary. Sample answers:

1. Sean is from Dublin.
2. He knows that many Irish came to the United States in the past, and he knows they speak Gaelic.
3. He is an exchange student.
4. Ted offers to show Sean around the campus.

Your Turn

- Have students do the activity in pairs. Set up the situation. A student starts talking to a stranger, for example in a restaurant, at a park, in a store, or at a train station. During the conversation, the stranger says one or two things that surprise the student. Have the student start the conversation with *You aren't from around here, are you?*

Workbook

Assign page 213 for additional reading practice.



Teaching Tip

A good lesson has a beginning, a middle, and an end. The beginning might be just a short introduction reminding students of what they are going to study that day, but it is important to give students a sense of structure. In the same way, you should take a few minutes at the end of each class to summarize what students did and perhaps tell about what they are going to do in the next class.



Additional Activity

Have students imagine they are at a class picnic in the park. Each person sees a friend who is acting like he or she doesn't know the student. Have students work in pairs and write a conversation between themselves and the friend. Ask volunteers to present their conversations to the class.



- Dublin is the capital of Ireland. Currently it has one of the fastest growing populations of all European cities.
- Dublin is a favorite city for young people. It is estimated that 50 percent of its population is under the age of 25. It was also named Europe's Friendliest City in 2009.

8 Conversation

Ted: You aren't from around here, are you?

Sean: No, I'm not. How did you guess?

Ted: Your accent.

Sean: Of course. No, I'm from Ireland, Dublin actually.

Ted: My name's Ted.

Sean: **How do you do?** I'm Sean. So, what do you know about Ireland?

Ted: Lots of Irish came over to the United States in the past, didn't they?

Sean: Yes, they did.

Ted: And you speak Gaelic.

Sean: Yes, some Irish people do. They like to hold on to the tradition.

Ted: **Is that so?** So, what are you doing in Chicago?

Sean: I'm an exchange student.

Ted: **I'll be happy to show you around** the campus.



Your Ending

What do you think Sean answers?

- 1 That's nice of you, but I already know my way around.
- 2 Thanks. Are you able to meet me this afternoon?
- 3 Why don't you give me your number, and I'll call you?
- 4 Your idea:

Real Talk

How do you do? = a way to respond to an introduction

Is that so? = a way to show surprise

I'll be happy to... = a way to offer to do something for someone

show someone around = act as a guide

About the Conversation

1. Where is Sean from in Ireland?
2. What does Ted know about Ireland and the Irish?
3. What is Sean doing in Chicago?
4. What does Ted offer to do?

Your Turn

Start a conversation with a stranger. Use the following expressions.

You aren't from around here, are you?

Expressions of surprise:

Is that so?, You don't say?, Really?, etc.

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9 Reading

Before Reading

What do you know about twins? Have you ever met any?



You Look Just Like Me!

“Hi, Eddy. We’re going to be in math class together again this semester, aren’t we?”

“Sorry. I’m not Eddy.”

“Nice to see you again, Bobby.”

“Sorry. I don’t know you.”

“You’re Bobby, aren’t you?”

“No, I am not. I’m Eddy.”

This is the story of an amazing coincidence. Three brothers—triplets—met for the first time at the age of 19.



Bobby Shafran started a new semester at Sullivan Community College in New York. The previous semester Eddy Galland was a student there. The two teens looked exactly alike. Another student confused Bobby with Eddy, and then he realized that the boys were probably brothers. That student introduced Bobby to Eddy. The two boys found out that they were in fact twins, born at the same time. The boys were orphans and grew up in two different families. The families didn’t know that their baby boys had brothers. But even more amazing was this. After the story was in the newspapers, another boy, named David Kellman, realized that he was their brother, too—also born at the same time. So, the twins became triplets!

There are many touching stories of orphans who meet for the first time as adults. Another well-known story of twins is that of Daphne Goodship and Barbara Herbert. They met for the first time at the age of 39. When they met, each was wearing a beige dress and a brown jacket. Blue was their favorite color. They both liked their coffee cold and black. Well, perhaps, that isn’t very surprising, is it? But how about these similarities? They both fell down some stairs at the age of 15, and later they had problems with their ankles. They both used the same recipe book and sometimes cooked the same meal on the same day. And to scientists who studied them, they had similar personalities: they were talkative, and they laughed a lot. Because of this, they were called the “Giggle” twins.

Scientists like to study such cases of twins. They want to answer the classic question, “What’s more important—heredity or environment?” Studies with twins like the Giggle twins seem to make a case for heredity, don’t they? The twins grew up in different environments, but still the twins are very similar in many ways. But are all the similarities just coincidences? What do you think?

9 Reading

READING STRATEGY Identifying purpose for reading

- Explain to students that it is always a good idea to set a purpose before reading. There are many possibilities: to find out the main idea, to get specific information, to learn the meaning of certain words, to categorize information, to learn new facts, or simply to read for enjoyment. In this reading students will be looking for coincidences, or surprising and unexpected events.
- Have students discuss the **Before Reading** questions. Introduce other words related to *twins*, such as *triplets*, *quadruplets*, *quintuplets*, *sextuplets*, and *septuplets*. Ask students if they have ever heard of any cases of multiple births.

Culture Note

The Humair septuplets, born January 14, 1998, are the world's second set of septuplets to survive infancy. The four boys and three girls were born in Abha, Saudi Arabia.

- Have students describe what they see in the photo. Then have them look at the title. Ask: **What does the title mean?** Elicit that it means that two people physically resemble each other. Ask students if they resemble anyone in their family. Provide a model. For example: ***I look like my sister. We both have dark brown hair and blue eyes. We are the same height, too.***



- Identical twins are exactly alike in almost every way, except that they do not have the same fingerprints.
- The chances of having identical twins are about 3 in 1,000.

Language Builder

The following sentences have the same meaning:

You look like me.

We resemble each other.

We look like each other.

We look alike.

They each refer only to physical characteristics. If we want to express similarities in habits and personalities, we can say:

You're like me.

We're like each other.

We are alike.

- Have students predict the main idea of the reading based on the photo and the title. Tell them to write down their prediction.



CD2, T19 Play the audio. Students read along as they listen to see if their prediction was correct.

- Have students reread the passage one paragraph at a time. After the introduction, pause after each paragraph and ask questions to identify the main idea. If they need help, write the following six possibilities on the board for students to choose from:

(paragraph 1)

a. the names of the three orphan brothers

b. how three orphan brothers found each other (✓)

(paragraph 3)

a. the similarities between the "Giggle" twins (✓)

b. how the "Giggle" twins found each other

(paragraph 4)

a. coincidences in life

b. the heredity versus environment debate (✓)



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After Reading

A

- Students answer the questions individually and then check answers in pairs. Have them underline the parts of the reading that provided the answers.

Answers

Answers will vary. Sample answers:

1. They met when another student introduced them.
2. One brother read the story about Bobby and Eddy and realized that he was their brother, too.
3. They wore similar clothes, had the same favorite color, and liked coffee the same way. They both fell down stairs at 15, and they both used the same recipe book. They were talkative and laughed a lot.
4. They laughed a lot.

B

- Have students find the words in the reading and guess the meaning. Then they choose the correct answer. Go over answers with the class.

Answers

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

C

- Have students work in groups of three or four to role-play an interview with the twins or triplets from the reading. Have groups prepare a list of questions the interviewer could ask, such as: *What are the good and bad points about being a twin? Is your twin your best friend?* Have students take turns with different roles. Give students time to practice, and then have groups present their interviews to the class.

Discussion

- Have students discuss the questions in small groups. First, they should discuss what the story of the Giggle twins shows. Then they should debate which factor is more influential in the development of people's personalities—heredity or environment. Have them begin each statement with *I think...* Make sure they give reasons for their opinions.



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10 Project

- In groups, have students discuss when and where to hold the garage sale and what to sell. Then they prepare a written ad or sign to advertise the sale.
- Have groups present their ad to the class and submit the written portion of the project.



Teaching Tip

If you choose a reading text for your students, the most important criteria should be whether it is at an appropriate level for them. An article or book that seems very interesting will only be frustrating for students if there are a lot of vocabulary items or grammatical structures that are too difficult for them.



Additional Activity

Have students talk about coincidences they have experienced or heard about. You might want to give them a model. For example: *I was waiting at a bus stop, and I began to talk to a man standing next to me. He told me he was in town to look up his best friend's brother. He had never met him, but he had his phone number. I asked him where he lived. It was my address! He was looking for me!*



Project: Nature versus Nurture

Have students find out more about the heredity versus environment debate. Tell them that entering *heredity versus environment* or *nature versus nurture* into a search engine on the Internet will result in numerous links. They might also prepare a survey and ask their family and friends what they think about the topic. Have them discuss their findings in groups.

After Reading

A. Answer the questions about the reading.

1. How did Bobby and Eddy first meet?
2. What happened when one brother read the newspaper?
3. How were the Giggle twins similar?
4. Why were they called the Giggle twins?

B. Match the following words in the reading with their definitions.

- | | |
|--------------------|--|
| 1. ___ coincidence | a. three children born at the same time |
| 2. ___ confuse | b. think wrongly that a person is someone else |
| 3. ___ orphan | c. a situation in which two things happen together by chance |
| 4. ___ heredity | d. a child who has lost his parents |
| 5. ___ triplets | e. what you get from your parents |
| 6. ___ touching | f. having a strong emotional effect |

C. Role-play an interview with one set of twins/triplets in the article. Work in small groups, and take turns being “twins” or “triplets” and interviewers. Present your interviews to the class.



Discussion

1. What do you think that cases like the Giggle twins show?
2. What do you think is more important in people’s personalities, heredity or environment? Can you give any examples? Think about your own family and people you know.

10 Project

Work in groups of four.
Prepare an advertisement for a garage sale.



11 Writing

A. Read about a coincidence. Number the paragraphs and the sentence in the correct order.

- One afternoon, I was walking around the campus looking for a place to eat lunch when suddenly I heard someone call my name. I turned around. "You're Sean, aren't you?" said a familiar voice.
- The three of us went for lunch that afternoon, and Mike and I did a lot of catching up. Since then, I hang out with him and Lee almost every day.
- I arrived here in Chicago two months ago as an exchange student. During my first week at the college, everything was still a bit confusing. I felt lonely most of the time. Sure, I had met a few students in my classes, but I hadn't made any friends yet.
- "Mike, what are you doing here in Chicago?"
- It took me a second to realize who it was. To my surprise, it was my cousin, Mike. I hadn't seen him in five years because his family had moved to the U.S. He was with Lee, a student in one of my classes.
- "Well, I live in Chicago and I'm studying economics here at the college. When Lee told me there was an Irish student in one of his classes, I had no idea it was you! What a small world!"



Writing Corner

1. Use simple past to talk about completed past events.
Suddenly I **heard** someone call my name. I **turned** around.
 2. Use the past progressive* (*was/were + verb-ing*) to talk about actions that were in progress when another past event happened.
I **was walking** around the campus when suddenly I heard someone call my name.
 3. Use the past perfect* (*had + past participle***) to talk about an action that happened before another action in the past.
I **hadn't seen** him in five years because his family **had moved** to the United States.
- * You will practice the past progressive in Unit 9 and the past perfect in Unit 12.
** See a list of irregular verbs and past participles on page 162.

B. Look at the writing task in C. Before you write, take notes in the event chain diagram.



 Write about a strange coincidence or chance meeting. Here are some examples for ideas.

1. I have a big family, and I don't know them all. One day when I was in a café...
2. I was taking a summer English course in London. A student sat next to me in class, and we started a conversation. The student mentioned...

11 Writing

A

- Draw students' attention to the picture. Tell them they are going to read about a chance meeting at college. Elicit how the young men in the picture might feel. (surprised)
- Have students work in pairs to put the paragraphs in the correct order.
- To check comprehension, ask: **Where is Sean from?** (Ireland) **Why is Sean in Chicago?** (He's an exchange student.) **Who is Mike?** (Sean's cousin) **Why was Sean surprised to see him?** (He hadn't seen Mike in five years.)
- Go over any new vocabulary with the students. For example, explain that *catch up (with someone)* means to meet someone after a length of time and find out their news. *What a small world!* is an expression used to show surprise that people or events in different places are connected. Ask students if they have similar expressions in their language. Write further examples on the board for students to read aloud:
I have to go now. I'll catch up with you later.
I didn't know you were in this class. What a small world!
- Go over the order of paragraphs with the class.

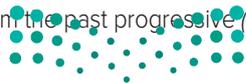
Answers

Order of paragraphs:

2, 6, 1, 4, 3, 5

Writing Corner

- Have a volunteer read aloud the sample sentences in 1. As the student is reading, mime the actions of hearing and turning around. Explain that we use the simple past tense to describe things that happened and finished in the past, that is, completed actions.
- Have a volunteer read aloud the sample sentence in 2. As the student is reading, mime the actions of walking and then hearing. Explain that the past progressive is used to talk about an action that started and was continuing in the past, but we use the simple past to talk about an action that ended in the past. Elicit how to form the past progressive (*was/were + verb + -ing*).



- To show that a continuous past action was interrupted by another action, we use the past progressive and a *when*-clause with a verb in the simple past. Write these prompts on the board to elicit sentences:
cook dinner / phone rang
(She was cooking dinner when the phone rang.)
sit in a café / saw an old friend
(I was sitting in a café when I saw an old friend.)
- Have a student read aloud the sample sentence in 3. Elicit how the past perfect is formed (*had + past participle*). Explain that we use the past perfect to show that the one action happened before another past action. In this case, *hadn't seen* and *had moved* are events that happened before Sean met Mike on campus.
- Write these prompts on the board to elicit sentences:
he couldn't open the door because / forgot keys
(He couldn't open the door because he had forgotten his keys.)
train left / when I got to the station
(The train had left when I got to the station.)

B

- Tell students that they are going to write about a coincidence. Have them look at the ideas in exercise C. Encourage students to write about a real experience, but if they have trouble thinking of one, they may use one of the examples instead.
- Ask students to recall the events that happened and write notes in the event chain diagram. Then have students tell a partner about the coincidence.

C

- Have students begin their story with a topic sentence. Write some possibilities on the board, such as ***A few years ago I had a wonderful chance meeting.../ It was the strangest coincidence of my life...***
- Have students write about a coincidence using their notes from the diagram.
- Ask volunteers to share their writing with the class.

Workbook

Assign page 214 for additional writing practice.

12 Form, Meaning and Function

Suggestions

- Have volunteers read aloud the questions and responses with *should* in the chart. Ask: **How do we ask for suggestions?** (We use *should*.) To remind students about word order with *should*, put the following words on the board and have students unscramble them.
should / a / game / play / We / .
should / game / play / we / What / ?
- Call on students to read aloud the three exchanges with *can* and *could*. Explain that *can* and *could* are used to make possible suggestions, meaning this is one possible idea. *Can* and *can't* are also used to express ability.
- Call on students to read aloud the exchanges with *Why don't* and *Let's*. Ask: **What does why don't mean in these sentences? What does let's mean?** (we should)
- Point out that *let's* means *let us* and includes the speaker. Also, point out that we use *instead* when we want to give a different suggestion.
- To review, ask: **What different ways are there to make suggestions in English?** (*Should, Could/Can, Why don't..., Let's*) Then ask: **How do we respond to a suggestion when we agree?** Go over the five responses in the grammar chart. Ask: **How do we respond to a suggestion when we disagree?** Go over the two responses in the chart.
- Make some suggestions and ask volunteers to agree or disagree. For example: **Why don't we take a break? Let's do some grammar exercises. Should we play a game?**

A

- Explain that students should fill in the blanks with one word only. Negative words and *let's* count as one word. Also, let them know that in some cases, more than one answer is possible. Model the first two items by eliciting answers from volunteers.
- Have students work individually to complete the exercise. Then have them practice the conversation with a partner.
- Check answers as a class.

Answers

- | | |
|---------------------|----------------------|
| 1. Let's | 11. idea |
| 2. can't | 12. can/could/should |
| 3. Why | 13. could/can |
| 4. can/could | 14. could/can |
| 5. sounds | 15. should |
| 6. should/can | 16. Why |
| 7. can't | 17. Let's |
| 8. could/can/should | 18. shouldn't/can't |
| 9. can't | 19. should |
| 10. don't | 20. don't |

B

- Go over the directions with the class. Have volunteers read the example.
- Put students in groups of four to plan a school trip. As they are working, walk around the room and make sure they are using the language correctly.
- Have a member from each group report to the class about the school trip their group has planned.

12 Form, Meaning and Function

Suggestions

Use *should* and *shouldn't* to ask for and give suggestions.

- A:** What **should** we do tonight? **B:** I don't know, but we **shouldn't** stay home.
A: **Should** I buy this racing bike? **B:** No, you **should** buy the mountain bike.

Use *can* and *could* to give possible suggestions.

- A:** What should I cook for dinner? **B:** You **could** make spaghetti.
A: Let's go to the park this afternoon. **B:** That's a good idea. We **can** have a picnic.

Note: *Can* and *can't* are also used for ability or inability.

- A:** **Can** you go out tonight? **B:** Sorry, I **can't**. I have to study.

Use *Why don't...?* and *Let's* to give suggestions.

- A:** **Why don't** we order a pizza? **B:** No. **Let's** eat out instead.
A: **Let's** go to the park. **B:** OK. **Why don't** we take our bikes?

To accept suggestions, we say: *OK; That's a good idea; Sure; All right; or That sounds good.*

To politely refuse suggestions, we say: *Sorry, I can't; Let's... instead.*

A. Fill in each blank with a suitable word. Then practice the conversation with a partner.

Fahd: (1) _____ go get some pizza and hang out by the beach.

Imad: Sorry, I (2) _____. I have to clean my room and start packing for college.

Fahd: That's right. You're leaving next week, aren't you? (3) _____ don't you let me help you? Then we (4) _____ go out later.

Imad: Thanks. That (5) _____ good... What (6) _____ I do with all my stuff? I (7) _____ take it with me because my room at the college is really small.

Fahd: Well, you (8) _____ leave it here at your parents' house.

Imad: No, I (9) _____. My parents want to give the room to my brother, so I have to move all my things out.

Fahd: Then, why (10) _____ you have a garage sale?

Imad: Hmm... That's a good (11) _____. I (12) _____ get rid of some old things that I don't use anymore.

Fahd: And you (13) _____ make a bit of money, too!

Imad: True. I (14) _____ use the money to buy books. What day (15) _____ I have it?

Fahd: (16) _____ don't you have it on Saturday?

Imad: All right. (17) _____ start by putting aside the things I don't want. Pass me that skateboard and those binoculars.

Fahd: No, you (18) _____ sell those! You (19) _____ keep them.

Imad: Do you want them? Why (20) _____ you come to my garage sale on Saturday?



B. Work in a group of four. Plan a school trip. Think about: where your class should go, when you should go, how you should get there, and what activities you should do. Use language for giving, accepting, and refusing suggestions.

A: Why don't we go to the museum?

B: Museums are boring. Let's go to the zoo instead.

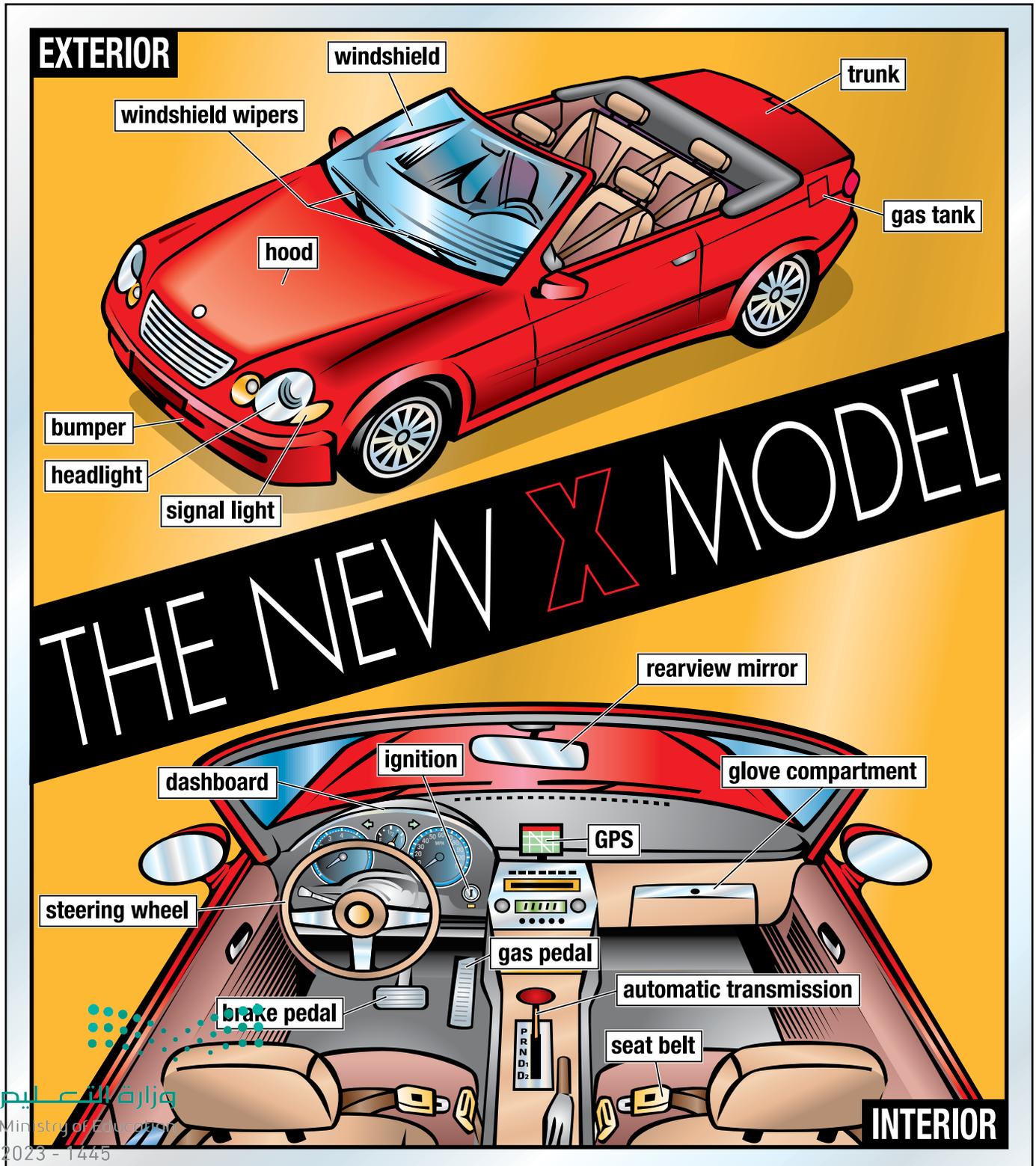
C: Yes. The zoo sounds good.

D: I agree. I think we should visit the zoo.

8 Drive Slowly!

1 Listen and Discuss

Are you interested in cars? What do people look for in a car?



Unit Goals

- Vocabulary**
Parts of a car
Expressions related to driving
International traffic signs
- Functions**
Talk about cars, driving, and traffic signs
Give advice
Express obligation
Say how people do things
- Grammar**
Modal Auxiliaries:
Must/Mustn't/Must Not and *Should/Shouldn't*
Adverbs of Manner
Can/Could/Will/Would
Report Commands and Requests
- Listening**
Listen for specific information in a conversation about driving
- Pronunciation**
Vowel sound /ə/ in *should* and *must*
- Reading**
Is Right, Right?
- Writing**
Write an essay about why the driving age should be raised
- Project**
Make a poster with a list of driving tips and safety rules

Warm Up

Ask students if they drive. Ask them what they, or people they know, do to drive safely. Say sentences, and then ask students related *yes/no* questions. For example:
You must wear a seat belt. Do you wear a seat belt? and **You shouldn't drive too fast. Do you drive fast?**
Have students answer in full sentences. For example: Yes, I wear a seat belt. No, I don't drive too fast.

1 Listen and Discuss

- Discuss the introductory questions as a class. Then direct students' attention to the picture of the car.
-  **CD2, T20** Play the audio for the parts of a car. Have students listen and follow along, pointing to each part they hear.
- Ask comprehension questions to make sure that students understand what each part of the car is. For example, ask: **When you are driving at night, what do you need to turn on?** (headlights)

What do you turn on if you want to turn left or right?
(signal light)

What do you turn on if it's raining?
(windshield wipers)

Where can you put suitcases? (trunk)

Where can you see if you need gas? (dashboard)

What do you hold when you're driving?
(steering wheel)

What do you put your foot on when you want the car to move? (gas pedal)

What do you put your foot on when you want the car to stop? (brake pedal)

Where can you keep important papers?
(glove compartment)

What should you wear to be safe? (seat belt)

Where do you put the key? (ignition)

Where can you see the cars behind you?
(rearview mirror)

What can help you if you're lost? (GPS)

- Have students look at the International Traffic Signs on page 79. Point to the signs and elicit what each means. Ask students if the signs mean the same in their country. Ask if there are any signs that the students have not seen before.
- Write on the board **should, shouldn't, must, and mustn't**. Tell students that *should* and *shouldn't* are used to give advice or make a suggestion. *Must* is used to talk about obligation, and *mustn't* is used to talk about prohibition.
-  **CD2, T20** Play the audio for the International Traffic Signs. Have students listen and underline the examples of *should, should not, and must*.
-  **CD2, T20** Play the audio again for students to listen and repeat.
- Elicit the meanings of the following words:
speed = go fast, usually faster than the speed limit
obey = do what you are supposed to do

Culture Note

Most cars in the United States have automatic transmissions rather than manual transmissions. When people ask *Do you drive a stick?* they want to know if you can drive a car with a manual transmission.

Quick Check

- A**
- With books closed, have students call out all the parts of the car they remember.
 - Have students open their books and match the two parts of each compound noun. Go over the answers with the class.
 - As an extension, have students identify the other compound nouns used on pages 78–79. (headlight, signal light, windshield wipers, gas tank, automatic transmission, gas pedal, glove compartment, speed limit, parking area, pedestrian crossing)

Language Builder

Seat belt and *road sign* are examples of compound nouns. Compound nouns usually consist of noun + noun (*wind + shield*), but they can also consist of adjective + noun (*steering + wheel*) or verb + noun (*drive + way*). They can be written as one word (*headlight*) or two words (*signal light*). The stress is usually on the first word in the compound noun (PARKING lot, *not* parking LOT).

Answers

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

- B**
- Have volunteers read the questions aloud. Have students point to the picture each question refers to. Ask students to answer the questions individually. Then go over the answers with the class.

Answers

Answers will vary. Sample answers:

1. Yes, it does.
2. It has automatic transmission.
3. No, it isn't.
4. He wants people to wear seat belts, to drive carefully, not to speed, and to obey road signs.

2 Pair Work

- A**
- CD2, T21** Play the audio for the model conversation. Students listen and repeat.

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- Model the task by having a volunteer point to a sign and ask *What does that sign mean?* Answer the question correctly.
- Have students point to the signs and ask and answer questions in pairs.

- B**
- CD2, T21** Play the audio for the model conversations. Students listen and repeat.

- Ask what other questions could be asked. Elicit and write on the board questions, such as the following: ***What's the next thing a driver should do? What should a driver do after that? Then what should a driver do? What else should a driver do? What else shouldn't a driver do?***
- Have students work in pairs to ask questions and give advice about driving safely. Make sure students take turns asking questions and giving advice.

Workbook

Assign page 215 for more practice with the vocabulary of the unit.

Teaching Tip

It is important that students not become "territorial," meaning they always want to sit in the same seats and talk to the same people. This does not create a friendly class atmosphere and students may have little to say if they always talk to the same people and get to know each other too well. To prevent this from happening, be sure to change the organization of pairs and groups from class period to class period, or even from activity to activity.

Additional Activity

Have students work in pairs to make a list of what safe and unsafe drivers do. For example: *Safe drivers wear seat belts. Unsafe drivers drive faster than the speed limit.* Have several pairs read their lists aloud.

fun facts

- The most popular color car in the world changes every few years, but most recently it is white. Black is the second most popular color, followed by silver and gray.
- Manual transmission cars are popular in Europe and Latin America, but automatic transmissions are preferred in North America, Australia, and Asia.

International Traffic Signs

How many of these road signs do you know?



Speed Limit



Pedestrian Crossing



Stop



No Entry



Danger



No Passing



No Parking



Parking Area

You must always wear your seat belt.

You should drive carefully, and you should not speed.

You must obey the road signs.

Quick Check ✓

A. Vocabulary. Match the two words.

- | | |
|------------------|-----------|
| 1. steering ____ | a. shield |
| 2. wind ____ | b. belt |
| 3. dash ____ | c. sign |
| 4. seat ____ | d. mirror |
| 5. rearview ____ | e. wheel |
| 6. road ____ | f. board |

B. Comprehension. Answer about the car and the driving instructor.

- Does the car have a global positioning system?
- What kind of transmission does it have?
- Is it a four-door car?
- What does the instructor want people to do?

2 Pair Work

A. Ask and answer about the signs.

- What does that sign mean?
- You must not pass.

B. Give advice about driving.

- What's the first thing a driver should do?
- Drivers should put on their seat belts.
- What shouldn't a driver do?
- Drivers shouldn't drive too quickly.

3 Grammar

Modal Auxiliaries: *Must/Mustn't/Must Not* and *Should/Shouldn't*

Use *must* to talk about laws and rules. Use *should* to give advice.

You **must** stop at the traffic lights.

You **should** drive under the speed limit.

You **must not** park on the sidewalk.

You **shouldn't** eat when you're driving.

Note: *Must* is stronger than *should*. It has a more formal or official tone.

Adverbs of Manner

Adverbs of manner are normally formed by adding *-ly* to an adjective. They express how something is done.

How did he drive?

He drove **slowly**.

How did she walk?

She walked **quickly**.

Adjectives that end in */* double the */*: careful → **carefully**

Note: Sometimes an adjective and an adverb have the same form:

He's a **fast** driver. He drives **fast**.

He's a **hard** worker. He works **hard**.

The adverb form of *good* is *well*.

He's a good player. He plays **well**.

A. Rewrite the sentences. Use adverbs of manner.

 Adel is a careful driver.

Adel drives carefully. _____

1. Badr is an aggressive driver.

2. Stunt pilots fly in a dangerous way.

3. Fadwa and Amal are enthusiastic readers.

4. Saeed is a really good player.

5. Sabah is a quiet talker.

6. Khalid is a hard worker.

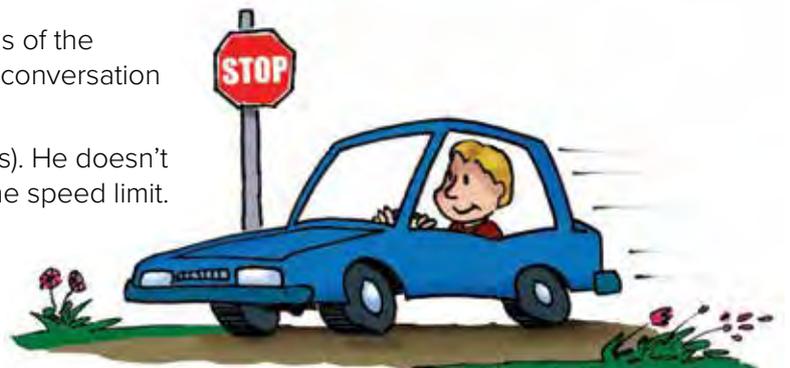
7. Majid and Ali are fast runners.

B. Complete the conversation. Use adverb forms of the adjectives in parentheses. Then practice the conversation with a partner.

A: Well, my son Brian drives _____ (reckless). He doesn't stop at stop signs, and he's usually over the speed limit. He's always in a hurry.

B: My son Alexander drives _____ (good), but he sometimes drives too _____ (fast). I'm afraid he's going to have an accident one of these days.

A: Well, Brian got a ticket because he was driving too _____ (fast). He had to go to a special class for people who drive _____ (dangerous). But he still doesn't drive _____ (careful). Next time he is going to lose his license.



3 Grammar

Modal Auxiliaries: *Must/Mustn't/Must Not* and *Should/Shouldn't*

- Call on volunteers to read aloud the example sentences in the chart.
- Remind students that both *must* and *should* are modal auxiliaries. The form is the same for all persons (I, you, he, she, it, we, they, etc.). After the modal we use the main verb in its base form (without *to*).

Language Builder

Must expresses obligation, or something that is necessary and very important to do. There is no choice. For example: *I must get my brakes fixed. This is really dangerous.* In American English, *have to* is used more often than *must* to express obligation or necessity.

Must not (or *mustn't*) means that something is prohibited. There is no choice. For example: *You must not smoke in here. It's illegal. Doesn't/Don't have to* means that something is not necessary. For example: *I don't have to drive to work. I can take a bus.*

Should is used to give advice or make a suggestion that might be important, but it gives the listener the choice to take the advice or not. For example: *You should not smoke. It's not good for you.*

Adverbs of Manner

- Have volunteers read aloud the questions and answers. Tell students that adverbs of manner tell how something is done. Elicit that to form most adverbs of manner we add *-ly* to adjectives.
- Say the following adverbs and have students call out the adjectives: **quickly** (quick); **slowly** (slow); **correctly** (correct); **safely** (safe); **quietly** (quiet). Then say the following adjectives and have students call out the adverbs: **dangerous** (dangerously); **careful** (carefully); **bad** (badly); **nice** (nicely); **beautiful** (beautifully); **reckless** (recklessly).
- Point out that *fast* and *hard* can be used as both adjectives and adverbs. For example:

This is a fast car./He is driving fast.

This is a hard test./He worked hard to get a good grade.

- Explain that the adverbs *hard* and *hardly* have different meanings and are unrelated. *Hard* means requiring a lot of physical or mental effort. *Hardly* means almost not, or to a very small degree.
- Also point out the irregular adverb form *well*.

Language Builder

Explain that to form adverbs, we can often add *-ly* to adjectives. With adjectives that already end in *-y*, we change the *y* to *i*. For example, the adverb form of *happy* is *happily*. When the adjective ends in *-e*, we drop the *e*. For example, the adverb form of *probable* is *probably*. However, when *-ly* is added to adjectives that end in *-l*, we double the *l*. For example, the adverb form of *cheerful* is *cheerfully*.

A

- Have students read the sample sentence. To elicit the new sentence, ask: **How does Adel drive?** Have volunteers read aloud the sentences. Ask students to underline the adjectives in each sentence. Have students rewrite each sentence with an adverb and check answers in pairs.
- As an extension, have students change the names in three of the sentences to talk about people they know. Have them say the sentences in pairs.

Answers

1. Badr drives aggressively.
2. Stunt pilots fly dangerously.
3. Fadwa and Amal read enthusiastically.
4. Saeed plays really well.
5. Sabah talks quietly.
6. Khalid works hard.
7. Majid and Ali run fast.

B

- Have students look at the picture and describe what is happening. Have students skim the conversation to find the name of the driver in the picture. (Brian)
- Have students complete the task individually and then practice the conversation in pairs.

Answers

- A: recklessly
 B: well, fast
 A: fast, dangerously, carefully

C

- Call on a student to read aloud the first situation. Elicit various responses with *should* to show students that there is no one correct response. Have students complete the conversations on their own.
- Then have students practice the conversations in pairs, being sure to switch roles.

Answers

Answers will vary. Sample answers:

1. stop at a gas station
2. slow down
3. stop and ask someone for directions
4. make a call when you're driving
5. call a mechanic

D

- Have students describe what each sign refers to; for example, *littering*, *riding a bike*, *feeding animals*, etc.
- Have students work in pairs to talk about what people shouldn't or mustn't do if they see these signs in public. Remind students that *must not* is stronger than *shouldn't*. Using *shouldn't* means that the person has the choice to follow the sign or not. Using *must not* means that the person has no choice.

Answers

Answers will vary. Sample answers:

1. You shouldn't ride your bike here.
2. You must not litter.
3. You shouldn't swim here.
4. You shouldn't use your cell phone here.
5. You must not feed the squirrels and pigeons.
6. You should not camp or have a campfire here.
7. You must not park here.

Workbook

Assign pages 216–218 for more practice with the grammar of the unit.



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Teaching Tip

Students sometimes ask to have a class discussion. This can be a good idea, but all discussions should be focused. With students' participation, formulate what questions to ask on a topic. For example: *What is your opinion about _____? Do you agree or disagree with _____?*



Additional Activity

Working in pairs, have students choose one of the pictures in exercise **D** and create a situation and conversation about it. If students have trouble coming up with situations for the pictures, brainstorm a few examples for the class. For example:

Situation 1: Two friends are riding their bikes home. They are very late and are afraid their parents will be angry. They would like to take a short cut through the park, but they see a "No Bicycles" sign.

Situation 2: Two friends are driving in the city when their car breaks down. They pull over and stop at the side of the road. They see a "No Parking" sign.

Have students practice their role plays and present them to the class.



- The first speed limit was posted in the United Kingdom in 1861 for 10 miles (16 kilometers) per hour. This was aimed at mechanical vehicles, such as the steam-powered carriage.
- The highest posted speed limit in the world is 99 mph (160 km/h), which applies to two motorways in the UAE.
- In Germany, much of the *autobahn* does not have a speed limit. It has a recommended speed limit of 80 miles (130 kilometers) per hour, but this limit is not legally enforced.

C. Complete the conversations using your own words.

- A:** I'm afraid I'm running out of gas.
B: You should _____.
- A:** The sign says 80 kilometers per hour, and I'm doing 90.
B: Then you must _____.
- A:** I'm lost. I don't know which way to go.
B: I think we should _____.
- A:** I need to make a phone call. Can you please hold the steering wheel?
B: You must not _____.
- A:** The car won't start. There's plenty of gas. I wonder what the problem is.
B: You should _____.

D. Work with a partner. Discuss what you shouldn't/must not do in the situations shown by these signs.



4 Language in Context



1. Mark the things that characterize an aggressive driver.
2. Mark the things you should/must do when you encounter one.
3. Compare and discuss your answers with a partner.

Aggressive Drivers	What to Do
<input type="checkbox"/> Drive dangerously and recklessly.	<input type="checkbox"/> Get out of the way.
<input type="checkbox"/> Go through stop signs and red lights.	<input type="checkbox"/> Challenge them to show you aren't scared.
<input type="checkbox"/> Are courteous to other motorists.	<input type="checkbox"/> Ignore them and their gestures.
<input type="checkbox"/> Tailgate—drive closely behind the car in front.	<input type="checkbox"/> Avoid eye contact.
<input type="checkbox"/> Blow their horns and flash their lights.	<input type="checkbox"/> Blow your horn.
<input type="checkbox"/> Let others pass them.	<input type="checkbox"/> Report them to the authorities.
Other:	Other:

5 Listening

Listen. Brandon is having a driving lesson. Mark the things he does right and wrong.



	Right	Wrong
1. start the car		
2. hold the steering wheel		
3. obey the speed limit		
4. park		

6 Pronunciation

Listen. Notice the vowel sound of /ə/ in **should** and **must** when they are pronounced quickly. Then practice.

You **should** obey the driving laws.
You **shouldn't** pass on the right.

You **must** be 18 to get a license.
You **mustn't** go over the speed limit.

7 About You

1. What is the driving age in your country?
2. Is the driving age the same for motorcycles?
3. What is the speed limit in your town/city?
Is it too high or too low?
4. Do you see a lot of aggressive drivers?
What do they do?
5. What are the most common traffic problems in your town?
6. What is the major cause of car accidents in your country?
7. What do you think are the difficulties of driving in your country?
8. Do you think it is a good idea to have speed cameras on some roads?
9. Have you ever seen or been in a road accident?
What happened?

4 Language in Context

- Have students describe the person in the picture. Elicit the term *aggressive driver*. Ask students if they know any aggressive drivers.
- Have volunteers read aloud the items in the first column of the chart. Go over any new vocabulary.
- Have students work individually to mark the characteristics of an aggressive driver. Encourage them to add another idea to the box marked *Other*.
- Next, have them compare answers with a partner by taking turns saying complete sentences. For example: *Aggressive drivers drive dangerously and recklessly.*
- Follow the same procedure for the second column of the chart. Students should say sentences like: *You should get out of the way.*

Answers

The following sentences should be marked:

Aggressive Drivers

Drive dangerously and recklessly.

Go through stop signs and red lights.

Tailgate—drive closely behind the car in front.

Blow their horns and flash their lights.

What to Do

Get out of the way.

Ignore them and their gestures.

Avoid eye contact.

Report them to the authorities.

5 Listening

- Ask students to describe what is happening in the picture.
- Write the following question on the board: **What does the instructor think of the student's driving?** (He doesn't think he's a good driver.)

 **CD2, T22** Play the audio. Tell students to listen for the answer to the question on the board.

- Have students read the chart so that they know what information they need to listen for.

 **CD2, T22** Play the audio again. Students listen and mark the correct boxes.

 **CD2, T22** Play the audio one more time for students to check answers.

- Have students discuss what happened during the driving lesson. Ask: **How do you think the student feels after his lesson?**

Audioscript

Instructor: Very well, Brandon. Please start the engine. Now I'd like you to drive carefully along this road until we come to the traffic light.

Brandon: Should I turn left or right at the light?

Instructor: I'll tell you when we get there. Brandon, you must hold the steering wheel with both hands.

Brandon: Oh, I'm sorry.

Instructor: Do you know how fast you're going?

Brandon: I don't know. I can't take my eyes off the road.

Instructor: Well, you're doing forty and the speed limit downtown is twenty-five. You must slow down. Look out!

Brandon: Oops, I'm sorry.

Instructor: You almost hit that car. Please stop there, on the right. Very good, Brandon. Now, I want you to park properly. Slowly, Brandon.

Brandon: That was good, wasn't it?

Instructor: Phew! Parking was the best thing you did—in more ways than one!

Answers

	Right	Wrong
1. start the car	X	
2. hold the steering wheel		X
3. obey the speed limit		X
4. park	X	

6 Pronunciation

 **CD2, T23** Play the audio. Students listen and repeat the sentences.

7 About You

- If appropriate, tell students about some of your driving experiences. Encourage them to ask you questions.
- Have students work in small groups to talk about their driving experiences and about driving in their town/country. Remind students that they should use the questions as a basis for the discussion, and not necessarily as questions that all must be answered by each group member.
- Have one person from each group report back to the class about the most interesting points in their discussion.

8 Conversation

- Write on the board the term **backseat driver**. Explain that this is a passenger in a car who keeps telling the driver how to drive. (The passenger does not have to be sitting in the back seat.) Ask: **Do you know any backseat drivers?**
- Have students look at the pictures and speculate answers to the following questions. Ask: **Who is in the car? What is their relationship? What is happening? What are they saying to each other?** Write students' ideas for the last question on the board.
-  **CD2, T24** Play the audio. Ask students to listen for the ideas on the board.
-  **CD2, T24** Play the audio again. Students listen and read along.
- Ask: **How would you describe George's father?** (He is a backseat driver.)

Real Talk

- Have students repeat the phrases after you.
- Ask: **Who says You can't be serious?** (the father) **Why does he say this?** (He thinks it takes a lot longer to get to the airport on the road George is taking than it does on the highway.) Elicit the phrase *You can't be serious* from students by making statements that are hard to believe. For example: **I want you to learn 100 new words by the next class.**
- Ask: **Who says Hey?** (the father) **Is this a polite way to get someone's attention?** (no) **Who should you not say Hey to?** (people that you respect, such as teachers and police officers)
- Ask: **Who says I'm doing 60?** (George) **Is George driving fast?** (no) **How do you know?** (The speed limit is 70 km/h.) Have students think of speed limits on the roads around their town and say sentences beginning with *The drivers are doing...*

Your Ending

- Go over the three endings, having students repeat them with the appropriate intonation. Have students work in pairs to choose an ending or write their own ending. Have students act out the conversations with their new endings.

About the Conversation

Have students work with a partner to ask and answer the questions. Go over the answers as a class.

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Answers

Answers will vary. Sample answers:

- He wants George to drive slowly and carefully.
- George should put on his seat belt.
- He says that you should always arrive at the airport two hours before the departure.
- George must watch out for traffic.

Your Turn

A

- Review the situation: One student has to go to the airport and wants to arrive early. His/Her brother has volunteered to drive the student, but he isn't very concerned about time.
- Have students work in pairs to create a conversation. Have them write their conversation, practice it, and then present it to the class.

B

- Review the situation: A student is in a taxi, and the taxi driver is speeding and driving recklessly. Have the student try to get the driver to slow down and drive carefully. Follow the same procedure as in **A**.

Workbook

Assign page 219 for additional reading practice.



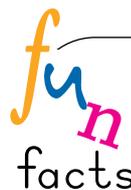
Teaching Tip

When you assign students a task to do in class, be sure to set a time limit. Students will work more efficiently and concentrate more on their task if they know they must finish within a certain amount of time, and you will also be better able to organize your class in this way.



Additional Activity

Have students create another conversation. This time, the driver is driving safely and the passenger is in a hurry, urging the driver to go faster. Have them decide where they are going and why it is important for them not to be late. Have each pair act out the conversation for the class. Have the class vote on the best conversation.

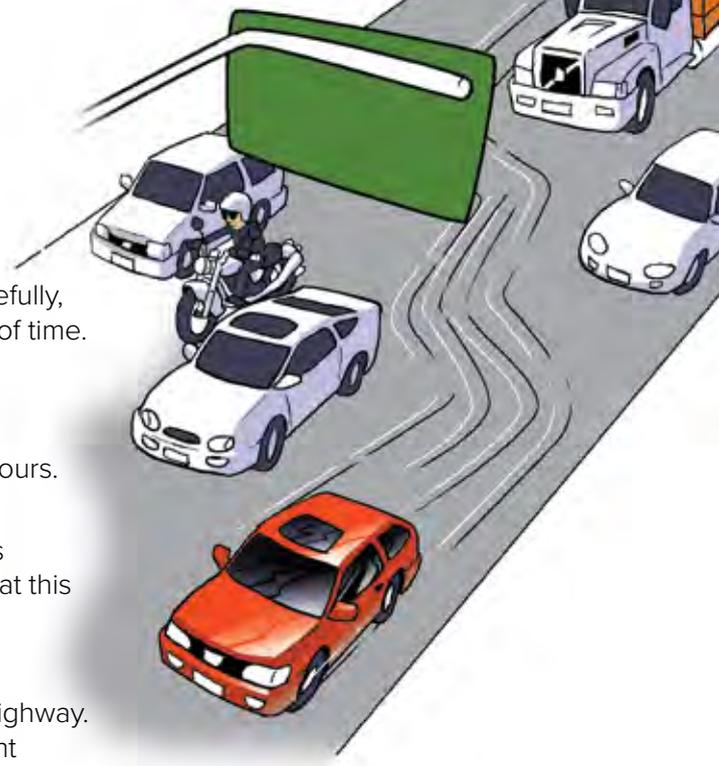


The legal driving age is different around the world. The driving age in most areas ranges from 16 to 18 years of age.

8 Conversation



- Father:** George, I want you to drive slowly and carefully, and put on your seat belt. We have plenty of time.
- George:** What time is your flight, Dad?
- Father:** At 6:00 P.M.
- George:** That's in three hours! You have two extra hours. The trip to the airport is less than an hour.
- Father:** You should always arrive at least two hours before departure. We might run into traffic at this time of day. Why are we taking this road?
- George:** Because it's quicker.
- Father:** *You can't be serious!* You should use the highway. It's faster because it's more direct. Turn right at the next traffic light. *Hey*, don't go so fast. Slow down!
- George:** Dad, the speed limit here is 70 kilometers per hour, and *I'm doing 60*.
- Father:** Be careful! You almost hit that car. You have to watch out for traffic.



Real Talk

You can't be serious! = used to express surprise or disbelief

Hey = used to attract someone's attention

I'm doing 60. = I'm driving 60 kilometers per hour.

Your Ending

What do you think George's response is?

- 1 OK, Dad. You know the first rule of safety: Don't talk to the driver.
- 2 OK, Dad. You drive.
- 3 Dad, why don't you get a cab?
- 4 Your idea: _____

About the Conversation

1. How does the father want George to drive?
2. What should George do before he starts the car?
3. What does the father say about the time to arrive at the airport?
4. What must George watch out for?

Your Turn

- A. Role-play this situation with a partner: You're going to the airport. You want to leave early. Your brother is going to drive.
- B. Role-play this situation with a partner: You're going somewhere in a taxi. You aren't in a hurry. The driver is speeding and driving recklessly.

9 Reading

Before Reading

1. On which side of the road do people drive in your country?
2. On which side of the road do people usually walk?

Is Right, Right?

Why must you drive on the right side of the road in some countries and on the left side of the road in other countries? Investigate the question, and you find a lot of confusion on right versus left. About a quarter of the world drives on the left, and most of those countries used to be British colonies. In England people drive on the left, but on escalators they stand on the right, so that people who are in a hurry can go up on the left. In Japan, they drive on the left, too, but people usually stand on the left on escalators.

There are different explanations for the use of right versus left. Some people believe that it is a natural tendency to walk or drive on the right. This is because most people are right-handed.

We can look back in history for reasons people move on the right or left of the road. Some people say that in Europe hundreds of years ago, people rode their horses on the left. This way, their sword was between them and anyone who was coming toward them in the opposite direction. They were ready to pull out their sword and fight to defend themselves with their right arm. There is also evidence that ancient Greek, Egyptian, and Roman troops used to march on the left side. And in Rome, they made it a law in the 1300s. So when and why did the right side become popular?

One idea is that in the 1700s, people in France and in the United States started to use



wagons with several pairs of horses and to drive on the right side of the road. It was easier for the drivers to sit on the left and control the horses with a whip in the right hand, and it was safer if other vehicles passed on the left so the drivers could see the distance between vehicles. Some people say that in England, people always drove on the left, and in France, people always drove on the right.

In any case, Napoleon, a ruler of France, ordered people to drive on the right side in the early 1800s. France conquered many countries at that time, and so these countries drove on the right. But France didn't conquer England, so England kept its custom of driving on the left.

In the twentieth century, there was a trend to the right. Many cars were made in the United States, and they were made for driving on the right side of the road. As recently as 1967, Sweden changed its laws. Now people in Sweden must drive on the right.

So right or left? Just follow the customs of the country where you are—and be sure to drive carefully on that side!

9 Reading

READING STRATEGY Finding topic sentences

- Have students read the first sentence of the reading. Tell them that sometimes a writer will reveal the subject of a reading by stating a question that will be answered in the reading. Have them tell you in their own words what they are going to learn. (why some countries made decisions about driving on the left versus driving on the right)
- Focus students' attention on the pictures. Ask if the pictures could be of people driving in the students' country, and why or why not. Elicit which side of the road the drivers are driving on in the pictures and which side people drive on in their country.
- Discuss the **Before Reading** questions as a class. Point out that the law dictates on which side of the road motorists should drive, but that there are no written rules to indicate on which side of the road people should walk. This is more a matter of custom than of law.
- Have students read the title *Is Right, Right?* The first *right* refers to direction; the second *right* means *correct*. Help students to see that the title asks if driving on the right is better or worse than driving on the left.



CD2, T25 Play the audio. Ask students to read along as they listen to see how the writer answers the question in the title. (It doesn't matter. Just drive carefully.)

- Have students reread the passage, one paragraph at a time. Pause after each paragraph, and ask questions to check vocabulary and understanding of the main points of the paragraph. Ask questions such as the following:

(paragraph 1)

How much of the world drives on the left?

(one quarter)

Were all of the countries that drive on the left British colonies? (no) **What is a colony?** (a country or area controlled by a more powerful country)

In England, do people drive and stand on the same side or different sides? (different)



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(paragraph 2)

Is there only one explanation of right versus left? (no)

Why do some people believe it is natural to walk or drive on the right? (Most people are right-handed.)

(paragraph 3)

On which side did people use to ride their horses?

(on the left)

Why did people use to ride horses on the left?

(so they could use their sword with their right arm)

What is a sword? Have a student draw one on the board.

Where did marching on the left become a law?

(Rome)

(paragraph 4)

What did people in France and the U.S. start to use in the 1700s? (wagons with horses)

Where did the drivers sit? (on the left)

Where did they drive their wagons? (on the right)

Why was it safer to drive on the right? (People could see the wagons passing on their left.)

Does everyone agree with the wagon explanation?

(no)

(paragraph 5)

Why did the people of France drive on the right in the early 1800s? (The ruler of France ordered them to.)

Which other countries did what the French did?

(the countries that Napoleon conquered)

Why didn't England do what Napoleon said?

(Napoleon didn't conquer England.)

(paragraph 6)

Why did more cars change to the right in the 20th century? (Many cars were made in the United States and were made for driving on the right side of the road.)

When did people in Sweden start driving on the right? (in 1967)

- Have students work in small groups to discuss the question: *Is Right, Right?* Ask them to draw conclusions based on the information in the reading as well as give their own opinions.

After Reading

A

- Have students mark the sentences *true* or *false* and then check answers in pairs. Tell students to underline the parts of the reading that provided the answers.

Answers

- true
- false
- false
- true
- true

B

- First, have students underline the words in bold type in the reading. Then read the sentences aloud. Tell students that as you say the sentences, they should think about the meaning of the words in bold. Then have them match the words with the correct definitions on the right.

Answers

- e
- b
- a
- d
- c

Discussion

- Have students work in groups, using the questions as the basis for discussion on the subject of driving on the right versus driving on the left. Questions 1 and 3 require students to speculate. Question 2 asks for students' opinions.
- Have one person from each group take notes to present to the class later on.

10 Project

- First, brainstorm with the class a list of ten common causes of car accidents. Then have students work in groups to prepare a list of driving tips and safety rules for new drivers. Have them create a poster. Encourage students to find or draw their own pictures. They should also choose roles; for example, one person to research, one to write, one to create or collect the art, and one to make the presentation.
- Tell groups they will submit the written portion of the project as well as do a presentation for the class.



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Teaching Tip

Do not be afraid to have high expectations of your students. People often live up to the expectations others have of them. Do not set expectations that exceed their abilities, but do expect them to put effort into their study, to do their homework, and to complete the other requirements of the class.



Additional Activity

Tell students to think about their story or a classmate's story from the Writing exercise. Have students discuss what they or the people in the stories should do differently the next time they find themselves in a similar situation.



Project: Driving Regulations

Organize students into small groups. Assign each group a country, or have each group choose its own. Have students find out about driving regulations in that country; for example, at what age people can get a driver's license, how much it costs to get a license, what the driving test involves, etc. Have each group present its findings to the class. Have the class discuss which country's rules are most like the rules in their country.



Today about thirty-four percent of people in the world live in countries which drive on the left. Sixty-six percent of people in the world live in countries which drive on the right.

After Reading

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

1. ____ In England, people drive on the left.
2. ____ In Japan, people drive on the right and walk on the left.
3. ____ In France, people probably always drove on the right.
4. ____ Many countries use left or right because of England and France.
5. ____ Some countries changed to driving on the right.

B. Match. Find the meaning of the word in bold type from the reading.

1. ____ Historians **investigate** questions about past events. They read old records to find answers.
2. ____ There is some **confusion** over the history of the use of the right or the left. People aren't sure of what happened.
3. ____ At the end of the war, the large country **conquered** the small one.
4. ____ In some countries, the **custom** is to drive very fast on large roads.
5. ____ There was a **trend** toward energy-efficient cars at the start of the twenty-first century.



- a. took control of (a country, city etc.) through the use of force
- b. uncertainty about what happened
- c. a direction of change, a tendency
- d. something that is usually done
- e. study and research

Discussion

1. What are some problems due to people driving on different sides of the road in different places?
2. Do you think that there should be one standard for the whole world?
3. What problems do you think Sweden had when it changed from left to right?

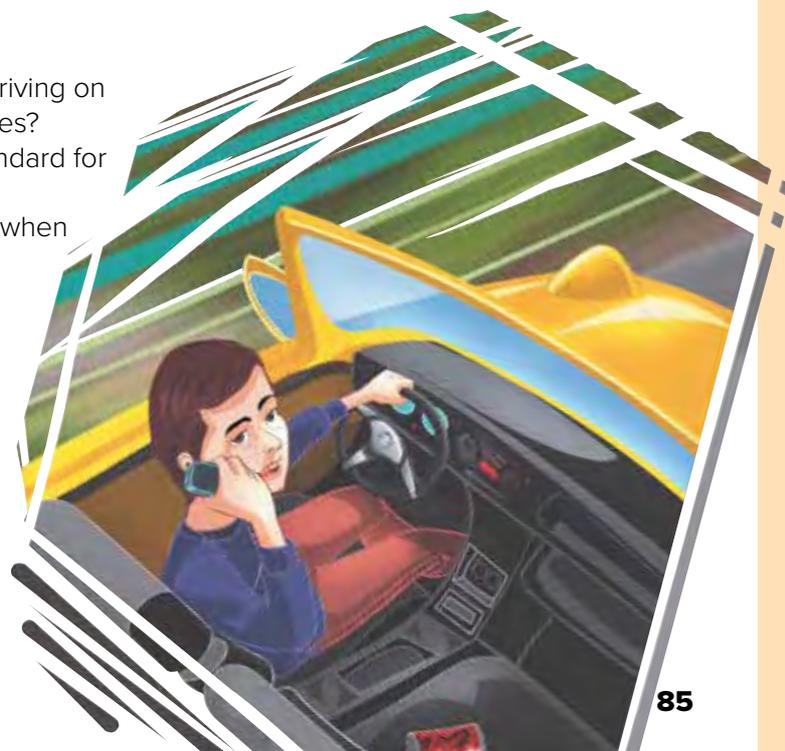
10 Project

- Work with a partner. Research and prepare a list of driving tips and safety rules for new drivers. Make a poster to display in class.

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11 Writing

- A. What is the legal driving age in your country? In other countries? Read about getting a driver's license in Canada. In groups, discuss whether you think this is a good system.

In most provinces of Canada, the legal age to start driving an automobile is 16. However, new drivers must successfully complete several stages before they get a full license.



New drivers must first pass a written exam to ensure that they understand the rules of the road. Then they are issued a Learner's License. They are able to drive only under the supervision of an adult for one year, and they must place an **L** sign on the back of the car.



When young drivers are ready, they must pass a road test with an examiner. Then they are issued a Novice License. They are able to drive on their own or with one passenger in the car, and they must display an **N** sign on the back of the car. After two years of safe driving as a novice, they must pass another road test to get a full license.

- B. Complete the sentences with words from the box. Find the meaning of any new words.

reflexes immature responsible accident distracted impulses rage attention

1. Due to the fact that many adolescents are unable to control their emotions and _____, they are prone to road _____.
2. Teenagers are easily _____ by their cell phone or by other people in the car. As a result, they don't pay careful _____ to the road.
3. Teenagers are still mentally young and _____. For this reason, they are not _____ drivers.
4. Since adolescents don't have much experience behind the wheel, they don't have the _____ to react quickly. Consequently, they are more likely to cause an _____ than an experienced driver.



Writing Corner

1. Use phrases to express cause/reason: *because (of), since, as, and due to.*
2. Use phrases to express result: *for this reason, as a result, and consequently.*

- C. Complete the chart with notes about why the legal driving age should be over 16.

Reasons	Results

- D. Write an essay to argue why the driving age in some countries should be raised to 18 or older. Use your notes from the chart and ideas from this unit.

11 Writing

A

- Ask students what they know about the driving age in their country and other countries. Ask whether they think this is a good age and why?
- Read the text together as a class by having volunteers read aloud paragraphs. Have students try to work out the meaning of any new vocabulary in context before explaining it to them.
- Put students in small groups to discuss whether they think this is a good system for young drivers. Then call on a member from each group to report their group's opinion.
- Option: Hold a class debate on raising the driving age to 18 years. Divide the class into two teams: **For** and **Against**. Set a time limit of ten minutes for teams to prepare their relevant arguments. Then teams take turns presenting their arguments. You be the judge and decide which side was more persuasive.

Culture Note

The minimum driving age in most countries worldwide is 18. In Canada, the United States, El Salvador, Puerto Rico, Mexico, Norway, Sweden, Iceland, Estonia, France, Australia, and New Zealand the minimum driving age ranges from 14 to 16 years. The majority of these countries, however, require parental supervision prior to 18 years of age. Gibraltar has the highest minimum driving age at 19 years.

B

- Focus students' attention on the words in the box. Elicit the meanings of words that students already know. Have them look up the words they don't know in a dictionary, or provide definitions in English.
- Have students complete the sentences individually.
- Call on students to read the completed sentences.

Answers

1. impulses / rage
2. distracted / attention
3. immature / responsible
4. reflexes / accident

Writing Corner

- Review the phrases that express cause or reason. Explain that *because*, *since*, and *as* are synonyms. They are subordinate conjunctions which join a

subordinate (dependent) clause to a main (independent) clause. A subordinate clause depends on the main clause and cannot exist alone. Write the following examples on the board:

Since they are immature, most teenagers are not responsible drivers.

As they are easily distracted, teenagers don't pay attention to the road.

He caused the accident because he didn't stop at the intersection.

- Explain that *due to* and *because of* also express cause and reason. *Due to* usually follows a noun and a form of the verb *be*. *Because of* follows other verbs and adjectives. One way to check is to substitute *due to* with *caused by*. Write these sentences on the board and have students complete them with *due to* or *because of*.
The accident was _____ icy road conditions. (due to)
The car crashed _____ icy road conditions. (because of)
He failed _____ his poor study habits. (because of)
His failure was _____ poor study habits. (due to)
- Review the phrases that express result or effect. Explain that they come at the front of a sentence and are followed by a comma. Have students rewrite some of the sentences above using the phrases. For example:
Most teenagers are immature. For this reason, they are not responsible drivers.
Teenagers are easily distracted. Consequently, they don't pay attention to the road.
He didn't stop at the intersection. As a result, he caused the accident.
The roads were icy. For this reason, the car crashed.
He has poor study habits. As a result, he failed.

C

- Tell students that they are going to write an essay about why the driving age should be over 16. Have them write notes about the reasons and results in the chart.
- Have students compare notes with a partner.

D

- Encourage students to write an appropriate introduction to their essay.
- Students write their essay using their notes and ideas from the activities in the unit.
- Have volunteers read their essays for the class.

Workbook

Assign page 220 for additional writing practice.

12 Form, Meaning and Function

Requests

- Focus students' attention on the first part of the chart. Read the requests and have individual students read the agreements and the refusals. Point out that *could* and *would* are a little more polite than *can* and *will*.
- Elicit requests that a passenger might make while in a car. Write them on the board. For example: *Could you slow down? Would you go faster? Will you open the window? Can you turn on the air conditioner?*

Commands

- Explain that an affirmative imperative begins with the verb in base form. A negative imperative begins with **Don't** (*Do not*) + verb.
- Elicit affirmative and negative commands for driving rules and write them on the board. For example: *Obey the speed limit. Slow down. Put on your seatbelt. Stop at the intersection. Be careful. Don't park on the sidewalk. Don't drive over the speed limit. Don't drive recklessly. Don't pass on the right.*

Reporting Requests and Commands

- Go over the structure for reported requests and commands. Call on students to read the examples.
- To practice, have students rewrite some of the requests and commands above using the reporting verbs *ask* and *tell*. For example:
The passenger asked him to slow down.
The passenger asked him to go faster.
The instructor told him to obey the speed limit.
The instructor told him to slow down.
The instructor told him not to drive recklessly.
The instructor told him not to pass on the right.

A

- Model the first item as an example. Ask: **Is it a request or a command?** (command) **Do we use ask or tell?** (tell) **What did the father tell his children to do?** Elicit the answer from a volunteer.
- Have students complete the exercise individually.
- Check answers by having students read their completed sentences.

Answers

1. The father told his children to put on their seatbelts.
2. Abdullah's cousins asked him to drive them to the airport.
3. The woman told her husband not to drive so fast.
4. The mother told her son not to drive his motorcycle in the rain.
5. The man asked the gas station attendant to fill up the gas tank.
6. Ahmed asked the mechanic to check the brakes.

B

- Have students underline the reported requests and demands in the paragraph. Do the first item together as an example. Ask: **Is it a request or a command?** (command) Elicit the imperative sentence.
- Have students write the sentences and then check their answers in pairs.
- Call on students to read aloud the requests and demands.

Answers

1. Turn onto the highway carefully.
2. Could/Would/Can/Will you drive faster?
3. Don't tailgate.
4. Watch out for the motorcycle!
5. Could/Would/Can/Will you pull over and stop the car?

12 Form, Meaning and Function

Requests

Use *can*, *could*, *will*, or *would* for requests.

Request

Can/Could you help me?

Will/Would you help me?

Agreeing

Sure. No problem.

Of course.

Refusing

Sorry, I can't.

Not now. I'm busy.

Commands

Use the imperative for commands.

Turn right at the intersection. **Don't park** the car there.



Reporting Requests and Commands

ask/tell + object/pronoun + infinitive

"Can you help me?" my mother asked me.

"Turn right," said Omar to his brother.

"Don't be late," said their parents.

My mother **asked me to help** her.

Omar **told his brother to turn** right.

Their parents **told them not to be** late.

A. Report the requests and commands.

1. "Put on your seat belts," the father said to his children.

2. "Would you drive us to the airport?" Abdullah's cousins asked him.

3. "Please don't drive so fast," the woman said to her husband.

4. "Don't ride your motorcycle in the rain," said the mother to her son.

5. "Could you please fill up the gas tank?" the man asked the gas station attendant.

6. "Can you check the brakes?" Ahmed asked the mechanic. "They don't work well."

B. What did the driving instructor say? Write the requests and commands.

I had my third driving lesson yesterday. It was the first time I drove on the highway. The driving instructor told me to turn onto the highway carefully. He asked me to drive faster, so I sped up. There was a truck moving slowly in front of me. He told me not to tailgate, so I passed the truck. Then he told me to watch out for the motorcycle. I changed lanes quickly to avoid the motorcycle. Then the driving instructor asked me to pull over and stop the car because I was driving dangerously. What did I do wrong?

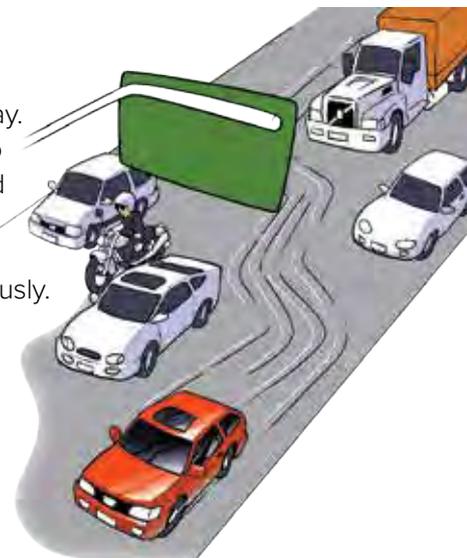
1.  _____

2. _____

3. _____

4. _____

5. _____



1 Language Review



A. Choose the sentence that means the same thing.

- The cost of living in Rome is just about the same as in Paris.
a. Rome is cheaper. b. There isn't much difference. c. They're both expensive.
- My new air conditioner isn't as noisy as the old one.
a. The new one is just as noisy. b. The new one is noisier. c. The new one is less noisy.
- This is the most crowded restaurant I've ever been in, but it's always like this.
a. It's more crowded today. b. It's as crowded as usual. c. It's not usually this crowded.
- The taxis are as slow as the buses during rush hour.
a. Taxis are faster. b. Buses and taxis are slow. c. Buses are faster.
- Our TV screen is as large as yours, but yours has a higher definition.
a. They're not the same size. b. One has a better definition. c. They're exactly the same.

B. Complete the sentences with the present perfect or the simple past form of the verb.

- Sahar and Asma _____ (be) friends for 10 years, and they call each other often.
- Qassim _____ (work) as a guide before he started his travel agency.
- The team _____ (win) all their games so far this season.
- I _____ (not see) a good film on TV for a long time.
- Ashraf _____ (live) in a dorm since he went to college.
- Hameed and Adel _____ (meet) when they were at school.

C. Complete each sentence with a tag question.

- Mr. Morris is a driving instructor, _____?
- Fadwa was on the phone at the time of the earthquake, _____?
- Mahmoud didn't have a driver's license, _____?
- The tourists in the pedal cab were excited, _____?
- Your new bike is going to arrive next week, _____?
- Mr. Yunus won the Nobel Peace Prize in 2006, _____?
- Michael Phelps won eight gold medals at the Beijing Olympics, _____?
- You've lived in this neighborhood for a long time, _____?
- The football teams didn't play in this rain, _____?

D. Use **should/shouldn't** or **must/must not**. More than one answer may be possible.

- You _____ drive so slowly on the highway. You'll get a fine.
- People _____ throw litter in the streets. It makes the town look ugly.
- He _____ throw out the sandwich. Eating isn't allowed in here.
- You _____ honk your horn. It's a hospital area.
- He _____ put his cell phone away while he's driving. It's the law.
- You _____ speed, or else I'm getting out of your car.

Unit Goals

- **Language Review**
- **Reading**
Adventure Trips
- **Writing**
Write a brochure for an adventure trip
- **Chant Along**
I've Missed You!
- **Project**
Survey classmates about long-distance communication

1 Language Review

A

- This exercise reviews comparatives and superlatives. Review the comparative words by putting the *greater than* (>), *less than* (<), and *equals* (=) symbols on the board. Ask students how to express the symbols using words. (*more/greater than, less than, as...as*)
- Have volunteers read aloud the five sentences. Explain that for each sentence, students are to choose the option that is closest in meaning. Model the task by eliciting the answer for number 1. Have students do the other four remaining items individually. Go over the answers with the class.

Answers

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

B

- This exercise reviews the contrast between the present perfect to talk about duration up to the present, and the simple past. Review the difference with students. Write the following on the board:

a) Fahd and Ali have lived there a long time.

b) Fahd and Ali lived there a long time.

Ask: **Do the sentences mean the same thing?** (no)

How are they different in meaning? (a means they still live there; b means they don't live there any more) **How are the forms different?** (The present perfect form for a is *has/have + past participle*. The past form for b is *verb + -ed*, or an irregular past form.)

- Have students do the task individually and compare answers in pairs. Invite a pair that finishes first to write the answers on the board.

Answers

1. have been 5. has lived
2. worked 6. met
3. has won
4. haven't seen

C

- This exercise reviews tag questions. Write on the board: _____, **is he?** and _____, **wasn't she?** Elicit how to complete the questions. Write various ideas on the board. Have students at random ask and answer the questions.
- Have students work individually to complete the sentences with tag questions and then compare questions with a partner.
- As an extension, have pairs come up with two tag questions to ask particular classmates. One question should have an affirmative tag and the other a negative tag.

Answers

1. isn't he 6. didn't he
2. wasn't she 7. didn't he
3. did he 8. haven't you
4. weren't they 9. did they
5. isn't it

D

- This exercise reviews *should/shouldn't* and *must/must not*. Review the meanings of the modal auxiliaries. Then have students complete the exercise individually. Go over the answers with the class by calling on volunteers to read their completed sentences aloud.

Answers

1. shouldn't/must not
2. shouldn't
3. must
4. shouldn't/must not
5. must

E

- This exercise reviews adverbs of manner. Review how to form these adverbs. Remind students that *fast* and *hard* are both adjectives and adverbs, and that *well* is the adverb form of *good*.
- Have students look at the sentences. Ask questions, such as **What do we know about Khalid?** (He isn't careful when he drives.) Elicit how students would complete number 1.
- Have students complete the task individually and then compare answers in pairs.

Answers

Answers will vary. Sample answers:

- | | |
|--------------|----------------|
| 1. carefully | 4. hard |
| 2. well | 5. quickly |
| 3. slowly | 6. dangerously |

F

- This exercise reviews the present perfect to talk about the indefinite past. Direct students' attention to the pictures and have them describe what they see. Model the task by telling the class which of the activities you have done. (If you haven't done any of the activities, pretend that you have.) Encourage the class to ask you questions about your experiences. Remind students that they need to use the simple past in the follow-up questions. For example: *Have you ever explored a cave? Was it scary?*
- Have students do the task in pairs. Encourage them to ask follow-up questions if a student has done any of the activities.

Answers

Answers will vary.

G

- This exercise reviews the superlative. With books closed review how to form the superlative. Write the following sentence on the board:

That is the _____ thing to do.

Then write in a column the following adjectives:

exciting, cheap, dangerous, short, long, tiring,

and **crazy.** Elicit how to complete the sentence with

the different adjectives. When students have made sentences with each of the adjectives, elicit the rule for when to use *most* and when to use *-est*.

- Have students open their books and write in the chart their own opinions of the activities in the pictures, filling in each box under *My Opinion*.
- Have students discuss their opinions in pairs. They should write their partner's opinions in the boxes under *My Partner's Opinion*.

Answers

Answers will vary.

H

- Organize students into small groups. Have students who were partners in **G** work in different groups in **H**. Students discuss their opinions as well as the opinions of their partner in **G**.
- Finally, have a class discussion about students' opinions. Find out which opinions are popular and what most students think about each of the activities.

Workbook

Assign pages 221–225 for review of grammar and vocabulary presented in Units 5–8.

Culture Notes

Scientists who explore caves for research are called *spelunkers*, and the activity is called *spelunking*. Spelunkers look for important information about biology and evolution in caves. They often find the preserved remains and fossils of prehistoric animals.

Modern mountain climbing became popular in the 1850s when the Alpine Club was formed in London. In 1953, Edmund Hillary and Tenzing Norgay were the first to ascend Mount Everest, the world's tallest mountain.



E. Complete the sentences using an adverb.

1. Khalid isn't careful when he drives. He doesn't drive _____.
2. Mariam is a really good writer. She writes very _____.
3. Fahad takes his time when he eats. He eats _____.
4. My father works 14 hours a day. He really works _____.
5. There wasn't much traffic on the road. They got home _____.
6. Ahmed likes extreme sports. He enjoys living _____.

F. Look at the pictures of adventures on this page, and say which you have or haven't done.

💡 I've been go-kart racing. OR
I've never been go-kart racing.

- | | |
|---------------------|-----------------------|
| 1 go-kart racing | 4 white-water rafting |
| 2 exploring a cave | 5 skydiving |
| 3 mountain climbing | 6 riding a camel |

G. Now complete the chart with your opinions of the adventures. Then compare ideas with a partner. Write your partner's ideas in the third column.

Adventure	My Opinion	My Partner's Opinion
the most exciting		
the cheapest		
the most dangerous		
the shortest		
the longest		
the most tiring		
the craziest		

H. Work in a group. Defend your opinions of the adventures.

💡 White-water rafting is less dangerous than skydiving, and it's just as exciting.



2 Reading

Before Reading

Discuss the pros and cons of the following adventure sports.

Adventure Trips



Skydiving: Flying High in the Rockies, USA

Have you ever dreamed of flying? We can offer you a unique opportunity. SKYHI is top ranked and is the largest and most reliable skydiving facility in Colorado. Every year, people take more than 35,000 jumps at our facility. Conquer your fear, and get an awesome view of the snowy peaks from about 3,000 feet (900 meters) above the Rockies. For those of you who want to relive your greatest adventure over many years, our camera operator will accompany you and film your own personal jump video, or you can even carry your own camera!

Location: 1 hour from Denver, Colorado.

Information: www.skyhidive.com

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Biking in the Alps, Germany

Pedaling through the Bavarian countryside is the way to go for many visitors. You can bike through green valleys and past rivers, including the Danube, while enjoying rural landscapes and experiencing life in German villages. The trail takes you over the Alps and crosses several mountain passes to Garmisch-Partenkirchen. The town is Germany's most famous winter sports center, close to Zugspitze, Germany's highest mountain. A mountain railway and cable car can take you to the peak. The trip along this scenic route is a real treat.

Click here for details:

www.pedalps.com

White-Water Rafting, Chile

We invite you to come and explore the best-kept secret of Patagonia, an amazing place where glacial lakes are connected by hundreds of kilometers of rivers. The Futaleufu River offers 40 miles (64 kilometers) of top white-water rafting. Come and experience the turquoise-colored rapids rushing through the Andean mountain range. This is the safest ride there is, even for beginners. We've been providing rafting trips for more than 30 years.

For more information, click here:

www.andesrafting.net



2 Reading

READING STRATEGY Understanding purpose

- Point out that in order to understand a text, readers must be able to recognize the writer's purpose. For example, is it to persuade the reader, to give the reader information, to ask the reader to do something, to give directions, etc.? The purpose of a text is often clear from its presentation and layout, or from the type of language used. (For example, vocabulary with a positive connotation is used in advertisements.) Before playing the audio, have students skim the text to identify its purpose. (to persuade)
- Read aloud the **Before Reading** activity. Have students discuss what they know about the types of adventure sports in the pictures. Students will probably mention the following:

Skydiving is a sport in which the participant jumps from an airplane and falls several thousand feet before opening a parachute. Skydiving is not for people who are afraid of heights!

Cross-country biking is a sport in which the participant rides a long distance, up to several thousand miles, on country roads for a period of time, from a few days to as long as several months.

White-water rafting is a sport in which the participant travels on a raft with one or several other participants through a river's rapids—the part of the river where the water runs very swiftly and is very rough.

- Write the following words and phrases on the board: **an awesome view; the best-kept secret of Patagonia; glacial lakes; 35,000 jumps; pedaling; rural landscapes; snowy peaks; the trail; turquoise-colored rapids.**
- Answer any questions about vocabulary. Have students work in pairs to match the words and phrases on the board with the correct adventure sport.

 **CD2, T26** Play the audio for page 90. Students listen and follow along. Have them check whether they matched the vocabulary correctly.

- Have students reread the passage (or play the audio) one paragraph at a time. Pause after each paragraph, and ask questions to check understanding of the main points. For example:

(paragraph 1: Skydiving)

What is the name of the company? (SKYHI)

How do you know the company is popular?

(There are more than 35,000 jumps a year.)

How high is the plane when people jump?

(900 meters)

What are the two ways you can get a video of your

jump? (The company has its own camera operator, or you can use your own camera to record your jump.)

(paragraph 2: Biking)

Which part of Germany does the bike trip go through?

(the Bavarian countryside)

What famous river will you see during the bike trip? (the

Danube)

What is Garmisch-Partenkirchen?

(Germany's most popular winter sports center)

What is Zugspitze? (Germany's highest mountain)

How can you get to the top of the mountain?

(There's a railway and cable car.)

(paragraph 3: White-water rafting)

What is special about a white-water rafting experience in Patagonia? (It's a magical place with glacial lakes that are connected by hundreds of kilometers of rivers.)

How long is the trip down the river? (64 kilometers)

Can you go on this trip if you've never done white-water rafting before? How do you know? (Yes. It says even beginners can do it.)

How long has the company been in business?

(more than 30 years)



- Ask students which of the adventure sports they would like to try. Write on the board **feel, hear, see,** and **smell**. Have students describe what they think they would feel, hear, see, and smell during each of the experiences. Write their ideas on the board under each sense word.
 - Have students look at the customer comments and name the person who went skydiving (Mitch Taylor), the person who went on the cross-country bike trip (Daniel Garcia), and the person who went white-water rafting (Neil Davenport).
-  **CD2, T26** Play the audio of the customer comments. Have students read along as they listen to see if Mitch, Daniel, and Neil mentioned any of their ideas on the board.

After Reading

- Tell students to look at the chart. Tell them to think about what they heard and what they will fill in for each person.
- Then have students work in pairs to complete the chart, referring back to the reading as necessary.
- Discuss answers as a class. Recreate the chart on the board and fill it in as you elicit answers from students.

Answers

Answers will vary. Sample answers:

	Mitch Taylor	Daniel Garcia	Neil Davenport
Kind of adventure	skydiving over the Rockies	biking in the Alps	white-water rafting in Chile
Feel	felt frightened	felt the breeze on his face; felt tired going uphill	felt scared; felt bumps, spins, and shakes; felt the freezing water
Hear	heard the wind rushing by	heard the sounds of nature: the birds, the trees, the water in the streams	heard the sound of the boat hitting the water
See	saw the ground getting closer and closer; watched the beautiful landscape below	saw snow on the slopes; saw green countryside that was full of wildflowers	
Smell		smelled the fresh scent of the plants	

Discussion

- Arrange students into small groups. Have them come up with a list of adventure sports that are popular in their country and discuss what they know about the sports; for example, where people do the sports, how much it costs to do them, if they know anybody who has done them, and what the person said about the experience. Have a spokesperson report to the class the group discussion's main points.

3 Writing

- Have students work in pairs to choose an adventure trip in their country that they are interested in. Have them research the activity on the Internet or interview people who have experienced the adventure. Encourage them to include details about what people feel, hear, see, and smell when participating in the activity.
- Have students prepare their brochures. Encourage them to include photos or drawings.
- Have each pair present their adventure trip to the class. Post the brochures in the classroom and have students vote on the best one.

Workbook

Assign page 226 for additional writing practice.

Comments from customers about their experience



◀ The instructor told me to stand up and walk toward the exit door. I thought, “What if my parachute doesn’t open?” I’ve never been so frightened in my life. My camera operator was ready. I couldn’t back out now. So I let myself go out the plane. Those were the most exciting and enjoyable seconds that I have ever experienced. I saw the ground getting closer and closer, and I heard the wind rushing by. I checked my altimeter and pulled the ripcord of my parachute. There was a strong jerk. Suddenly it was calm, and I watched the beautiful landscape below as I floated peacefully to the landing area.

Mitch Taylor

I’ve ridden cross-country for several years, but this was my first cycling tour—and I’m looking forward to the next one. It was spring, there was still some snow on the slopes, and the countryside was green and full of wildflowers. I could smell the fresh scent of the plants in the air when the breeze blew against my face. Biking is much more fun than being stuck inside a car or on a tour bus. I love to be in contact with nature and hear all the sounds: the birds, the trees, the water in the streams. Going uphill can be tiring sometimes, but the views are worth the effort.

Daniel Garcia



▶ At first, I was scared, but after a while, I got used to going up and down. The bumps, spins, and shakes were the least of my worries. I’ve gone to amusement parks since I was a kid, but this was a different matter. It was the real thing, and it was up to us to control the experience and stay safe. I paddled to get away from the rocks, and heard the sound of the boat hitting the water. It splashed up inside the boat, and I got completely soaked. But I wasn’t worried about the freezing water. My objective was to get to the end of the journey safely. It was a great feeling of accomplishment when it was over.

Neil Davenport



After Reading

Fill in the information from the texts. Not all the rows will be filled.

	Mitch Taylor	Daniel Garcia	Neil Davenport
Kind of adventure			
Feel			
Hear			
See			
Smell			

Discussion

What adventure trips do people take in your country?



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Work with a partner. Write a brochure for an adventure trip in your country. Present it to the class.

4 Chant Along 

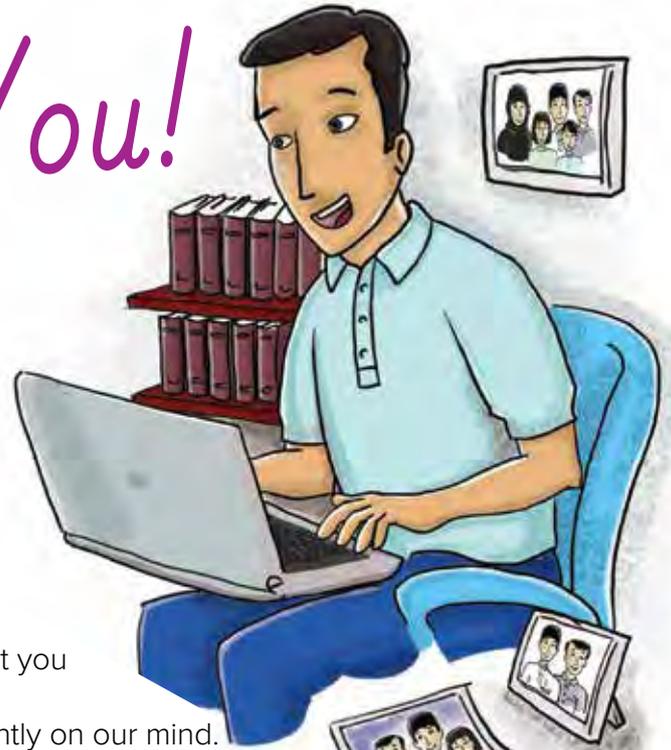
I've Missed You!

Hello, Mom!
Hello, Dad!
It's been a long, long time
Since I've made a call.
It's been a long, long time
Since I've seen you all.
You have always been in my heart.

Listen, son!
We've thought about you
All this time.
You've been constantly on our mind.
We've been so far, far apart.

Been so busy.
Had exams.
Have I missed you?
Yes, I have.
Have I studied?
Yes, night and day.
I have worked hard
To make you proud.
I can't wait to come home.

Little brother, is that you?
You have grown an inch or two!
Little sister, how are you?
I have wondered what is new.
I've missed you all so terribly.
Have you thought about how much
You mean to me?



4 Chant Along

- Elicit how people feel when they have not seen their family for a long time. Brainstorm with the class typical things that family members say to each other when they are far away from each other. Write their ideas on the board.
- Ask: **What is the best way to communicate with your family when you are far away from each other—by cell phone, by computer with a webcam, by email, or with a letter? Why?**
- Have students open their books and describe how the people are communicating with each other.
- Point out the title of the chant. Elicit the rule for the present perfect tense as it is used here. (to indicate that the action began in the past and continues into the present)
- To give students further practice with the present perfect, photocopy the chant and blank out the following words:
been (line 3)
Since (line 4)
I've (line 6)
have (line 16)
Have (line 17)
missed (line 26)
- Have students close their books. Hand out the photocopied verses. Have students work in pairs and predict the missing words.
- Have students open their books and check their answers. Then have students read the verses of the chant aloud, calling on students at random to read one or two lines.
- 🔊 **CD2, T27** Play the chant a couple of times so that students can learn the rhythm.
- 🔊 **CD2, T27** Finally, play the complete chant one more time and encourage everyone to chant along.
- At the end, ask: **What do you think the young man is thinking?** This is an open-ended question, so be sure to have students give the reason for their opinion.
- As an extension, invite students to try writing additional verses for this chant or to write their own chant on a similar theme.



Vocabulary

A

- Have students underline the four target words in the chant and try to guess the meaning of each from the context. Then have them look at the three choices for each of the target words and choose the best definition. Go over the answers with the class.

Answers

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

B

- Have students work in pairs to come up with explanations of the sentences.

Answers

Answers will vary. Sample answers:

1. You are very dear to me and I love you.
2. We think about you all the time.

Comprehension

- Have students read through the chant once more. Read aloud the first statement and elicit the correct answer. Then have students work individually to write *true* or *false* about the remaining statements. Go over the answers with the class.

Answers

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

Writing

- Have students brainstorm ideas in pairs. First, have them decide where the student is and what he is studying. Then have students discuss the types of activities he has probably been doing where he is.
- Have students write their emails and exchange them with their partners to see how similar or different they are. Select a few emails to read aloud to the class.

Discussion

- As a model, have volunteers ask you the questions. Answer truthfully.
- Have students work in pairs and discuss the answers to the questions. Tell them to take notes about their partner's responses. Then have students switch partners and tell their new partners what their former partners said.

5 Project

- Tell students about your long-distance calling habits. For example, say: ***I make five or six long-distance calls a week, usually to my parents and sometimes to my brother and sister. That's because none of my family lives near me. When I call people abroad, I usually use my computer and a webcam to talk to them. Sometimes I talk to friends for more than an hour.***
- Give students a minute or two to think about the long-distance phone calls they make. Tell students they are going to walk around the classroom and talk to each of their classmates about his or her long-distance calling habits. Elicit from students some questions to ask, and write them on the board. For example: ***How often do you make long-distance calls? Do you use your cell phone, a landline, or do you call through your computer? Who do you call the most? How long do you usually talk? How often do you speak to the person? What's the most you've ever spent on a long-distance call?***
- Have students do the task. When they finish, have them write a summary about their findings, noting which classmate makes the most long-distance calls.
- Finally, have a student read aloud his or her summary and see if the class agrees.



- Skype is a popular voice-over-Internet service. It allows users to communicate by voice, video, and instant messaging over the Internet. Calls to other users within the Skype service are free of charge, but calls to landline and cell phones are charged through a debit-based user account system.
- It is estimated that Skype has over 700 million registered users worldwide.

9 All Kinds of People

1 Listen and Discuss

Look at the pictures.

1. Compare the people and the situations in the pictures to the ones in your town.
2. Match the pictures to the descriptions below. Write the letters in the circles.



Impressions of a City

- a. The people who live in the city are always in a hurry.
- b. A man who was dressed in black was handing out flyers.
- c. The watches that the man was selling were fakes.
- d. The pedal cab that was at the side of the road is a typical attraction in the town.
- e. The man who was giving directions to the tourists is a guide.
- f. **الرجل الذي كان يحاول سرقة حقيبة الظهر للفتى عندما رأى ضابط الشرطة** was trying to steal the boy's backpack when the police officer saw him.
- g. **أحد الناس كان يتحدث على هاتفه الخليوي بينما كان ينتظر الحافلة.** A man was talking on his cell phone while he was waiting for the bus.
- h. **الرجل الذي كان يستأجر سيارة تاكسي كان عليه أن يذهب إلى اجتماع عمل.** The man who was hailing a taxi had to get to a business meeting.

Unit Goals

- Vocabulary**
Personality and character
Sights and activities in the city
- Functions**
Talk about past events that are interrupted
Describe people's personalities and character
- Grammar**
Relative Pronouns: *Who, That, Which*
Past Progressive with *When* and *While*
Can/May/Could
- Listening**
Listen to infer who is speaking and match speakers to their pictures
- Pronunciation**
Syllable stress in adjectives
- Reading**
Simple Ideas, Big Results
- Writing**
Write an essay about your vision of schools or your town in the future
- Project**
Present a person who has made a difference in the world

Warm Up

Talk about what was happening while you were getting ready for school this morning, using the past progressive tense with *when* and *while*. For example: ***My mother was making breakfast while I was brushing my teeth. I was eating breakfast when I heard the news about the team's win on TV.*** Ask students questions using the past progressive, such as: ***Was it sunny when you were coming to school? Were you watching TV while you were eating breakfast?***



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1 Listen and Discuss

- Have students describe the pictures on pages 94 and 95. Draw students' attention to the various people in the pictures by asking the following questions:
What is the man in black handing out? (advertising/sales flyers)
What kinds of things can you buy on the street if you don't want to go into a store? (watches) ***Do they look like good watches?***
If you're a tourist, what's a different kind of way to see the area? (in a pedal cab)
Are there any tourists? (yes) ***How do you know the person is a tourist?*** (He is looking at a map.)
Are there any police in the area? (yes) ***How do you know he's a police officer?*** (his uniform)
Do you see anything happening that the police should stop? (A guy is trying to steal the boy's backpack.)
Can you take the bus if you live in this neighborhood? (yes) ***How do you know?*** (There's a bus stop.)
What is the man in the suit trying to do? (He's trying to hail a taxi.)
 - Have students discuss the first introductory question. Ask: ***Can you see any of these things in our town? Which ones? Which things have you never seen?***
-  **CD3, T2** Play the audio. Have students listen and repeat the sentences.
- Ask: ***Do the sentences describe what is happening now or sometime in the past? How do you know?*** (They describe the past because all the sentences, except for the first, are in the simple past or past progressive.) Answer any questions students may have about vocabulary. Then have students match the sentences with the pictures. Make sure they write the letter for each sentence in one of the circles. Discuss answers as a class.
 - As an extension, have volunteers imitate actions of different characters in the pictures. After the volunteer sits down, have other students guess what he or she was doing. For example: *She was trying to hail a taxi. He was waiting for the bus.*

Quick Check

A

- Have students study the picture for ten seconds and then close their books. Give them about three minutes to write down everything they remember from the street scenes. They should write sentences describing each thing or activity they remember. Their sentences should be in the past tense. Then have them compare their lists in pairs. Have each pair call out their sentences as you write them on the board. Do not correct students' grammar as they call out their sentences, but be sure to write the correct past form on the board. When every pair has called out their list, have students open their books and see if the class missed anything.

Answers

Answers will vary. Possible answers include sentences a–h on page 94.

B

- As review, have students describe what the people in the picture were doing when the artist drew the picture.
- Have volunteers read aloud the first part of each sentence on the left and point to the person in the picture that the sentence describes. Then have students work individually to match the two parts of the sentences. Go over the answers with the class.

Answers

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

2 Pair Work



CD3, T3 Play the audio for the model conversations. Students listen and repeat.

- Have students ask and answer questions in pairs about the people in the pictures, being sure to switch roles. To add an element of competition to the activity, give students a time limit of about five minutes to ask as many questions as they can. Tell them to keep a count of the number of questions they ask. The pair that asks the most questions within the allotted time is the winner.

Workbook

Assign page 227 for more practice with the vocabulary of the unit.



Teaching Tip

Try to take students beyond the book. The purpose of any class is to give students enough language so that they can talk about themselves and their lives, outside of class.



Additional Activity

In groups, have students pretend to be one of the people in the picture and tell the story of what was happening from his or her viewpoint. The other students try to guess who the speaker is.



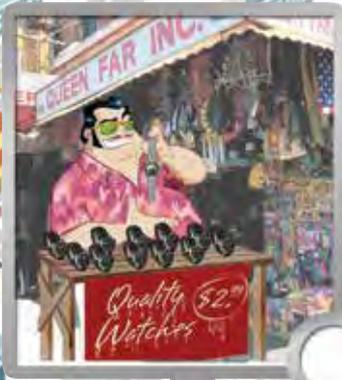
- Pedal cabs have many different names around the world: cycle rickshaw, bike taxi, velotaxi, pedicab, bikecab, cyclo, or trishaw. They are modeled after the Japanese rickshaw, which first appeared around 1868. Rickshaws were originally pulled by a human “driver” on foot. By 1872, there were about 40,000 rickshaws in Tokyo, and they were the most popular form of public transportation in Japan. The use of rickshaws declined in the 1930s with the introduction of the automobile.
- Today, pedal cabs are common in major cities around the world. They are particularly popular with tourists, but also have ecological benefits and may actually be faster than other transportation if there is a lot of traffic congestion.



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Quick Check ✓

A. Vocabulary. Look at the picture for 10 seconds. Then close your book. Write down a list of things you saw in the street. Compare with a partner.

B. Comprehension. Match the two parts of the sentences.

- | | |
|--|---|
| 1. The people who live in the city ____ | a. saw the thief stealing the backpack. |
| 2. The man was talking on the phone ____ | b. was in a hurry. |
| 3. The officer who was on duty ____ | c. to some tourists who were lost. |
| 4. The man who was hailing the taxi ____ | d. seem to have little time. |
| 5. The man was giving directions ____ | e. while he was waiting for the bus. |

2 Pair Work



Ask and **answer** about the pictures.

- 🗨️ What was the man doing while he was waiting for the bus?
- 🗨️ He was talking on his cell phone.
- 🗨️ Who is that man?
- 🗨️ He's the one who was handing out flyers.

3 Grammar

Relative Pronouns: *Who, That, Which*

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

Use the relative pronoun *who* or *that* for people.

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

The man was talking to the tourists. He was friendly.

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

The horse pulled the carriage. It was black.

The horse **that/which** pulled the carriage was black. (relative clause)

Past Progressive with *When* and *While*

Use the past progressive:

- To talk about events that were happening when another event happened.
I **was looking** in the store window **when** the thief **grabbed** my bag.
- To talk about actions that were happening at the same time.
He **was driving while** he **was talking** on his cell phone.

A. Complete the definitions by matching the two parts.

- | | |
|--|----------------------------------|
| 1. An athletic person is someone who _____ | a. makes you laugh. |
| 2. A talkative person is someone who _____ | b. is intelligent. |
| 3. An efficient person is someone who _____ | c. dresses well. |
| 4. A rude person is someone who _____ | d. speaks a lot. |
| 5. A clever person is someone who _____ | e. likes to be with others. |
| 6. A fashionable person is someone who _____ | f. does things well and quickly. |
| 7. A funny person is someone who _____ | g. isn't polite. |
| 8. A friendly person is someone who _____ | h. enjoys sports. |

B. Complete the sentences.

1. We were waiting for the bus when _____.
2. I was crossing the street when _____.
3. They were sitting in the café when _____.
4. Adnan was buying ice cream when _____.
5. You were sleeping when _____.

3 Grammar

Relative Pronouns: *Who, That, Which*

- Have volunteers read aloud the simple sentences and then the complex sentences with the relative clauses.
- Explain that relative clauses (also called adjective clauses) describe a noun that comes before it (in the main clause). Relative clauses begin with *that, who, or which*. Elicit that *who* is used with people (*The woman who is crossing the street...*); *which* is used with things (*The restaurant which opened...*); and *that* can be used with people or things.

Language Builder

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

Language Builder

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

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

Past Progressive with *When* and *While*

- Have volunteers read aloud the sample sentences. Elicit how the past progressive is formed (*was/were + verb + -ing*). Then elicit why the past progressive and simple past are used in the first sentence, but only the past progressive in the second sentence. Remind students that the past progressive is used to talk about an action that started and was continuing in the past, while we use the simple past to talk about an action that ended in the past.

- Point out that verbs that are not normally used in the present progressive are, similarly, not normally used in the past progressive. These are generally verbs of thinking and feeling, such as *like, agree, know, want, believe, understand*, etc.
- Explain that to show that two actions were happening at the same time, we use *while* to join two clauses in the past progressive. To show that one action began and ended while another was occurring, we connect one clause in the past progressive to a clause with *when* that has a verb in the simple past.
- Explain that the clause with *when* or *while* can come first or last in the sentence. For example, both of the following sentences are correct: *I was getting off the bus when the accident happened. When the accident happened, I was getting off the bus.*

A

- Have students cover the right column. Have volunteers read aloud the sentence parts in the left column. Answer questions about new vocabulary. Elicit ways of completing the sentences. Then have students uncover the right column and complete the definitions in pairs.
- As an extension, you may want to add other adjectives, such as *artistic, polite, unpleasant*, or any other adjectives students may know.

Answers

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

B

- Elicit various ways of completing the first sentence. Have students complete the sentences on their own and then compare their sentences in pairs. Monitor the activity, making sure students use the simple past after *when*. Go over the answers with the class, eliciting various ways to complete each sentence.

Answers

Answers will vary. Sample answers:

1. my dad came by in his car and offered us a ride
2. a car almost hit me
3. I first saw them
4. he realized he didn't have his wallet
5. it started to rain

C

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

Answers

Answers will vary. Sample answers:

1. Faisal was listening to the football game while he was studying.
2. Mr. Lewis was reading while he was eating breakfast.
3. The people were talking while they were waiting for the bus.
4. Fatima was talking on her cell phone while she was shopping.
5. The couple were watching TV while they were cooking.
6. Hameed was looking out the window while he was riding the bus.

D

- Review the rules for using the relative pronouns.
- Have students complete the sentences on their own and check answers in pairs. Tell students that although it is correct to use *that* in each sentence, it is more common to use *who* when talking about people.

Answers

1. who
2. that
3. who
4. that
5. who
6. that
7. who
8. that

E

- Model the task by completing two or three of the sentences truthfully about yourself. Have students complete the sentences on their own and then compare answers in small groups. Help with vocabulary as needed.

Answers

Answers will vary. Sample answers:

1. small and energy-efficient
2. friendly and open
3. happy endings
4. on sale
5. warm and sunny
6. challenging and fun
7. sales and inexpensive clothes
8. healthy
9. are helpful and dependable
10. explain things clearly

Workbook

Assign pages 228–230 for more practice with the grammar of the unit.



Teaching Tip

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



Additional Activity

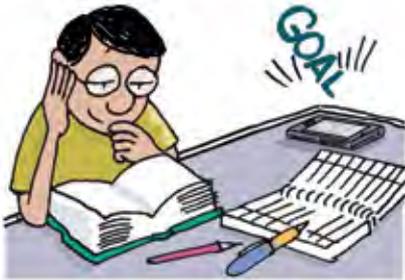
Arrange students in groups to discuss characteristics of friends or family members. Have students choose two people to describe. Write on the board: **My friend/My brother _____ is a person who _____.** Provide a model. For example: *My friend Ali is a person who likes to be with people. He's a person who talks all the time about everything.* When everyone has described two people, have the group vote on the person they would most like to meet.

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

📌 *It was raining while Yahya was washing the car.*



Yahya



1. Faisal



2. Mr. Lewis



3. the people



4. Fatima



5. the couple



6. Hameed

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

1. The neighbor _____ lives downstairs is very quiet.
2. The flowers _____ grow in the city garden are very colorful.
3. I'd like to introduce you to the person _____ organized the conference.
4. That isn't the camera _____ is on sale.
5. The actor _____ was playing the lead role was very funny.
6. Isn't that the book _____ you were reading last week?
7. The clothes designer _____ made this dress was very creative.
8. Mom, may I eat the mango _____ is in the refrigerator?

E. Complete the sentences with your ideas.

1. I like cars that are _____.
2. I like people who are _____.
3. I like books that have _____.
4. I like clothes which are _____.
5. I like weather that is _____.
6. I like games that are _____.
7. I like stores that offer _____.
8. I like foods that are _____.
9. I like friends who _____.
10. I like teachers who _____.



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4 Language in Context

Work with a partner. Give a definition of an adjective from the words in the box to describe a person. Your partner guesses the adjective. You can use a dictionary for help.

- A:** Someone who makes you laugh is...?
B: Funny.

absentminded / athletic / clever / friendly / funny / generous / hardworking / honest / kind / lazy / optimistic / patient / persuasive / pessimistic / polite / quiet / reliable / rude / selfish / serious / talkative

5 Listening

Listen. Look at the picture of a gallery opening. Who said what? Write the numbers in the boxes.



- | | |
|---|--|
| <input type="checkbox"/> The man who is taking a snack | <input type="checkbox"/> The person who is taking the photo |
| <input type="checkbox"/> The waiter who is carrying the tray | <input type="checkbox"/> The man who is leaving the gallery |
| <input type="checkbox"/> The artist who is talking about his painting | <input type="checkbox"/> The man who is talking to a reporter |
| <input type="checkbox"/> The man who spilled his coffee | <input type="checkbox"/> The man who is complimenting the artist |

6 Pronunciation

Listen. Notice the stress in the adjectives. Then practice.

talkative
generous

athletic
persuasive

efficient
reliable

pessimistic
absentminded

7 About You

1. Have you ever bought anything on the street? What?
2. Have you ever talked to a reporter? Where? When?
3. Have you ever ridden in a pedal cab? When? Where?

4. Have you ever been to an art gallery? Describe the art you saw there.
5. Describe yourself. What kind of person are you? Use the adjectives in the box in **Language in Context** above to help you.

4 Language in Context

- To focus students' attention on the words in the box, draw two faces on the board, one smiling (to represent a positive connotation) and one frowning (to represent a negative connotation). Have volunteers come to the board and write a word from the box under the correct face. Encourage students to answer classmates' questions about meaning.
- Model the task by reading aloud the first part of the sample conversation and having the class respond with the second part. Then provide another example. For example, say: **Someone that always says please and thank you is _____?** (polite)
- Have students do the exercise in pairs. When they finish, have each pair give a definition for a different word and have the class reply.

Answers

Answers will vary. Sample definitions:

absentminded = someone who doesn't remember things

athletic = someone who is good at sports

clever = someone who is smart

friendly = someone who likes to be with others

funny = someone who makes others laugh

generous = someone who gives freely

hardworking = someone who works a lot

honest = someone who tells the truth

kind = someone who is nice to other people

lazy = someone who doesn't like to do work

optimistic = someone who looks on the positive side

patient = someone who waits calmly and doesn't get angry or annoyed quickly

persuasive = someone who gets others to do what he/she wants or to think a certain way

pessimistic = someone who looks on the negative side

polite = someone who says "please" and "thank you"

quiet = someone who doesn't make a lot of noise

reliable = someone who can be trusted

rude = someone who is not polite

selfish = someone who cares only about him/herself

serious = someone who doesn't laugh a lot

talkative = someone who speaks a lot

5 Listening

- Point to the people in the picture and elicit what the various people are doing and what they might be saying. Write students' ideas about what the people might be saying on the board.

- 🔊 **CD3, T4** Play the audio. Have students listen for the statements on the board.
- Have volunteers read aloud the sentences and point to the people in the picture.
- 🔊 **CD3, T4** Play the audio again. Students write the number of the speaker next to the description.
- 🔊 **CD3, T4** Play the audio a third time for students to check their answers.
- Have students work in pairs to compare their answers. Encourage them to talk about why they chose their answers. For example: *The man who is taking a snack is number one because he says that the snacks look delicious.*

Audioscript

1. Yes, thank you. They look delicious.
2. I have to leave early. Thanks for inviting me.
3. Now, smile everyone. Say "cheese."
4. What a beautiful painting! What inspired you?
5. Well, nature has always been an inspiration in my work.
6. Would you like to try one of these?
7. Oh, I'm terribly sorry.
8. As Mayor, it is my pleasure to support the talent of new artists.

Answers

- 1 The man who is taking a snack
- 6 The waiter who is carrying the tray
- 5 The artist who is talking about his painting
- 7 The man who spilled his coffee
- 3 The person who is taking the photo
- 2 The man who is leaving the gallery
- 8 The man who is talking to a reporter
- 4 The man who is complimenting the artist

6 Pronunciation

- Tell students to pay attention to which syllable in each word is stressed, as indicated in bold.
- 🔊 **CD3, T5** Play the audio. Students listen and repeat.

7 About You

- Have students work in small groups of three or four to discuss their answers to the questions. Have one person from each group report back to the class about the most interesting part of their discussion.

8 Conversation

- Have students cover the conversation and look at the pictures. Ask: **Where are the people? Who do you think the people are?** Elicit that they are celebrities. Tell students they are going to listen to two men talk about celebrities at a charity event.

 **CD3, T6** Play the audio. Tell students to listen and circle the people in the picture the two men talk about.

 **CD3, T6** Play the audio again. Have students look at the conversation and read along as they listen.

- Ask: **Who do you think Ken is?** (He's probably a celebrity magazine reporter.)
- Make sure students know the difference between *who* as a question word (there is one instance in the Conversation) and *who* as a relative pronoun. Have them scan the text and identify all the instances of relative pronouns that begin with *who*.

Real Talk

- Have students repeat the phrases after you.
- Ask: **Who says it's a real treat?** (Lars) **What is the real treat?** (to be invited to a charity event with celebrities) Have students say the last time they did something that was a real treat.
- Ask: **Who says Of course?** (Ken) **Does of course mean yes or no?** (yes) Say a few situations to which students are likely to respond *Of course*. For example, ask: **Did you do your homework by yourself?** Have students respond in unison.
- Ask: **Who says I mean?** (Lars) **Why does he say I mean?** (to explain that Patrick Logan, the football player, looks different in a suit)

Your Ending

- Go over the three endings, having students repeat them with the appropriate intonation. Have students work in pairs to choose an ending or write their own ending. Have students act out the conversations with their new endings.

About the Conversation

- Have students work with a partner to decide if the sentences are true or false. Tell them to correct the false statements.

Answers

1. true
2. false (He is the editor of *Success* magazine.)
3. true
4. false (He's talking to a football player.)
5. true

Your Turn

- Have students work in pairs to ask and answer questions about the guests at the charity event—all the people in the picture. Encourage students to use relative clauses whenever they can while keeping the conversation as natural as possible. Encourage students also to use their own words.

Workbook

Assign page 231 for additional reading practice.

Teaching Tip

Flashcards are a good way to practice new vocabulary. Write the new words on cards, with the word on one side of the card and the definition on the other. You can use the cards with the whole class or you can divide the class into teams and make it into a competition. This will help students review new words they have learned and remember them better.

Additional Activity

Tell students to pretend that they were at the charity event in the Conversation. Have them write an email to a friend about all the people they saw there, not just those mentioned in the Conversation. Explain that the email should mention the famous people who attended and should include a description of what happened at the event. Encourage them to use clauses with *who*, *that*, and *which* to describe people and things and to use clauses with *when* and *while* to describe what happened at the event.

fun
facts

There is a difference between the terms *celebrity reporters* and *paparazzi*. Celebrity reporters are usually journalists who are invited to formal events to interview and photograph famous people. The paparazzi are people who take photos of celebrities, often when they are unaware they are being photographed or without their permission.

8 Conversation



Lars: I realize it's part of your job, but it's a **real treat** for me to be invited to these charity events. Do you know many of the celebrities here?

Ken: **Of course.** Quite a few. The tall man who was standing at the door when we came in is Colin Parker.

Lars: Isn't he the one who started his own airline?

Ken: That's right. And that's Tony Kramer, the editor of *Success*. I worked with him on the magazine while I was in London.

Lars: Is that a reporter with him?

Ken: No, no. That's Patrick Logan, the football player.

Lars: Really? **I mean,** he looks different in a suit. I didn't recognize him. And who's that guy over there? The one with the turtleneck sweater.

Ken: That's B.W. Actually...



Your Ending

What do you think Ken answers?

- ① We went to college together.
- ② He was my boss.
- ③ I interviewed him once.
- ④ Your idea: _____

Real Talk

a real treat = something very pleasant and enjoyable

Of course. = to answer yes in a strong way

I mean = a phrase to introduce an explanation of what one has said

About the Conversation

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

1. Colin Parker is the man who has his own airline company.
2. Tony was the director of a British TV station.
3. Ken worked with Tony while he was in London.
4. Tony is talking to a reporter.
5. B.W. is the man who is wearing a turtleneck sweater.

Your Turn

Imagine you were a guest at this charity event. You are looking at the pictures while a friend is asking you all about the different people.

9 Reading 

Before Reading

1. Do you know about people who work for charity?
2. Have you ever worked for charity? What was your experience like?

Simple Ideas, **BIG Results**

Muhammad Yunus, Nobel Peace Prize Winner

Muhammad Yunus, often called “the world’s banker to the poor,” received the Nobel Peace Prize in 2006 for his pioneering work against poverty. Yunus said he would use the \$1.35 million prize money to “find more innovative ways” to help the poor.

- 5 Yunus founded the Grameen Bank in 1976 with just \$27 from his own pocket. The idea came to him while he was teaching economics at Chittagong University in southern Bangladesh, which is one of the poorest nations in the world. He and his students started an experimental project: They lent poor people small amounts of money. The people used the money for their own small businesses; for example, to buy straw to make stools. Until then, the local people relied on local moneylenders who were not
- 10 always fair.



- Since then, the Grameen Bank model has been duplicated in more than 100 countries. Today, the bank has over 9 million borrowers and over 2,500 branches in over 81,000 villages in Bangladesh. The bank also started a program to give poor people a loan of about \$9 to purchase small items such as bread, candy, pickles, and toys. Receivers of the loans then resell the goods to supplement their income. The bank reports that it has lent
- 15 \$24 billion over the past 38 years and claims a high repayment rate— 99.6 percent. Nowadays Grameen Banks are also in developed countries. One hundred people in Queens, New York, were among the first borrowers of Grameen America. The total number of borrowers worldwide is 100 million.*

Mohammed Abdul Latif Jameel, Businessman and Philanthropist

- Mohammed Abdul Latif Jameel has received many awards for his humanitarian work to solve the crisis of poverty around the world. In 2012, he was named “Saudi Volunteer
- 20 of the Year” for establishing job creation programs in Saudi Arabia and the Middle East. Unemployment is the main cause of poverty, and Jameel realizes that governments need the support of businesses to solve the problem. Jameel says, “My father taught me an important lesson in running a business: never to forget that life is not just about you—it is about what you can do for others.”



- 25 Jameel studied at MIT where he joined the Poverty Action Lab. In 2005, he made a huge donation to the organization, and it was renamed J-PAL in honor of his father, Abdul Latif Jameel. J-PAL is a group of expert researchers whose mission is to reduce poverty in the world by finding scientifically-based solutions. In Saudi Arabia, he established the Abdul Latif Jameel Community Initiatives program (ALJCI). One project of ALJCI is Bab Rizq Jameel
- 30 (BRJ), which focuses on creating job opportunities. Between 2003 and 2012, BRJ created more than 230,000 jobs in the Kingdom and over 300,000 in the Middle East. ALJCI also supports projects in business financing, education and training, health, and art and culture.**

9 Reading

READING STRATEGY

Understanding complex sentences

- Explain to students that when they read long complex sentences, it is helpful to identify the main subject and verb of the sentence, as well as the object of the verb if there is one.
- Write the following sentence from the reading on the board: **Muhammad Yunus, often called “the world’s banker to the poor,” received the Nobel Peace Prize in 2006 for his pioneering work against poverty.** Have students identify the subject (*Muhammad Yunus*) and the main verb with its object (*received the Nobel Peace Prize*).
- Have students discuss the **Before Reading** questions. Introduce the idea of *volunteerism* (working for the good of others without being paid money). Ask students if they know the kinds of things people do when they work for charities. Encourage students to describe any volunteer work they have done.
- Ask students if they know where Bangladesh is. Point it out on a map if available. (It is a republic in South Asia, almost completely surrounded by India.)
- There are several different possibilities for the first reading of the text:

OPTION 1

- Divide the class in half. One half reads the story of Yunus and the other reads about Jameel. Then arrange students in pairs to summarize the part of the story that they read and how the person has helped others.

 **CD3, T7** Play the audio. Students read along as they listen.

OPTION 2

- Make photocopies of the text and blank out the following numbers:

\$1.35 million	\$9
\$27	\$24 billion
100	38
9 million	99.6
2,500	100 million
81,000	

- Write the numbers on the board in random order. Give out the photocopied texts. Have students write the numbers in the blanks they think are correct.

 **CD3, T7** Play the audio. Ask students to listen to see if they wrote the numbers in the correct blanks.

OPTION 3

- Have students look at the pictures of Yunus and Jameel. Elicit information about Yunus and Jameel, based on what students might already know. Elicit the information the captions contain about Yunus and Jameel.
- Talk about what a philanthropist does. (Philanthropists are people who spend time and give money to help make life for other people better. They help people who are poor, people who are homeless or unemployed, people with serious health problems, orphan children, people who have suffered from natural disasters, war, etc.)
- Have students look at the title. Elicit what it means, especially in relation to Yunus and Jameel.

 **CD3, T7** Play the audio. Ask students to read along as they listen for what Yunus’s and Jameel’s simple ideas were. (Yunus—lend small amounts of money to poor people for them to start their own businesses; Jameel—establish job creation programs and/or life is not just about you—it is about what you can do for others)

Culture Notes

Explain that the practice of banking has been around for at least 2,000 years. In ancient Egypt, Babylonia, and Greece, people put silver and gold in banks to keep it safe. Around 600 B.C.E., banking was developed to become more similar to what it is today. With the expansion of industry and trade in the late 18th and 19th centuries, the banking industry grew rapidly. Nations developed their own banking systems based on their own distinctive economic and social customs.

The Nobel Peace Prize is awarded every year on December 10 in Oslo, Norway. The award is given to an individual, or individuals, who have helped significantly to lessen conflict between nations or to develop a better world for all.

fun
facts

- The World Health Organization estimates that about one third of the world is well-fed, one third of the world is under-fed or under-nourished, and one third of the world is starving.
- 25,000 people, both adults and children, die every day from hunger and related causes.

After Reading

A

- Have students find the words on the left in the reading and guess the meaning. Then they choose the correct answer. Go over answers with the class.

Answers

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

B

- Have students do the task individually. Tell them to underline the parts of the reading that provided the answers.

Answers

Answers will vary. Sample answers:

- He received it for his work against poverty.
- He was an economics teacher.
- He lent poor people small amounts of money to use for their own small businesses.
- He has had the Grameen Bank since 1976.
- He established job creation programs in Saudi Arabia and the Middle East.
- He learned that life is about helping others.
- J-PAL does research and tries to reduce poverty by finding scientifically-based solutions.
- ALJCI supports projects in job creation, business financing, education and training, health, and art and culture.

C

- Ask students to complete the chart in pairs. Provide a model by writing on the board: **generous**. Elicit a sentence, such as *They were both generous people who wanted to help others.*

Answers

Answers will vary. Sample answers:

They both do humanitarian work. They both fight against poverty. They both created organizations to help others. Both of them have received awards for their humanitarian work.

Discussion

- Have a class discussion about who offers more to society. Encourage all students to give their opinion and to respond to what classmates say.



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10 Project

- This project can be done individually or in pairs. Have students choose a person who has made a difference in their country or to the world. Tell them to find out information about the person, such as the following: how the person has helped others; how the person first started to do his or her special work; problems that the person has had in his or her work; successes that the person has had.
- Have students write a report about the person and present their findings to the class. Take a class vote on the person who has done the most for society.



Teaching Tip

No matter how interesting and well prepared your lesson may be, it can be ruined by a confrontation with students due to misbehavior. Anticipate misbehavior. Scan the room during the lesson and be aware of times when students may be distracted.



Additional Activity

Have students work in small groups to discuss the opposite of the question in **C**: How are Yunus and Jameel different?



Project: Charities

Organize students into small groups. Have them each choose a charity to research, preferably in their town or country. Find out what the charity does and if people can volunteer to help them. Groups report to the class on their findings.

After Reading

A. Choose the correct meaning according to the text.

- | | | | |
|---------------------------|---------------------|----------------------|---------------------|
| 1. poverty (line 2) | a. pollution | b. being poor | c. disease |
| 2. to rely on (line 9) | a. to accept | b. to trust | c. to depend on |
| 3. loan (line 13) | a. money you borrow | b. money you earn | c. money lost |
| 4. to establish (line 20) | a. to create | b. to buy | c. to give money to |
| 5. unemployment (line 21) | a. lack of money | b. lack of education | c. lack of jobs |
| 6. to reduce (line 27) | a. to make more | b. to stop | c. to make less |

B. Answer the questions about the reading.

1. Why did Yunus receive the Nobel Peace Prize?
2. What work was he doing when he thought of the idea?
3. How did his system work?
4. How long has he had the Grameen Bank?
5. Why was Jameel named “Saudi Volunteer of the Year”?
6. What did Jameel learn from his father?
7. What is the purpose of J-PAL?
8. What kind of projects does ALJCI support?



C. Complete the chart.

How are Muhammad Yunus and Mohammed Abdul Latif Jameel alike?

Discussion

In your opinion, who do you think offers more to society—Muhammad Yunus, who helps people to start their own businesses and earn a living, or Mohammed Abdul Latif Jameel, who helps create job opportunities?

10 Project



Research someone “who has made a difference” in your country or to the world. Present your findings to the class.

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11 Writing 



The Kingdom of Saudi Arabia is blessed with a wealth of natural resources and opportunities. The nation's real wealth, however, is the Saudi society, whose members will continue to enjoy a healthy, happy, and secure life in an attractive and safe environment. The Saudi society is defined by its Islamic values and its family orientation. Families will receive the necessary support to raise their children and develop their abilities and character. Culture and entertainment projects will be launched to create libraries, galleries, and museums and provide different types of events and activities.

The Kingdom's fast growing economy will offer equal opportunities for all citizens through a high quality educational system that meets the needs of the job market. The business environment will be renewed in order to attract entrepreneurs, as well as large or small businesses. Improved facilities and services will attract international trade and make Saudi Arabia the transportation center for Europe, Africa, and Asia. Telecommunications and information technology, including high-speed broadband, will be developed in and around cities and urban areas.

Government services will be effective and transparent to facilitate the growth and development of private and non-profit sectors. Many government services and assets will be privatized and monitored by the state, to ensure a better profit and a successful performance.*

** Adapted from the text of the Vision Programs at <https://vision2030.gov.sa/en> and from the text that was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques, King Salman.*

A. Read the text about Saudi Arabia's 2030 Vision.

1. Underline and make notes about key changes and events in the chart.

Families	Culture & Entertainment	Economy	Government

2. Which verb forms are more frequent in the text? Why?

B. With a partner, choose a topic and write about your vision of:

- Schools in the future
- my city / town / village in the future

Use your imagination. Draw one or more pictures, if you wish.

11 Writing

A

- Have students look at the heading *Vision 2030 Kingdom of Saudi Arabia*.
- Have students work in groups to brainstorm and make notes about the Kingdom in 2030. Ask each group to focus on a different area. Suggested areas can include: schools, family life, entertainment, culture, business, higher education, jobs.
- Have a student in each group coordinate the discussion and make notes.
- Call on different groups to present their ideas in class.
- Have students read the text and compare it with their ideas. Then ask them to read, underline and make notes about key changes and events in the chart. If necessary, have them give one or two examples.

Answers

Answers will vary. Sample answers:

1.

Families: healthy, happy, secure life / attractive and safe environment / support to raise children

Culture & Entertainment: libraries, galleries, museums, events and activities

Economy: equal opportunities to all citizens, job market / renewed business environment, new businesses / international trade, transportation center for Europe, Africa, Asia

Government: effective services / privatized assets and services to increase profit, improve performance

- Have students identify which verb forms are more frequent in the text and justify their answers.

Answers

2. the future form with will, to predict/talk about the future

B

- Have students work in pairs and choose a topic to write about their vision. Allow students to vary topics and suggest their own provided they are relevant to the future.
- Encourage pairs to help each other.
- Have pairs exchange drafts. Ask them to read and edit each other's drafts.
- Remind students that they can draw or find pictures to accompany their final texts.

C

- Have students work in pairs to write the interview. They should combine their own ideas and ideas from the charts.
- Have volunteers role-play their interviews for the class.

Workbook

Assign page 232 for additional writing practice.



12 Form, Meaning and Function

Can/May/Could

- Have pairs of students read aloud the questions and responses in the chart. Ask where they think the speakers are in each case. (at school, in a bank, in a store, at a hotel, in a restaurant, on the phone, etc.) Explain that the modal verbs *Can*, *May*, and *Could* are used to ask for permission and make polite requests.
- Point out that *May* and *Could* are more formal, that is, a bit more polite. For example, a student might ask the teacher: **May I go out to drink some water?** A customs officer might ask a traveler: **Could I see your passport?** However, a student might ask a classmate: **Can I borrow a pen?**
- Have a student read the sentence with *Would like*. Ask where the speaker is in this situation. (at a hotel, on the phone) Explain that *Would like* means *want*, but is considered more polite. Point out that 'd is the contraction of *would*.
- *Would like* is commonly used in both formal situations and in everyday conversation. For example, a waiter might say to a customer: **What would you like to order?** A child might say to his mother: **I'd like to have spaghetti for dinner.**
- Ask students for examples of requests and things they ask permission to do in formal situations (such as at a store, in a restaurant, at school, etc.) and informal situations (with friends and family). For each request, call on another student to agree or refuse. If they refuse, they should politely explain why.

Language Builder

Explain that for English speakers, it's important to use the word *please* when asking for permission or when making requests. It is also important to say *thank you* when someone has obliged you. Ask students if this is the same or different in their language and culture.



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A

- Elicit different situations where people use formal (polite) language on the phone. Tell students that they are going to complete the following telephone conversations with polite language. Where there is no number next to the blank, they should invent information such as a name, phone number, address, etc.
- Have students work individually to complete the first conversation. Then have them practice the conversation with a partner, taking turns to read each role.
- Have them complete the second conversation and so on. Then they practice the conversations with a different partner each time.
- Have pairs of students role-play the conversations for the class.

Answers

1. May/Could/Can
2. I'm sorry
3. Could/May/Can
4. would like/want

B

Answers

1. would like/want
2. Certainly/Of course
3. Could/Can/May
4. May/Could/Can

C

Answers

1. can/may/could
2. would like/want
3. Could/Can
4. Thank you

D

Answers

1. Could/Can/May
2. I'm afraid
3. Would you like/Do you want
4. would/will

12 Form, Meaning and Function



Can/May/Could

We use the modal verbs *can*, *may*, and *could* to ask for permission.

Ask for Permission

Can I ask you a question?

May I speak to the manager?

Could I make a reservation?

Agree

Yes, of course.

Certainly./Sure.

All right.

Refuse

I'm sorry, but...

That's not possible...

I'm afraid...

FYI* *May / Could* are more formal

We use *would like (to)*... for polite requests:

I **would like to** book a room.

Complete the telephone conversations. Then practice them with a partner.

A. Asking for information

A: Good morning. Greenwich Bank.

B: Hello. (1) _____ I please speak to the manager?

A: (2) _____, the manager is busy at the moment. (3) _____ I help you with something?

B: No, thank you.

A: Well, if you (4) _____ to leave your name and phone number, I will ask him to call you.

B: Sure. My name is _____. He can reach me at _____.



B. Making a reservation

A: Wyatt Hotel. Good afternoon.

B: Hello. I (1) _____ to book a room for May 14th and 15th.

A: (2) _____. And how many guests will that be for?

B: Just one. (3) _____ I also have breakfast, please?

A: Sure. The price is _____ per night. (4) _____ I have your name and credit card number, please?

B: My name is _____. My visa card is _____.



C. Ordering a taxi

A: Speedy Cabs. How (1) _____ we help you?

B: Hello. I (2) _____ a taxi to the airport, please.

A: (3) _____ you give me your address?

B: Yes, it's _____.

A: All right. A driver will be there in ten minutes.

B: That's great. (4) _____.



D. Making an appointment

A: Pinewood Medical Clinic. Lisa speaking.

B: Hello. My name is _____. I'm Dr. Green's patient. (1) _____ I make an appointment to see the doctor on Tuesday morning?

A: (2) _____ that we don't have any available appointments on Tuesday.

B: How about Wednesday morning?

A: Let me see. (3) _____ to come at nine o'clock?

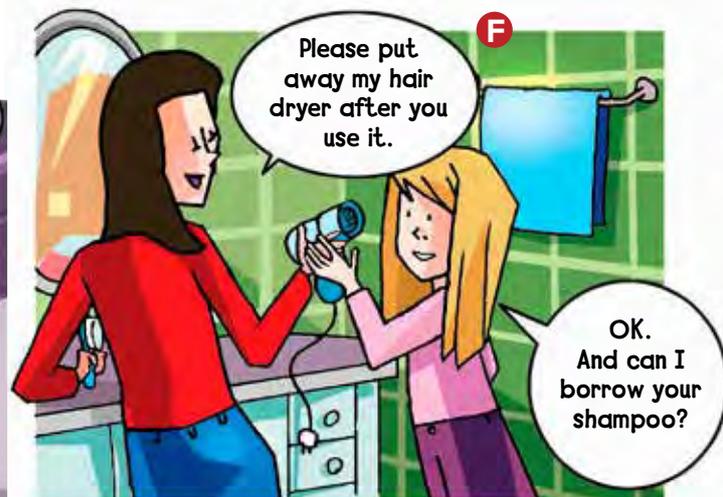
B: Yes. That (4) _____ be fine. Thank you.

10 Who Used My Toothpaste?

1 Listen and Discuss

Which of the problems in the pictures happen in your family?

Sharing is Caring



Unit Goals

- Vocabulary**
 Things around the home
 Household chores
 Family life
- Listening**
 Listen for specific information in a conversation about home
- Functions**
 Describe problems
 Talk about common complaints
 Express actions that have happened recently
- Pronunciation**
 Vowel sounds followed by *r*
- Grammar**
 Present Perfect with *Already, Yet, Just*—questions, answers
 Verb + Gerund
 Two-Word Verbs
Can't/Must
So...That/Such...That
- Reading**
 Complaints
- Writing**
 Write about impolite behavior and how it affects others
- Project**
 Interview college students to find what they miss about home

Warm Up

Say sentences with the present perfect. For example: ***I've never lived alone. I've always lived with my family. I've always shared a room with my sister/brother.*** Then ask students *yes/no* questions with *ever*. For example: ***Have you ever lived alone? Have you ever had your own room? Have you ever shared a room?*** Have them answer with *Yes, I have* or *No, I haven't*.

1 Listen and Discuss

- Review language for household chores; for example: *do the dishes/laundry, vacuum, iron, set the table*, etc.
- Ask students to describe what they see in the pictures on pages 104 and 105. Ask questions about the pictures, such as the following:



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(A)

What is the boy sitting at the table doing? (a project)
What is he using to do the work? (scissors) ***What is the relationship between the two boys?*** (They are brothers.)

(B)

Who is talking? (mother and daughter) ***What are they talking about?*** (the daughter's room) ***Who is probably responsible for cleaning up the room?*** (the daughter)

(C)

Who is the mother talking to? (her son) ***Is it before or after dinner?*** (after) ***How do you know?*** (There are dishes in the sink.) ***Why is she annoyed?*** (He hasn't done the dishes.)

(D)

Who is talking? (father and son) ***What is the son doing?*** (playing a video game) ***What does the father think of the noise?*** (He can't stand it.) ***What does he want his son to do?*** (stop playing)

(E)

Who is talking? (brother and sister) ***What is the boy asking about?*** (the goldfish) ***Has the girl fed the goldfish?*** (yes)

(F)

Who is talking? (two sisters) ***What do sisters often argue about?*** (borrowing things) ***What are the sisters talking about?*** (a hair dryer)

(G)

Why is the brother annoyed? (Someone used his toothpaste.) ***What is the mother doing with the remote control?*** (turning off the TV) ***Who is annoying the older sister?*** (the younger sister)



CD3, T8 Play the audio. Have students listen as they read along.

- Discuss the introductory question. Ask if the pictures and conversations are similar to what happens in their families. Elicit answers, such as: *My sister always borrows my things. My brother never cleans his room.*
- Write the quote ***Sharing is Caring*** on the board. Ask students to discuss what this might mean in the context of family life.
- Direct students' attention to the list of common complaints. Explain that a *common complaint* is something that annoys other people regularly. Tell them some of your complaints. For example:
I don't like when someone starts talking while I'm talking. Or, ***I hate when people leave the cap off the toothpaste.***

 **CD3, T8** Play the audio for the list of common complaints in families. Students listen and read along.

- Ask students if they have similar complaints.

Quick Check

A

- Give students thirty seconds to study the pictures on pages 104–105. Have them close their books. Say the four sentences and ask students to complete them. Write their answers on the board. Then have students open their books to see which answers on the board are correct. Have them complete the sentences in their books.

Answers

1. the dishes yet
2. the goldfish yet
3. listening to that game anymore
4. toothpaste

B

- Have a student read the questions aloud. Ask: **Who are the questions about?** (the boy, the father, the girl, the sister)
- Have students ask and answer the questions in pairs.

Answers

Answers will vary. Sample answers:

1. There's no dishwashing liquid and he was doing his homework.
2. He can't stand listening to the video game.
3. She has just given the fish some food.
4. She should put the hair dryer away.

2 Pair Work

A

 **CD3, T9** Play the audio for the sample conversation. Students listen and repeat.

- Have students ask and answer questions about household chores from the pictures and any others they know. Tell them to ask as many questions as they can and to keep a count of how many questions they ask.

- When students have finished, find out which pair came up with the most questions.

B

 **CD3, T9** Play the audio for the sample conversation. Students listen and repeat.

- Have students make and reply to requests as if they were members of the family in the pictures.
- Model the task by providing a sample conversation. Act out the two speakers. For example: **Please stop using my toothpaste. Don't you remember? I don't like your toothpaste, so I don't ever use it.** Have students say who in the picture is talking.

C

 **CD3, T9** Play the audio for the model conversation. Students listen and repeat.

- Have students work in new pairs or small groups to ask and answer questions about their common complaints. Tell them they can talk about complaints at home, at school, in stores, etc. They can use ideas from the list of common complaints or come up with their own.

Workbook

Assign page 233 for more practice with the vocabulary of the unit.



Teaching Tip

Try to vary your teaching methods as much as possible. Using a variety of activities, such as role plays, debates, group work, discussion, brainstorming, and videos can expose students to a wider variety of language and keep them interested in what you are teaching.



Additional Activity

Have students think of inventions that would help them avoid doing household chores they can't stand. Encourage them to think of inventions that are feasible rather than those that they are unlikely to see during their lifetimes. Provide a model, such as *I would like an invention that would empty the dishwasher.*



- A household includes all of the people who live together in one home. Taking the whole world into consideration, the size of the average household is 4.9 people.
- Senegal has the largest average household size, with 8.33 people.
- The country with the smallest average household size is Sweden, with just 1.99 people.



Common Complaints in Families

Many families list the same complaints. Here are some common ones.

- Leaving dirty clothes and shoes all around the house
- Using someone else's hairbrush
- Splashing toothpaste all over the bathroom mirror
- Borrowing things and not asking first
- Not cleaning your room
- Spending a lot of time in the bathroom
- Playing the TV or video games very loudly

Quick Check ✓

A. Vocabulary. Complete the expressions based on the pictures.

1. Have you done _____?
2. Have you fed _____?
3. I can't stand _____.
4. Who used my _____?

B. Comprehension. Answer the questions about the pictures.

1. Why hasn't the boy done the dishes yet?
2. What can't the father stand?
3. What has the girl just given the fish?
4. What should the sister do after she uses the hair dryer?

2 Pair Work

A. Ask and **answer** about household chores.

- 🗨️ Have you taken the garbage out yet?
- 🗨️ Yes, I've already done it. OR
No, I haven't done it yet.

B. Imagine you are part of the family in the pictures. Make requests.

- 🗨️ Please stop using my hair dryer.
- 🗨️ Don't you remember? You lent it to me.

C. Ask and **answer** about yourself.

- 🗨️ What do people do around the house that you don't like?
- 🗨️ I can't stand people eating while they're using the computer.

3 Grammar

Present Perfect with *Already, Yet, Just*

You can use the present perfect to talk about events that happened *before now*. It is possible that the event happened earlier than expected.

Questions

Have you done the dishes **yet**?
Have you **already** washed the clothes?

Affirmative (+)

Yes, I've **already** done them.
Yes, I've **just** washed them.

Negative (-)

No, I haven't done them **yet**.
No, I haven't washed them **yet**.

Verb + Gerund

Use the gerund form (which ends in *-ing*) after the following verbs:

avoid	enjoy	give up	imagine	mind	stop
can't stand	finish	hate	keep	miss	suggest

He **can't stand waiting** in line.
We **miss being** with our friends.

I **don't enjoy sitting** in the sun.
They **stop playing** tennis in the winter.

Two-Word Verbs (Phrasal Verbs)

Two-word verbs are common in English. They have a verb + particle. Object pronouns always come between the verb and the particle.

Turn down the TV.	Turn the TV down .	Turn it down .
Put away your clothes.	Put your clothes away .	Put them away .

A. Work with a partner. Ask and answer about the pictures.

A: Have you done the dishes yet?
B: Yes, I've already done them.



3 Grammar

Present Perfect with *Already, Yet, Just*

- Call on volunteers to read aloud the questions and answers in the chart.
- Give a short explanation of the meaning of these words used with the present perfect:

just = a short time ago

not yet = something expected hasn't happened but we expect it will

yet = in questions, this asks whether something expected has happened

already = something happened before we expected it to

Language Builder

A sentence with the present perfect and *already* can be a response to a request to perform an action if the action has already been performed. For example, *I've already washed them* could be an appropriate response to *Please wash the dishes*.

Language Builder

In American English it is also common for people to use the simple past with *already, yet, and just*. For example, in answer to the question *Is Bill here?* it is common for someone to reply *Yes, I just saw him*.

Verb + Gerund

- Have volunteers read the sentences aloud. Elicit what the four sentences have in common. (They all have gerunds or words that end in *-ing* after verbs.)
- Explain that we form gerunds by adding *-ing* to verbs. Although gerunds look like present participles (such as *I am waiting* for the bus), they act as nouns. We can use a noun or a pronoun in place of a gerund. For example: *I enjoy playing tennis. I enjoy tennis. I enjoy it.*
- Write **Doing that** on the board. Have students call out the verbs that have gerunds after them and say them with *doing that*; for example, *avoid doing that, can't stand doing that*, etc.

Two-Word Verbs (Phrasal Verbs)

- Have volunteers read aloud the sentences in the chart. Elicit how the three sentences for each two-word verb are different.
- Point out that when the direct object is not a pronoun, it can come after the particle in a two-word verb, or between the two parts of a two-word verb. However, if the direct object is a pronoun (*me, us, you, him, her, it, them*), the direct object pronoun comes between the two parts of the two-word verb; it cannot come after the particle.

Language Builder

Explain the meaning of *keep* with a gerund; it means *continue*. For example, *keep talking* means *continue talking*. Explain that another verb that is commonly followed by a gerund is *give up*. It means *to stop*, especially when it refers to a habit. For example: *I gave up smoking*. Point out that *quit* is another way of saying *gave up*.

A

- Working as a class, have students look at each picture and describe what they see.
- Have students work in pairs to ask and answer questions based on the pictures. Tell students to base their answers on what they normally do at home.

Answers

Answers will vary. Sample answers:

- A:** Have you set the table yet?
B: Yes, I've already set the table./No, I haven't set the table yet.
- A:** Have you vacuumed under the bed yet?
B: Yes, I have already vacuumed under the bed./No, I haven't vacuumed under the bed yet.
- A:** Have you taken out the garbage yet?
B: Yes, I have already taken out the garbage./No, I haven't taken out the garbage yet.
- A:** Have you fixed the door yet?
B: Yes, I have already fixed the door./No, I haven't fixed the door yet.

B

- Working as a class, have students describe what they see in each of the pictures.
- Have students work in groups to talk about activities they enjoy doing and hate or dislike doing. Tell them to discuss the activities in the pictures as well as other activities they enjoy or dislike that are not in the pictures.

Answers

Answers will vary. Sample answers:

I enjoy exercising.

I can't stand waiting in lines.

I enjoy cooking.

I hate shopping in crowded stores or malls.

I don't enjoy ironing.

I don't mind going to the barber/hairdresser.

C

- Have volunteers read aloud the sentences and identify the two-word verbs.
- Have students do the task individually and then check answers in pairs.

Answers

1. Put the toys away. Put them away.
2. Clean the mess up. Clean it up.
3. Take the garbage out. Take it out.
4. Turn the light off. Turn it off.
5. Throw these old shoes away. Throw them away.

D

- Do the example as a class. Write the words on the board. Tell students to put the words in the correct order. It will help them if they first identify the verb in each sentence that is followed by a gerund.
- Have students work individually to form the sentences. Have volunteers write the complete sentences on the board.

Answers

1. She can't stand cleaning the house.
2. Our grandparents enjoy living in the country.
3. The children hate sharing their ice cream.
4. We miss eating Mom's food.
5. My sister has to stop using my toothpaste.
6. The workers have finished painting the house.

Workbook

Assign pages 234–236 for more practice with the grammar of the unit.

Language Builder

Explain that the two-word verbs in this unit are separable; that is, the particle does not have to immediately follow the main verb. Some other separable two-word verbs include:

give back = return

hang up = place on a hook or hanger

leave out = omit

look over = review, examine

look up = search for

pick out = choose, select

pick up = lift, gather, collect

take off = remove

throw away = get rid of, discard

turn down/up = lower/increase the volume

turn on/off = start/stop the power



Teaching Tip

Give students as much extra material as you think they can handle. For example, if it makes sense to you, teach them other separable two-word verbs in addition to the ones in the Grammar section.



Additional Activity

Arrange students in pairs. Tell them to look at pages 104–105 and find all the sentences with verb + gerund (*finished using, stop playing, can't stand listening*) and two-word verbs (*cleaned up, gave back, put away, blow up, turn off*). Have students try to think of other verbs followed by gerunds. For example: *start, begin, like, and love*; and other two-word verbs (see Language Builder above). Draw a two-column chart on the board with the headings: **verb + gerund** and **two-word verbs**. List the verbs on the board as students say them. Award each pair a point for each verb that no other pair has.

B. Work in small groups. Which of the following do you enjoy doing? Which of the following do you dislike doing? Add your own ideas.



C. Rewrite each sentence with a two-word verb in two ways.

💡 Turn on the TV.

Turn the TV on. _____ *Turn it on.* _____

1. Put away the toys. _____
2. Clean up the mess. _____
3. Take out the garbage. _____
4. Turn off the light. _____
5. Throw away these old shoes. _____

D. Make sentences with the words. Use gerunds.

💡 dessert / eat / after meals / can't resist / I

1. she / clean / can't stand / the house
2. live / our grandparents / enjoy / in the country
3. the children / hate / their ice cream / share
4. eat / Mom's food / we / miss
5. my sister / my toothpaste / use / stop / have to
6. the workers / paint / the house / finished

I can't resist eating dessert after meals.

10 Who Used My Toothpaste?

4 Language in Context

Mark the things that annoy you.
Then compare your list with a partner.

I can't stand it when people:

- _____ show up late
- _____ don't put things away
- _____ don't give back what they borrowed
- _____ don't clean up after meals
- _____ don't take out the garbage
- _____ use up all the milk, sugar, etc.

Others: _____



5 Listening

Ken and Jake are away at college.
Listen and mark the things they miss from home.

	Ken	Jake
family		
homemade food		
friends		
basketball		
video games		
laundry		
privacy		

6 Pronunciation

Listen. Notice the different sounds of vowels followed by **r**. Then practice.

1	2	3	4
/ɛr/	/ɔr/	/ɪr/	/ər/
share	chore	here	word
hairbrush	scissors	ear	heard

7 About You

1. Do you have obligations at home? What do you have to do?
2. Do members of your family share household chores?
3. Do you share a room? If yes, do you have any problems?
4. Do other family members use your things? What things?
5. What things shouldn't you share?
6. What things do you think it is possible to share?

7. What do you think are the most common problems of people sharing the same space?
8. What can people do to avoid having these problems?



4 Language in Context

- Have students describe what they see in the picture. Ask: **Has this kind of thing ever happened to you? Where were you? Does this annoy you a little, a lot, or not at all? Why? What kinds of things really bother you?** Elicit a few answers. Then have students scan the list in their books. Ask: **Do any of these things really bother you?** Again elicit only a few answers.
- Tell students some things you can't stand. Say one thing on the list and one thing not on the list.
- Have students work in pairs and talk about themselves. Encourage them to talk about other things they can't stand besides those on the list.
- Have two pairs form a new group and continue the discussion. Tell students to find out who in the group have the most complaints in common.
- At the end of the activity, have students identify all the two-word verbs.

Answers

Answers will vary.

5 Listening

- Tell students they are going to hear two college students talk about being away from home. Elicit what they think the two students miss most about living away from home and what they do not mind about being far away. Draw a two-column chart on the board with the headings **miss** and **don't mind**. Write students' ideas in the correct columns.
- 🔊 **CD3, T10** Play the audio. Students listen to see if any ideas on the board are mentioned.
- Have students read the chart so they know what information they need to listen for.
- 🔊 **CD3, T10** Play the audio again. Students write yes or no on each line to complete the chart.
- 🔊 **CD3, T10** Play the audio again. Students work in pairs to check and compare answers.

Audioscript

Jake: What do you miss most from home, Ken?

Ken: I miss my family. I rarely see them. They live far away, and I don't get back home much. Do you see your family often, Jake?

Jake: Well, I see my parents almost every weekend, but I miss my Mom's cooking. I can't stand eating in the college cafeteria.

Ken: Me too. I hate cooking, and I miss eating my Mom's food too. Do you miss your friends, Jake?

Jake: Not really. Do you?

Ken: Yeah, I do miss them, and I miss shooting hoops with them in the park. I also miss borrowing my brother's PlayStation®.

Jake: Well, I don't like basketball, and in our dorm, you can't play video games.

Ken: You know what I hate most about college life? The laundry. I can't stand doing the laundry. Mom did it for me when I was at home.

Jake: I don't mind doing it. But I hate sharing a room. I've always had my own room. I miss having my privacy. And I can't stand hanging up my clothes and cleaning my room on a regular basis.

Ken: Well, I enjoy having the company of my roommate, especially with my family and friends so far away.

Answers

	Ken	Jake
family	X	
homemade food	X	X
friends	X	
basketball	X	
video games	X	
laundry	X	
privacy		X

6 Pronunciation

- 🔊 **CD3, T11** Play the audio. Students listen and repeat the words.
- Draw a chart on the board like the one in the book with the numbers and phonetic symbols in the top two rows. Have students work in pairs to think of groups of four words that begin with the same sound but have different vowel sounds. For example: *bear*, *board*, *beard*, and *bird*; and *fare*, *for*, *fear*, and *first*. As one student in each group reads the group's words to you, the rest of the class says *one*, *two*, *three*, or *four*, according to the vowel sound.

7 About You

- Call on students to read aloud the questions.
- Have students work in pairs or small groups to discuss their responses to the questions. Have one person from each group report back about the most interesting points of the group's discussion.

8 Conversation

- Have students cover the conversation and look at the pictures. Ask: **Who is the young man? Do you think he's in his home?** Tell students that they are going to hear two women, Sarah and Amal, talk about the young man, Kareem. Write on the board: **What was the problem with Kareem?** (He stayed for three months and wasn't a good guest.)

 **CD3, T12** Play the audio. Students listen for the answer to the question on the board.

 **CD3, T12** Play the audio again. Have students read along as they listen.

Your Ending

- Go over the three endings, having students repeat them with the appropriate intonation. Have students work in pairs to choose an ending or write their own ending. Have students act out the conversations with their new endings.

Real Talk

- Have students repeat the phrases after you, using the correct intonation.
- Ask: **Who says At long last?** (Sarah) **Why does she say it?** (She wanted Kareem to leave for a long time before he did.) Elicit other situations in which people might say *At long last*; for example, when a package that was mailed weeks ago finally arrives.
- Ask: **Who says That's a bit too much?** (Amal) **What was a bit too much?** (Kareem was eating in the living room and making a mess, with his feet on the furniture.) **Does Sarah mind that Kareem was eating in the living room?** (yes) Say two situations. Have students say in which one someone is likely to say *That's a bit too much*. For example: **Someone borrowed your brother's car for two days but returned it with a full tank of gas and thanked him.** Or, **Someone borrowed your brother's car for one day and returned it with no gas.** (the second)

About the Conversation

- Have students work with a partner to ask and answer the questions.

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Answers

Answers will vary. Sample answers:

1. Kareem stayed almost three months.
2. Yes, he was.
3. Kareem took over the house. He used their things and didn't put them back. He never cleaned up, and he ate in the living room.

Your Turn

A

- Have students work in pairs to role-play the conversation between Sarah and Kareem. Tell students to start the conversation with the ending they chose in **Your Ending**.

B

- Tell students to imagine they are on a talk show. The topic of today's show is "living with others." Kareem is a guest on the show and talks about his stay with his aunt.
- Have students work in pairs or small groups and prepare the questions the interviewer asks Kareem and his answers. Have volunteers present their conversations to the class.

Workbook

Assign page 237 for additional reading practice.



Teaching Tip

If you are creating an assignment, try completing it yourself before giving it to students. Sometimes activities that seem clear and easy are actually too complicated or incomplete. By trying an activity yourself first, you can be sure that it is clear, complete, and useful for students.



Additional Activity

In groups, students talk about what they would miss the most and the least about living away from home. Have them make lists and share them with the class.

fun facts

In order to be a polite and responsible houseguest who doesn't overstay his or her welcome, take note of the following advice from professionals: 1) Always help with household chores; 2) Be sure to help pay for groceries and meals; 3) Clean up after yourself; 4) Send your hosts a thank-you card or small gift; and 5) Make sure you give your hosts some privacy.

8 Conversation



Amal: So, has your nephew left yet?

Sarah: Yes, Kareem has already gone. *At long last!*

Amal: How long did he stay?

Sarah: Almost three months. He was doing a research project here at the university. When he arrived, I said, "Make yourself at home." And he did just that.

Amal: But he seemed like such a nice young man.

Sarah: Oh, he is, and I was happy to help out. The trouble is that he took over our house. He used our things and never put them back. He never cleaned up after himself, and I've never seen anyone eat so much! One day I walked into the living room, and there was Kareem eating and making a mess, with his feet on the furniture...

Amal: *That's a bit too much*, isn't it?

Sarah: That's what I thought.

Amal: So what did you say to him?



Real Talk

At long last! = Finally!

That's a bit too much. = This has gone too far.

About the Conversation

1. How long did Kareem stay?
2. Was he welcome at his aunt's house at first?
3. What complaints did Sarah have about her nephew?

Your Ending

What do you think Sarah said to Kareem?

- 1 Kareem, please eat in the kitchen. Not in here.
- 2 Kareem, I don't know how you behave at home, but in our house we have some rules.
- 3 Kareem, don't you think it's time you started cleaning up after yourself?
- 4 Your idea: _____

Your Turn

- A. Role-play the conversation. Make up a reply for Kareem.
- B. Interview Kareem about his stay with his aunt.

9 Reading

Before Reading

Think of the three things that other people do that irritate you the most. Compare your list with a partner.



Complaints

What can't you stand? What drives you crazy?
What really gets under your skin?

Do you have a complaint?
Let it out. Here's your
forum.
Add your complaint to
the list.

ADD

Standing in line at checkout counters at the supermarket.

Listening to people talking on their cell phones in restaurants. It's annoying.

When people talk on their cell phones and drive.

People who use words like *cool* and *stuff* all the time. Also, people who use the word *like* all the time in conversation. The word takes the place of adjectives, nouns, and intelligence.

Rushing to the phone and finding out it's a telemarketer who's calling.

People who lost weight and now try to control what others eat.

People who are always late, and people who are late and don't apologize.

When salespeople try to talk you into buying something you don't want or need.

People who don't say "please" and "thank you."

When people enter a door or an elevator and don't hold it open for the person who is right behind them.

I can't stand people who chew with their mouths open.

It drives me insane when I call up a company and I get "Press 1 for A, 2 for B, 3 for C," and so on. Or the common assurance "Your call will be answered in the order it was received," and then you have to wait forever while they put you on hold.

When people don't give up their subway or bus seats to seniors or to those with disabilities.

People who stand in the way of others who want to use an escalator or doorway.

People who change the TV channel without asking when someone else is clearly watching.

People who stand in someone else's line of sight in front of the TV during the last 30 seconds of any show or game.

People who "borrow" stuff without asking and don't give it back.

When someone constantly interrupts you while you're speaking.

When people leave a pile of dirty dishes in the kitchen for others to clean up.

Press 1 for.....
Press 2 for.....
Press 3 for.....



9 Reading

READING STRATEGY

Recognizing formal and informal text

- Point out that in informal writing, and in blogs such as this reading, people often write sentence fragments rather than complete sentences. It is important to know the difference between standard English and non-standard English, and when it is acceptable to use non-standard English. To give students practice in recognizing the difference, after they have read the text have them underline all the complete sentences in the list. (It's annoying. The word takes the place of adjectives, nouns, and intelligence. I can't stand people who chew... It drives me insane...) Make sure students understand that the sentence fragments are acceptable here because of the informal tone of the text; they would not be acceptable in formal essay writing.

- Have students do the **Before Reading** activity with a partner.
- Have students cover the text except for the title and the first line. Have students describe what they see in the pictures. Ask:

What is the teenager saying in the picture at the top of the page? Why do you think he keeps saying like? What complaint do you think this picture shows? (the fourth complaint on the list)

What is the person doing in the picture at the bottom of the page? Why is he doing it? What is the voice he hears telling him to do? What complaint do you think this picture shows? (the twelfth complaint on the list)

- Draw students' attention to the pictures on page 111. Ask what complaint is shown in each picture. Elicit various ideas.
- Ask students to look at the format of the reading. Ask: **Where would you see this reading?** (It is a website.) **What is the purpose of this website?**

 **CD3, T13** Play the audio. Ask students to read along as they listen.

- Tell students to match each picture with the corresponding complaint in the reading. Have them check to see if their predictions about the pictures were correct.

 **CD3, T13.** Play the audio a second time, pausing to check comprehension and vocabulary.

- Ask questions about the complaints, such as the following:

What is a forum? (a place where people can express their opinions)

What does the person mean by The word takes the place of intelligence? (The writer is being sarcastic. He or she is implying that people who use *like* a lot sound stupid.)

What is a telemarketer? (someone who calls people to sell things)

Do telemarketers ever call you? What time of the day do they call? What kinds of things do they try to sell?

What is the polite thing to do when a person enters a door and there is someone else behind him/her? (hold the door open)

What part of your body do you use to dial? (your finger) **When you put someone on hold, what do you make them do?** (wait on the phone for someone to answer)

What are examples of disabilities? (blindness, paralysis, etc.)

What is another way to say clearly? (obviously)

If someone is standing in your line of sight, what can't you do? (see what you are trying to look at)

Why does the writer put quotation marks around borrow? (When people ask to borrow something, but they have no intention of giving it back.)

When there is a pile of something, are there only a few things or a lot of things? (a lot)

- Finally, ask: **Do you agree with any of these complaints? Which ones?**

fun
facts

In the U.S., calls from telemarketers are a very common annoyance. In fact, telemarketing calls generated so many complaints that the government developed a "Do Not Call" registry. If you put your name on this list, telemarketers are not allowed to call you.

After Reading

A

- Have students search the reading for the two-word verbs in the left column and guess the meaning. Then they choose the correct answer. Go over answers with the class.

Answers

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

B

- Have students do the task in pairs. The first pair to finish can write the expressions on the board.

Answers

Answers will vary. Sample answers:

1. drive you crazy 2. get under your skin 3. annoy

C

- Have students mark the sentences *true* or *false* and then check answers in pairs. Tell students to underline the parts of the reading that provided the answers.

Answers

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

Discussion

- Have students work individually to make a list of their complaints.
- Arrange students in groups to talk about the complaints in the reading and on their list. Have one person in each group report back to the class the group's most common complaint(s). Have the class determine the most common complaint in the class.

10 Project

- Give students a minute or two to think of people they know who have left home to go to college.
- Have students work in pairs and brainstorm questions to ask. Have pairs call out some of their questions. Write the best ones on the board.
- Tell students to use the questions to interview people they know who have left home to go to college. In the next class, have them present their findings either to the whole class or in groups.

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Teaching Tip

To have a good class discussion, avoid asking students questions that they can answer simply with *Yes* or *No*. Instead, ask questions that require a longer answer. This will give students the opportunity to talk more and will create more discussion.



Additional Activity

Have students imagine they are in one of the situations described in the text. For example, a friend has borrowed something without asking. Have them role-play what they say to the offending person and what he or she says in response. Remind students to sound annoyed when they are complaining.



Project: More Complaints

Have students look at complaint blogs on the Internet and present to the class complaints they find that were not mentioned in the unit.

After Reading

A. Match the two-word verbs with their meanings.

- | | |
|------------------|----------------------------|
| 1. ___ let out | a. learn |
| 2. ___ find out | b. let someone have |
| 3. ___ clean up | c. phone |
| 4. ___ give back | d. express yourself freely |
| 5. ___ call up | e. make things neat |
| 6. ___ give up | f. return |



B. Write three expressions that mean “to irritate.”

1. _____
2. _____
3. _____

C. Answer **true** or **false** about the complaints in the forum.

In general, people disapprove of the following:

1. ___ people talking on cell phones in public places
2. ___ people on a diet
3. ___ people who don't wait their turn
4. ___ people who do the dishes right after a meal
5. ___ people using an escalator instead of the stairs



Discussion

1. Which of the things listed in the **Reading** do you think show bad manners?
2. Compare and discuss your complaints with your classmates.
3. What is the most common complaint in your class?



10 Project



Interview one or two young people who have left home to attend college. Find out what they miss most about home. Present your findings to the class.

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11 Writing

A. Read the information in the **Writing Corner**. Complete the sentences with **who, that, which, whose,** or **where**.

1. It's inconsiderate when passengers on the bus put their shopping bags _____ other people want to sit.
2. I can't stand people _____ throw litter in the street.
3. I don't care for people _____ ring tone is too loud.
4. It irritates me when people don't put things back _____ they found them.
5. It gets on my nerves when people say things _____ aren't true.
6. I hate those advertisements _____ continuously pop up on my computer screen.
7. It bothers me when I have coffee with a friend _____ is constantly texting on his phone.
8. Car alarms _____ go off in the middle of the night are really annoying.



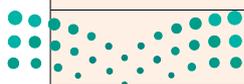
Writing Corner

We use relative clauses to make clear which person or thing we are talking about.

1. Use **who** or **that** for people.
I can't stand people **who/that** cut in front of the line.
2. Use **which** or **that** for things.
It's annoying when salespeople try to sell you things **which/that** you don't need.
3. Use **whose** to show possession.
I dislike people **whose** behavior is rude.
4. Use **where** for places.
It annoys me when people park their cars on sidewalks **where** pedestrians walk.

B. Complete the chart with notes on impolite behavior and how it affects others.

Impolite behavior	Effects



C. Write five entries for an Internet forum about impolite behavior and how it affects others. Use your notes from the chart and other ideas from this unit.

11 Writing

A

- First, go over the information in the **Writing Corner** about relative clauses.
- Have students complete the sentences individually and then check answers with a partner.
- Go over the answers having students read the sentences.

Answers

- | | |
|-------------|---------------|
| 1. where | 5. which/that |
| 2. who/that | 6. which/that |
| 3. whose | 7. who/that |
| 4. where | 8. which/that |

Writing Corner

- Students may be familiar with the use of *who*, *which*, *that*, *whose*, and *where* as relative pronouns, but they may not realize the function of a relative clause (also called adjective clause).
- Have volunteers read aloud the sample sentences in 1 and 2. Explain that a relative clause (adjective clause) describes a noun that comes before it (in the main clause). In the first sentence, for example, *I can't stand people* is the main clause. The relative clause *who cut in front of the line* answers the question *Which people?*
- Emphasize that a relative clause must come directly after the noun it modifies. For example, write on the board:
The books that she bought were in English. ✓
The books were in English that she bought. X
Point out that the second sentence is incorrect because the relative clause *that she bought* modifies the noun *books* and not *English*.
- Remind students that we do not repeat the subject or the object when there is a relative pronoun. For example:
I can't stand people who [they] cut in front of the line.
It's annoying when salespeople try to sell you things that you don't need [them].
- Have a student read aloud the sample sentence in 3. Explain that *whose* shows possession. Point out that *whose* can refer to both a singular and a plural subject. Write these examples on the board:

1. **It's annoying when salespeople try to sell you things that you don't need [them].**
 2. **I have a friend whose brother lives in Spain. ✓**
 3. **I have a friend who his brother lives in Spain. X**

- Have a student read aloud the sample sentence in 4. Explain that *where* refers to location and means *in which*, *on which*, *at which*, etc. Write these examples on the board:

I like the town where I live.

I like the town in which I live.

I like towns that are traditional.

Explain that we do not use *where* in the last sentence because the relative clause describes a characteristic of towns and not location. One simple way to check if *where* is correct is to replace it with a preposition + *which*.

Language Builder

Explain to students that the relative pronoun *which*, *who*, or *that* may be omitted in restrictive clauses when it refers to the object of the sentence. For example: *The books that she bought were in English* can be reduced to *The books she bought were in English*.

B

- Tell students that they are going to write their own blog entries about rude behavior. Brainstorm examples of impolite behavior and how it affects others. For example, write on the board: **talking on a cell phone in a restaurant—annoys other customers**. Provide a model. For example: *I can't stand it when the person next to me is talking on a cell phone in a restaurant. I am trying to enjoy my meal and have a conversation with my friend, but instead we have to listen to the other person's conversation.*
- Have students write notes in the chart.

C

- Have students write five blog entries using their notes from the chart.
- Put students in groups to share their blog entries. Have them note how many students in the group complained about the same impolite behavior.
- Have a member of each group report on the most common complaints. Write them on the board and tally up the numbers to see what the most common complaint is.

Workbook

Assign page 238 for additional writing practice.

12 Form, Meaning and Function

Can't/Must

- Go over the material in the chart. Explain that *must* expresses strong probability that something is true, and *can't* expresses very strong likelihood that something isn't true.
- Call on volunteers to read aloud the sentences. For further practice, write these examples on the board and have students complete them with *must* or *can't*:
He passed the exam. He _____ be happy. (must)
36 + 7 = 42. That _____ be right. (can't)
You just ate lunch. You _____ be hungry. (can't)
She didn't sleep last night. She _____ be tired. (must)

So...That/Such...That

- Read the explanation with the class. Call on students to read aloud the examples.
- Write the following sentences on the board:
It was such a hot day.
The test was so difficult.
 Ask: **What do such and so mean in these sentences?**
 Elicit that they emphasize the adjective and make it stronger. (very hot, very difficult)
- Write the following sentences on the board for students to complete:
It was such a hot day that...
The test was so difficult that...
 Explain that by adding the word *that*, these phrases now express a cause. Say: **Complete each sentence with an effect.** Answers may include: *...we went to the beach; ...we couldn't play football; and ...I couldn't answer all the questions; ...no one passed; etc.*
- Write the following sentences on the board and elicit the correct word to complete each sentence:
He ate so _____ cookies that he felt sick. (many)
She drank so _____ coffee that she couldn't sleep. (much)
The film on TV was _____ boring that I fell asleep. (so)
It's _____ a nice day! Let's go outside. (such)



Language Builder

Explain two more meanings of *so*. It can be used (with no comma) when expressing a desired result. For example: *I studied hard so I could do well on the test.* It is also commonly used as an adverb for emphasis. For example: *I was so tired.*

A

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

Answers

- | | |
|----------|----------|
| 1. must | 4. must |
| 2. can't | 5. can't |
| 3. must | 6. can't |

B

- Have students work individually to complete the sentences. Then have them practice the conversation with a partner.
- Check answers by having a pair of volunteers read aloud the conversation. Encourage them to be expressive.

Answers

- | | |
|----------|---------|
| 1. can't | 6. so |
| 2. so | 7. so |
| 3. so | 8. must |
| 4. such | 9. such |
| 5. such | 10. so |

12 Form, Meaning and Function

Can't/Must

Use *can't* and *must* to speculate about something. Use *must* to say we are sure of something. Use *can't* to say that we think something is impossible.

It **can't** be rain. There isn't a cloud in the sky. It **must** be the neighbor. She's watering the plants on her balcony.

So...That/Such...That

So and *such* make the meaning of an adjective or adverb stronger. *So...that* and *such...that* are used to show cause and effect.

so + adjective/adverb + that

He is **so** fast **that** he won the race.

He ran **so** fast **that** he won the race.

so + many/much + noun + that

He has **so many** books **that** he can hardly carry them.

I have **so much** homework **that** I can't go out tonight.

such + adjective + noun + that

It was **such** a difficult test **that** none of the students did well.

A. Complete the sentences with **can't** or **must**.

1. Badria couldn't sleep last night. She _____ be tired.
2. Ahmed's just joking. He _____ be serious.
3. You haven't eaten all day. You _____ be hungry.
4. Look how tall he is! He _____ be over two meters tall.
5. It _____ be six o'clock already. Where does the time go?
6. That's impossible. It _____ be true.

B. Complete the conversation with **can't**, **must**, **so**, or **such**. Then practice the conversation with a partner.

A: This (1) _____ be your apartment!

B: Don't you recognize it?

A: Not at all. It was (2) _____ run down that I wondered why you wanted to buy it.

B: Well, it was (3) _____ cheap that I could afford it. And it has (4) _____ a beautiful view of the harbor.

A: But...

B: I know. It was (5) _____ a mess that I couldn't stand it. The paint was (6) _____ old that it was coming off the walls, and the floors. There were just (7) _____ many things to fix that I took some time off work to renovate.

A: You did this yourself? You (8) _____ be joking. You did (9) _____ a good job that it looks professional.

B: Thanks. I just have one complaint. I worked (10) _____ hard that I'm exhausted. I need another week off to rest.



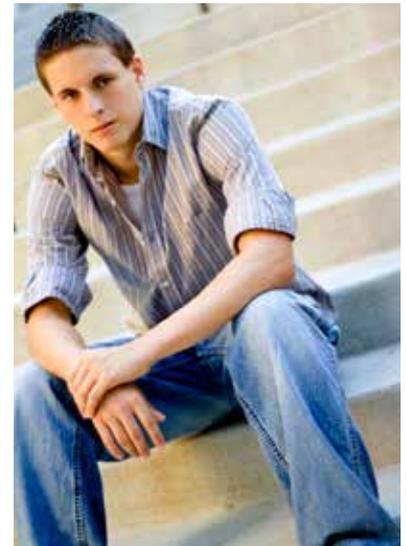
11 Making Choices

1 Listen and Discuss

Read the quotations, and give your comments.

If I don't wear cool clothes, I won't fit in. But who cares?

If Victor doesn't wear fashionable clothes, he won't fit in with the crowd. But he doesn't mind. He likes to have his own personal style.



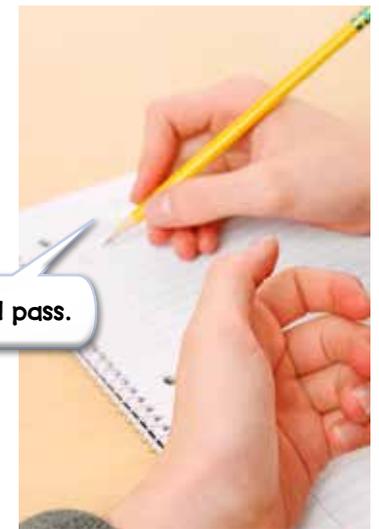
B



Tennis involves a lot of traveling, and so I'll be away from my family a lot. But there are many benefits, such as visiting a lot of countries, meeting interesting people, and learning about different cultures.

If Fahd becomes a professional tennis player, he won't see his family very often. But he'll visit new places and meet new people.

C



If I study for this test, I'll pass.

If Jimmy studies, he'll probably pass. But he won't be able to go to the football match with his friends.

D



If I buy the gold bracelet, I'll spend a lot of money.

Sabah wants to get her daughter a graduation gift, but she thinks the gold bracelet is too expensive. She'd rather save the money for her daughter's college studies.

Unit Goals

- ⦿ **Vocabulary**
 Environmental concerns
 Rural life
 Making choices
- ⦿ **Listening**
 Listen for points of view in a radio interview
- ⦿ **Functions**
 Express cause and effect
 Make choices
 Express preferences
- ⦿ **Pronunciation**
 Consonant clusters
sp, tr, cr, pr, gr in initial position
- ⦿ **Grammar**
 Conditional Sentences with Present and Future Forms
I'd Rather
 Conditional Sentences: Imaginary Situations
Wish
- ⦿ **Reading**
 The Right Choice
- ⦿ **Writing**
 Write about choices you have made and their consequences
- ⦿ **Project**
 Role-play an interview about a local issue and its positive and negative sides

Warm Up

Say sentences with *will* to tell students about what you plan to do this weekend. For example: ***I'll go bike riding this weekend.*** Or, ***I'll take a trip to my brother's house this weekend.*** Then ask questions with *if*. For example: ***If it's sunny this weekend, will I go bike riding?*** Or, ***If I get sick this weekend, will I take a trip to my brother's house?*** Have students give short answers. For example: *Yes, you will.* Or, *No, you won't.*

1 Listen and Discuss

- 🔊 **CD3, T14** Play the audio. Have students listen and read along. Pause the audio after each quotation to check comprehension.
- Check comprehension by asking questions, such as the following:



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(A)

How does Victor look to you? How would you describe how he is dressed? Is Victor worried about doing the same thing that other teens do? (no)

(B)

What sport does Fahd play? (tennis) ***What are the names of some professional tennis players? What is the life of professional tennis players like?*** (exciting, but busy)

(C)

What is Jimmy thinking about? (studying for a test) ***Does he think the test he's taking is easy or difficult?*** (difficult)

(D)

What does Sabah want to get for her daughter? (a graduation gift) ***What gift is she considering?*** (a gold bracelet)

(E)

How would you describe this road? (rural) ***Do the people who live here want to keep this scenic route, or build a new highway?*** (the local people want to keep the scenic route)

(F)

Do you think Omar likes to drive fast or slow? (fast) ***Why do you think so? Why shouldn't he speed?***

(G)

Are there any beaches that look like this near here? Where do you think this beach is? Do the people who live here want to build a resort on this beach? Why or why not?

- Have students do the introductory task. Have volunteers read aloud the quotations. After each quotation, have students give their comments. For example: *I agree with Victor; I always study; I don't know much about tennis.*

🔊 **CD3, T14** Play the audio again and have students listen and repeat the quotations.

- Have students underline the sentences with *if*. Then ask: ***What verb form is used after if?*** Elicit *will* or *won't* + *the verb*. Write on the board the following sentences:

I'm sure you will do well on the next test.

I'm sure you won't have any problems.

- Direct students' attention to the meaning of *will* and *won't* in the sentences on the board and the meaning of *will* and *won't* after *if* in the book. Ask if the meaning is the same or different. Explain that unlike in the sentences on the board, *will/won't* after *if* does not mean that the events described will definitely happen.

Quick Check

A

- Before students do the task, direct their attention to where the target words are used. Ask: **Who is thinking about studying?** (Jimmy) **Who is worried about fitting in?** (Victor) **Who is worried about getting a ticket?** (Omar) **Who is thinking about the benefits of his future choice?** (Fahd) **Who wants to keep the scenic route in their area?** (farmers)
- Have students do the task alone and compare answers in pairs.

Answers

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

B

- Have volunteers read aloud each sentence and point to the picture to which it refers. Have them mark each sentence *true* or *false* and rewrite the false statements to be true. Go over the answers with the class.

Answers

1. true
2. true
3. false (If Omar speeds, he might get a ticket.)
4. false (If Fahd becomes a professional tennis player, he will have to travel.)
5. false (If they build the resort, it will interfere with the environment.)
6. true

2 Pair Work



CD3, T15 Play the audio for the model conversations. Students listen and repeat.

- Model the task by role-playing another conversation. Ask a question. For example: **What will happen if Jimmy studies for the test?** Elicit various responses.
- Have students work in pairs to ask and answer questions about each picture in the presentation. Tell students to use *if* in their questions.
- Have pairs who finish first make a second and third question with *if* for as many pictures as they can.
- Have each pair ask the class one of their questions. Tell students not to repeat a question they have already heard.

Language Builder

Explain that in conditional sentences with *if*-clauses, there is a comma after the *if*-clause if it comes first in the sentence. There is no comma after the *may/might/will-clause* if it comes first in the sentence.

Workbook

Assign page 239 for practice with the vocabulary of the unit.



Teaching Tip

Be sure to listen to students until they have finished speaking, even if what they are saying is incorrect. Interrupting them while they are speaking may make them hesitant about participating in class in the future. If you need to correct a student, wait until he or she is finished speaking before you do so.



Additional Activity

Have students copy from pages 114–115 the first half of each quote beginning with *If*. Then have students work in pairs to complete the sentences differently. For example: ***If I study for this test, I might get a good grade.*** Have two pairs form a new group and tell each other their sentences.

Culture Note

The Farasan Islands (picture G, page 115) are located in the Red Sea, off the coast of Jazan Province, in southwestern Saudi Arabia. The islands are a protected nature reserve and home to the endangered Arabian gazelle and many species of migratory birds. The Farasan Islands are also known for their beautiful beaches and several archaeological sites of Islamic heritage.

The Asir Province (picture E, page 115) in Saudi Arabia is known for its picturesque countryside, fertile farmland, and scenic mountains. It is a popular tourist destination, but many local people and tourists say that the roads need to be improved.

The Department of Roads and Highways says that if it builds a new highway, it will bring a lot of development to the area.

The local farmers would rather keep the scenic route. They don't want a lot of traffic and pollution in the area.



E

F



If I speed along this road, I might get a ticket or even have an accident.

Omar had better not speed along this road, or he might have an accident.

G

If we build a resort on this site, it will generate lots of jobs for the people on the island.

Conservationists are against building the resort because they say it will interfere with the environment.



Quick Check ✓

A. Vocabulary. Match the words with the definitions.

- | | |
|-------------------|--------------------------------------|
| 1. ____ to study | a. advantage |
| 2. ____ to fit in | b. a fine |
| 3. ____ a ticket | c. to prepare for a test |
| 4. ____ benefit | d. with beautiful views |
| 5. ____ scenic | e. to be similar to or to blend with |

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

- ____ If Jimmy doesn't study for the test, he won't learn anything.
- ____ If Sabah buys the bracelet, she won't save money.
- ____ If Omar speeds on that road, he won't get into trouble.
- ____ If Fahd becomes a professional tennis player, he won't have to travel.
- ____ If they build the resort, it won't cause any problems.
- ____ If they don't build a new road, they won't spoil the peace and quiet.

2 Pair Work

Ask and **answer** about the people's comments.

-  What will happen if Jimmy studies for the test?
-  He might get a good grade, and he will pass.
-  What will the conservationists do if they try to build the resort?
-  They'll speak out.

3 Grammar

Conditional Sentences with Present and Future Forms

You can use conditional sentences with *if* to talk about causes and results.

Present Facts

Use the *simple present tense* in both clauses.

If you cook an egg in the microwave, it **explodes**.

If you put water in the freezer, it **becomes** ice.

Future Facts

Use the *simple present* in the *if*-clause and the *future* with *be going to* or *will* in the result clause.

If Saeed gets the job, he'll **be** very happy.

If Imad doesn't go to college, he's **going to be** very sorry.

May/Might

Use *may/might* in the result clause to suggest something is possible, but not certain.

If Noura doesn't do the homework, she **may fail** the class.

If Imad doesn't go to college, he **might not get** a good job.

I'd Rather

Use *I'd rather* (= *I would rather*) to talk about preferences.

A: Do you prefer to drive along the scenic route or take the highway?

B: **I'd rather** drive along the scenic route.

A. Complete the sentences about facts. Use the simple present or **will** in the second clause.

1. If you _____ (heat) water to 100 degrees Celsius, it _____ (boil).
2. If they _____ (climb) up to 4,000 meters, they _____ (need) oxygen.
3. If you _____ (not cross) its path, the snake _____ (not bite) you.
4. If we _____ (get) this 4K television, we _____ (see) the game better.
5. If you _____ (mix) flour and water, you _____ (end up) with batter.
6. If he _____ (not obey) the speed limit, he _____ (get) a ticket.

B. Work with a partner. Say what will/might happen in the following situations.

1. If we take the scenic route, _____.
2. If we spend the day in the country, _____.
3. If we rent a boat, _____.
4. If we bring a picnic lunch, _____.
5. If we invite some friends to come along, _____.
6. If we have time, _____.
7. Your idea: _____.

3 Grammar

Conditional Sentences with Present and Future Forms

- Have volunteers read aloud the example sentences in the chart.
- Explain that when we use *if* to talk about present facts, *if* means *whenever*. Elicit the verb forms in the *if*-clause and the main clause. (simple present + simple present)
- When we use *if* to talk about the future, *if* means something may or may not happen. Elicit the verb forms in the *if*-clause and the main clause. (simple present + *will/be going to* + verb) Emphasize that we use the simple present in the *if*-clause even though we are talking about the future.
- Elicit the difference in meaning between an *if*-clause + *may/might* (the second event is not certain to happen if the event in the *if*-clause happens) and an *if*-clause + *will* (the second event is certain to happen if the event in the *if*-clause happens).

Language Builder

Remind students that *won't* is the contraction of the negative form *will not*. The negative forms of *may* and *might* are *may not* and *might not*. We do not use a contraction for *may not* and rarely use the contraction *mighn't* for *might not*.

I'd Rather

- Have volunteers read aloud the conversation. Elicit the meaning of *would rather*. Explain that we use the base form of the verb after *would rather* but the infinitive after *prefer*. Point out that the negative of *would rather* is *would rather not*. For example: *I would rather not drive there.*

Language Builder

Explain that although it is more common to answer a question that begins *Do you prefer* with *I prefer*, sometimes *I'd rather* or *I'd prefer* is used instead. The answer to *Would you prefer* is usually either *I'd rather...*

A

- Before students write anything, have them look at the sentences one at a time. Elicit whether each one refers to a present fact or a future fact. Have students underline the *if*-clause in each sentence and circle the main clause. Check that students remember which verb forms to use in the different types of sentences.
- Have students do the task individually and compare answers in pairs.
- Walk around and monitor that students are writing the correct verb forms.

Answers

1. heat, boils
2. climb, will need
3. don't cross, won't bite
4. get, will see
5. mix, end up
6. doesn't obey, will get

B

- Have students skim the parts of sentences and answer any questions about vocabulary.
- Have students work in pairs to talk about what will possibly or probably happen in each situation.
- As an extension, give students a few minutes to complete the sentences in writing. Then have students switch partners and ask each other *yes/no* questions about the sentences. For example: *If we take the scenic route, will it take more time?*

Answers

Answers will vary. Sample answers:

1. it will take more time
2. we will be able to relax
3. we will be able to go across the lake
4. we will be able to eat near the lake
5. we will have more fun
6. we will walk around the lake
7. Answers will vary.

C

- Have students describe what they see in the picture. Then call on students to read aloud the parts of the sentences. Elicit any unfamiliar vocabulary words. Some words that may be new include: *ants, cow, truck, wasps, sting, nest, and crops*.
- Have students match the two parts of the sentences. When they finish, have them compare answers in pairs.

Answers

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

D

- Have students work in pairs to speculate about the picture. Tell students to use their imagination to talk about the scene and all the people in it. Model the task by asking students questions, such as the following:
If the man catches a fish, what will he do with it?
What will happen if the farmer doesn't do something about the crows?

Answers

Answers will vary.

E

- Have students work in pairs to talk about their preferences. Tell students to take notes on their partner's preferences.
- Then have students switch partners and tell their new partner about their first partner's preferences. Remind them to use contractions with pronouns and *would* with proper names. For example: *Fahd would rather live in a house than in an apartment. He'd rather travel by plane than by train.*

Answers

Answers will vary. Sample answers:

1. I'd rather get a job than go to college./
I'd rather go to college than get a job.
2. I'd rather lie in the sun than sit in the shade./
I'd rather sit in the shade than lie in the sun.
3. I'd rather cook dinner than wash the dishes./
I'd rather wash the dishes than cook dinner.
4. I'd rather live in an apartment than live in a house./
I'd rather live in a house than live in an apartment.
5. I'd rather travel by train than travel by plane./
I'd rather travel by plane than travel by train.
6. I'd rather go to the beach than go to the mountains./
I'd rather go to the mountains than go to the beach.
7. I'd rather have cold weather than have hot weather./
I'd rather have hot weather than have cold weather.
8. I'd rather eat at home than eat at a restaurant./
I'd rather eat at a restaurant than eat at home.

Workbook

Assign pages 240–242 for more practice with the grammar of the unit.



Teaching Tip

When dividing students into groups, four or five students per group should normally be the maximum number. If groups are any bigger, it can be difficult for all of the members to participate effectively in the activity.



Additional Activity

Have students write on a piece of paper something they would rather do than something else. Tell them to try to make their sentence representative of who they are. For example: *I would rather play basketball than any other sport*. Collect the papers and read each one aloud. Students have to guess which of their classmates wrote the sentence.



- Many young people dream of becoming a professional sports player. In a recent survey in the U.S., becoming a professional athlete was listed as the top career goal of eight percent of students, ages 8–12.
- The odds of becoming a professional athlete in the U.S. are about 24,550 to 1. The odds of becoming a rich and famous professional athlete are much smaller.



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C. Look at the picture, and match the parts of the sentences.

- | | |
|---|--|
| 1. If she leaves the food on the ground, ____ | a. he'll be pleased. |
| 2. If the cow crosses the road, ____ | b. the boy won't be happy. |
| 3. If the boy doesn't stop hitting their nest, ____ | c. the ants will take it. |
| 4. If the man catches a fish, ____ | d. it'll be good for the farmer's crops. |
| 5. If it rains on the farm, ____ | e. the truck might hit it. |
| 6. If the toy plane crashes, ____ | f. the wasps will sting him. |



D. Make up your own questions and answers with *if* about the picture.

🔦 Question: What do you think will happen if the government builds a highway along this route?

Answer: If they build a highway, a new shopping mall will go up.

If they build a highway, there won't be any cows in the field.

E. What would you rather do? Share your choices with a partner.

live in the city / live in the country
 I'd rather live in the country than live in the city.

- | | |
|---|--|
| 1. get a job / go to college | 5. travel by train / travel by plane |
| 2. lie in the sun / sit in the shade | 6. go to the beach / go to the mountains |
| 3. cook dinner / wash the dishes | 7. have cold weather / have hot weather |
| 4. live in an apartment / live in a house | 8. eat at home / eat at a restaurant |

4 Language in Context

How will the following things affect your life? Discuss in small groups.

 *If I don't go to college, I might not get a good job.*

go to college

learn English well

save some money

move to another town

travel to other countries

get good grades

get a scholarship

get a lot of money



5 Listening

A. Listening to the radio program with representatives of the Farmers' Association and of the Highway Department on the issue of the road. Which of the arguments are mentioned in the program? Check them.

B. Listen again and write **F** if the representative of the Farmers' Association says it or **H** if the representative of the Highway Department says it.

C. Discuss whether you support the Farmers' Association or the Highway Department. Give reasons for your position.



		Check if Mentioned	F (Farmer) or H (Highway)
1.	People will lose a scenic route.		
2.	Few people use the scenic route.		
3.	Factories will pollute the river.		
4.	Drinking water will be bad.		
5.	No new housing will go up.		
6.	Factories won't dump chemicals into the river.		
7.	The river is polluted already.		
8.	Farmers can buy new farms.		
9.	The development will create hundreds of jobs.		
10.	Farmers won't be able to find new land.		

6 Pronunciation

Notice the common consonant clusters at the beginning of words. Then practice.

sp	tr	cr	pr	gr
speed	traffic	crowd	prefer	grow

7 About You

1. Have you ever had to make a difficult choice in your life? What were the options? What were the positive and negative results?

2. Have you ever helped a friend to decide about a personal dilemma? Tell about it.

3. What are the most common important choices young people in your country have to make?

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4 Language in Context

- Arrange students in small groups. Tell them to make sentences with *if* to talk about the effects that each of the events would have on their lives. Explain that each sentence can contain two affirmative clauses (*If I go to college, I'll get a good job*), two negative clauses (*If I don't go to college, I won't get a good job*), or one affirmative and one negative clause (*If I go to college, I won't be able to work*).
- Have one person from each group report back to the class about one thing each of their group members said.

Answers

Answers will vary.

5 Listening

A

- Have volunteers read aloud the first two sentences of the directions. Ask: **What are you going to hear? What are they going to talk about? Who is going to speak? What arguments might they make?** Explain that an argument is a reason (or reasons) why you support or oppose an idea.

- 🔊 **CD3, T16** Play the audio. Have students listen and check the arguments the speakers mention.
- 🔊 **CD3, T16** Play the audio again. Students write *F* or *H* next to the arguments the speakers make.
- 🔊 **CD3, T16** Play the audio a third time for students to check their answers. Check answers as a class.

Answers

1.	People will lose a scenic route.	✓	F
2.	Few people use the scenic route.		
3.	Factories will pollute the river.	✓	F
4.	Drinking water will be bad.	✓	F
5.	No new housing will go up.		
6.	Factories won't dump chemicals into the river.	✓	H
7.	The river is polluted already.		
8.	Farmers can buy new farms.	✓	H
9.	The development will create hundreds of jobs.	✓	H
10.	Farmers won't be able to find new land.		

B

Have students discuss as a class whether they support the Highway Department or the Farmers' Association.
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🔊 Audioscript

Reporter: In today's program, "Your Side of the Story," we're going to interview Mr. Russell Murray, who represents the Farmers' Association of Belleview, and Mr. Jason Ryland of the Highway Department. Mr. Murray, I understand that you're organizing a march in favor of the farmers. Why?

Mr. Murray: If we don't bring our problem to town and let the people know what's going on, we'll lose one of the most scenic routes in our state. We think that people will be against the highway.

Reporter: And how else will the new highway affect the people of this city?

Mr. Murray: If the highway cuts through the Belleview area, new housing projects and factories will go up, and they will pollute the river. People will start drinking contaminated water.

Reporter: What do you have to say about that, Mr. Ryland?

Ms. Ryland: That isn't true. If factories go up near the river, they will have to obey environmental standards. They won't be able to dump their chemicals into the river.

Reporter: And will farmers lose their land and have to move out?

Ms. Ryland: Actually, their land will be worth much more. They will be able to sell their land at very high prices. They'll be able to buy land in other areas. The highway means good things. It will bring development, and it will create hundreds of new jobs.

Reporter: Should we stop progress and save the scenic route? What do you think? Please call and give your opinion. If you agree with Mr. Murray, call 800-555-6831. If you agree with Mr. Ryland, call 800-555-6832.

6 Pronunciation

- Tell students to pay attention to the initial consonant clusters at the beginning of the words.
- 🔊 **CD3, T17** Play the audio. Students listen and repeat.
- As an expansion activity, give pairs thirty seconds to write down all of the words they know that begin with one of these consonant clusters. Write each of the consonant clusters on the board, numbered 1 to 5. Have pairs read their lists aloud and tell you in which column each word belongs. Give each pair one point for any word that no other pair has.

7 About You

- Have students work in groups to discuss the questions. Have one person in each group report back to the class.

8 Conversation

- Have students cover the conversation and look at the picture. Write on the board **airshow**. Ask: **What is an airshow?** (an event at which pilots perform stunts and aerobatics with their planes and visitors can see different aircraft up close) **What do you know about airshows? Have you ever been to one?** If a student responds yes, ask: **What was it like? Would you like to go again?** If a student responds no, ask: **Would you like to see it?**
- Write the following question on the board: **Is Faisal going to see the airshow?** (maybe)
- 🔊 **CD3, T18** Play the audio. Have students listen for the answer to the question.
- 🔊 **CD3, T18** Play the audio again. Have students look at the conversation and read along as they listen.

Real Talk

- Have students repeat the phrases after you.
- Ask: **What is up in the air?** (Faisal's weekend plans) **Is he sure about what he is going to do?** (no) Ask students at random: **Are your weekend plans definite or up in the air?**
- Ask: **Who says make up your mind?** (Adel) **What is Adel going to help Faisal make up his mind about?** (Faisal's weekend plans) Ask students at random: **What do you need to make up your mind about?**
- Ask: **Who says It seems to me?** (Adel) **What is Adel going to say after it seems to me?** (his opinion) Ask students at random for their opinion about a subject. For example, ask: **Is it a good idea for students to attend school more hours every day?** Have them respond using *It seems to me...*

About the Conversation

- Have students work with a partner to ask and answer the questions.



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Answers

Answers will vary. Sample answers:

1. Faisal's plans are not certain.
2. His choices are to go to Fahd's graduation dinner, to spend the weekend at Khalid's family's house at the beach, or to go to the airshow with Tariq.
3. Fahd will be hurt.
4. He may not get another chance to see it.
5. Answers will vary.

Your Turn

A

- Have students role-play the conversation in pairs, ending it with a suggestion of what Faisal should do. Encourage them to make the conversation as natural as possible. Have volunteers present their conversations to the class.

B

- Have each student think of two events he or she would enjoy attending. Have students work in pairs to discuss what they would do at each event and the good and bad points of attending each event. Remind them to use *if* and *may/might/will*.

Workbook

Assign page 243 for additional reading practice.

Teaching Tip

Always relate the subject of a unit to issues in the students' lives. Ask if they know of any situations in their city or region that are similar to the one discussed in the Listening. Discuss how building something has had an impact on the local environment.

Additional Activity

Have students discuss the likelihood that each of the events in the **Language in Context** activity would happen to them. For example: *I'll probably go to college. I probably won't move to another town.*



The Saudi Hawks are the aerobatics team of the Royal Saudi Air Force. The team, formed in 1998, debuted in January 1999 in Riyadh. The team flies six green and white BAE Hawk Mk.65A and three Mk.65 aircraft. They perform at military shows in the Kingdom and at international airshows.

8 Conversation

Adel: What are you doing on the weekend?

Faisal: My plans are still **up in the air**.
Sometimes there's nothing interesting to do, but this weekend I have three good choices.
I don't know which one to do.

Adel: What are the three things? I might be able to help you **make up your mind**.

Faisal: OK. First, Fahd has just graduated from college, and he's invited me to dinner. If I don't go to Fahd's graduation, he's going to be very hurt. I'm one of his closest friends, you know. Second, Khalid invited me to spend the weekend at his family's house at the beach. Third, the airshow is taking place, and Tariq asked me to go with him this weekend.

Adel: What's your preference?

Faisal: I'd much rather go to the Saudi Hawks airshow. If I don't go this weekend, I may not get another chance to see it.

Adel: **It seems to me**, you should do what you feel like doing. If you go to the airshow, explain to Fahd and Khalid why you're going. I'm sure they'll understand.

Real Talk

up in the air = undecided

make up your mind = decide

It seems to me = a way to introduce an opinion

About the Conversation

1. What are Faisal's plans for the weekend?
2. What are his choices?
3. What will happen if he doesn't go to Fahd's graduation?
4. What will he regret if he doesn't go to the airshow?
5. What do you think Faisal should do?



▲ Saudi Hawks performing aerobatics (Souq Okaz, Taif, Saudi Arabia, 2017)

Your Turn

- A. Role-play the conversation. Suggest what you think Faisal should do on the weekend.
- B. You have been invited to two events on the same day. Discuss with a partner what you will do at each one. List the positive and negative results of your choices.

9 Reading

Before Reading

Have you ever had to make a serious decision in your life? Discuss.

THE RIGHT CHOICE

The story goes that in the fifteenth century, in a tiny village near Nuremberg, Germany, lived a family with 18 children. In order to keep food on the table for his large family, the father—a goldsmith by profession—worked almost 18 hours a day.

Despite their hopeless situation, two of the Dürers' elder children had a dream. They both wanted to pursue their talent for art, but they knew full well that their father could never afford to send either of them to Nuremberg to study at the academy.

After many long discussions, the two boys finally worked out a pact. Albert said, "I'll go down in the mines. With my earnings, I'll support you while you attend the academy for four years. When you complete your studies, you'll support me, either with the sales of your artwork or, if necessary, also by working in the mines."

His brother Albrecht agreed and went off to Nuremberg to study art at the academy. Meanwhile, Albert went down into the dangerous mines and, for the next four years, financed his brother, whose work at the academy was almost an immediate sensation. Albrecht's etchings, his woodcuts, and his oils were far better than those of most of his professors, and by the time he graduated, he was beginning to earn high fees for his works.

When the young artist returned to his village, the Dürer family held a festive dinner to celebrate Albrecht's triumphant homecoming. After a long and memorable meal, Albrecht rose at the head of the table to thank his beloved brother for the years of support that had allowed Albrecht to fulfill his ambition. His closing words were, "And now, Albert, blessed brother of mine, it is your turn. Now you can go to Nuremberg to pursue your dream, and I will take care of you."

All heads turned to the far end of the table where Albert sat, tears streaming down his pale face, shaking his lowered head from side to side while he sobbed and repeated, over and over, "No... no... no... no."

Finally, Albert rose, wiped the tears from his cheeks and said, "No, brother. I cannot go to Nuremberg. It is too late for me. Look what four years in the mines have done to my hands! The bones in every finger have been smashed, and lately I have been suffering from arthritis so badly in my right hand that I cannot make delicate lines on parchment or canvas with a pen or a brush. No, brother, for me it is too late."

In order to show his gratitude to Albert, Albrecht Dürer drew his brother's abused hands with palms together and thin fingers stretched skyward. He called his powerful drawing simply *Hands*, and the entire world almost immediately opened their hearts to his great masterpiece.



▲ German Artist Albrecht Dürer (1471-1528)

Note: Albrecht Dürer is a famous artist, but there is no historical confirmation for this inspiring story, which appears to have been recently invented.

9 Reading

READING STRATEGY

Understanding pronoun reference

- Tell students to pay attention to pronoun reference when they read. Have students identify who the following pronouns refer to:
his, 1st column, line 4 (the father's)
their, 1st column, line 8 (two of the Dürers' elder children)
your, 1st column, line 16 (Albrecht's)
his, 1st column, line 21 (Albert's)
his, 1st column, line 24 (Albrecht's)
his, 1st column, line 27 (Albrecht's)
his, 2nd column, line 2 (Albert's)
their, 2nd column, line 24 (the entire world)
his, 2nd column, line 25 (Albrecht's)
- Arrange students in pairs or small groups to discuss the **Before Reading** question. Ask volunteers to share their experiences.
- Have students look at the pictures on pages 120 and 121. Ask: **Who is the person in the picture? What was his occupation? Whose house is in the picture? Where did he live?** Do not confirm or deny answers at this point.



CD3, T19 Play the audio. Ask students to listen and read along to answer the question on the board.

- Ask: **Is the story true?** (Nobody knows for sure.)
- Have students reread the passage, one paragraph at a time. Pause after each paragraph, and ask questions to check understanding of vocabulary and the main points of the paragraph. Ask questions such as the following:
(paragraph 1)

When does the story take place? (in the 15th century / in the 1400s)

How many brothers and sisters did Albrecht Dürer have? (17)

What did Albrecht Dürer's father do for a living?

(He was a goldsmith.)

What do goldsmiths do?

(They make things out of gold.)

(paragraph 2)

What talent did Albrecht and his brother Albert have? (They were both good artists.)



Why couldn't they both go to Nuremberg to study art? (It was too expensive.)

(paragraph 3)

What did the brothers discuss? (who was going to study art and who was going to work in the mines)

What did the brothers decide? (Albert was going to work in the mines to support Albrecht's art studies.)

(paragraph 4)

How long did Albrecht Dürer study art? (4 years)

How do you know he was successful in Nuremberg?

(He earned high fees for his works.)

(paragraph 5)

Why did the family have a festive dinner?

(to celebrate Albrecht's return home)

Is a festive dinner a special meal or an everyday meal? (a special meal)

What did Albrecht do after the meal?

(He thanked his brother and said he would support Albert's studies in Nuremberg.)

(paragraph 6)

What was Albert's reaction? (He started to cry.)

(paragraph 7)

Why couldn't Albert draw anymore? (His hands were ruined from working in the mines.)

When people have arthritis, what happens?

(They have a lot of pain in the joints of their body, so it is difficult for them to do certain activities, like bend their fingers.)

(paragraph 8)

When Albrecht Dürer drew the hands, what was he thinking of? (his brother's generous support)

Why were his brother's hands so important to him?

(Without his brother's hard work in the mines, it would have been impossible for Albrecht to study art and become a successful artist.)

Why do you think people opened their hearts to Albrecht Dürer's painting?

(because the hands look as if the person has worked hard and suffered during his life)



Albrecht Dürer is considered to be the greatest artist of the German Renaissance. In addition to paintings and portraits, he created copper engravings, woodcuts, and maps.

After Reading

A

- Have students find and underline the expressions in the reading. Then have them work in pairs to come up with an explanation for each.

Answers

Answers will vary. Sample answers:

1. didn't have enough money
2. to reach an agreement
3. to do what he wants to do with his life

B

- Have students describe the brothers' choice in their own words. Tell them it might help to use the words in **A** in their description. When they finish, have students compare answers with those around them.

Answers

Answers will vary. Sample answers:

The family could not afford to send either son to art school. The two brothers worked out a pact. Albrecht would go to fulfill his ambition at art school and Albert would work in the mines to support him.

C

- Have students mark the sentences *true* or *false* and then check answers in pairs.

Answers

- | | | | |
|----------|---------|---------|----------|
| 1. false | 3. true | 5. true | 7. false |
| 2. true | 4. true | 6. true | 8. true |

Discussion

- Elicit what the saying means and how it relates to the story of Albrecht Dürer. Have students discuss whether or not they agree with the saying. If they agree, have them give examples of people they know or have heard about to back up their argument.

10 Project

- As a reminder, have students summarize the issue from the **Listening**.
- Brainstorm with the class local issues about which people have disagreed. Write them on the board.
- Have students work in groups of three. First, they discuss the positives and negatives of one of the issues on the board. Then they prepare a role play in which the interviewer gets the two opposing speakers to present their arguments.
- Have each group role-play the interview in front of the class, as well as submit their written interviews.



Teaching Tip

Where and how you position yourself in the classroom (for example: standing or sitting; in the front or in the back) has an effect on students. Your position in the classroom sends a message to students about what you want them to do and how you want them to do it.



Additional Activity

Choose one of the paragraphs from the reading for dictation practice. First, read the paragraph aloud slowly. Tell students they should write exactly what they hear. Then read the text a second time at a normal pace so that students can check their work.



Project: Famous Works of Art

In groups, have students choose a famous painting or work of art to research. Have them find out everything they can about the artwork and artist and present their findings to the class.



After Reading

A. Explain the following expressions in your own words.

1. could not afford

2. to work out a pact

3. to fulfill his ambition

B. Now in your own words explain the brothers' choice.



▲ Albrecht Dürer House, Nuremberg, Germany

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

1. ____ The father worked very hard as a tailor in order to support his family.
2. ____ The two boys were talented and wanted to become artists.
3. ____ The father didn't have enough money to send his sons to the academy.
4. ____ One brother would stay at home while the other went to Nuremberg.
5. ____ By the time he graduated, Albrecht's works were already known.
6. ____ Albrecht came back home to fulfill his part of the deal.
7. ____ His brother Albert couldn't go to the academy because he had broken fingers.
8. ____ Albrecht drew his brother's hands to express his gratitude.

Discussion

What do you think about the saying: "No one ever makes it alone!"
Discuss in a group, and give examples.

10 Project

 As a class, discuss local issues like the one about the highway in the **Listening** on page 118. Choose an issue and discuss the positive and negative aspects of each side. Role-play radio interviews like the one in the **Listening**, in which people who support different sides of the issue are interviewed.

11 Writing

I won't risk failing again!

A. Read the article about making choices. Circle the gerunds.

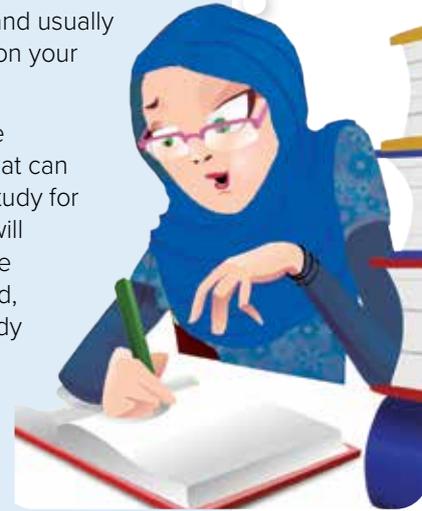
Making Choices

Your life is a result of the choices you make. Some everyday choices are simple and usually have very little impact on your life, while others can have serious consequences on your future.

Deciding what to wear or what to eat for lunch, for example, is usually of very little consequence. If you choose not to wear a jacket on a cold day, the worst thing that can happen is that you may come down with a cold for a few days. Choosing not to study for a test, however, could have more serious consequences. If you don't study, you will probably get a low grade or fail the test. Yet, sometimes making "bad" choices like these can help you learn to make "good" ones in the future. The next time it's cold, you will consider wearing a jacket. And the next time you have a test, you will study hard so that you won't end up failing.

But life also has more important choices to make, such as deciding on a career to follow or which university to attend. Making decisions like these is often difficult, so it's important to think about them carefully. One way to do this is to make a list of the positive and negative aspects before deciding. After comparing them, the right choice may seem clear. Another thing you can do is ask someone that you trust for advice. An older member of the family or a teacher who has had more life experience will be able to guide you in the right direction.

Remember that you are responsible for making choices, whether they are "good" or "bad." If you realize that a choice you have made is wrong, then it's up to you to decide how to make it right.



Writing Corner

- Gerunds and gerund phrases can act as subjects.
Deciding what to wear, for example, is usually of very little consequence.
- Gerunds and gerund phrases can act as direct objects of verbs.
The next time it's cold, you will consider **wearing a jacket**.
- Gerunds can act as objects of prepositions: *before, after, for, of, in, without, etc.*
Make a list of the positive and negative aspects before **deciding**.

B. Write notes in the chart about personal choices you have made and their consequences.

Choices	Consequences

11 Writing

A

- Have different students read paragraphs of the text aloud. As their classmates are reading, have students circle the gerunds.
- Go over any new vocabulary, first by having students try to work out the meaning in context. Give further examples and elicit definitions for the following phrasal verbs and expression. For example:
I have a fever. I think I'm coming down with the flu.
(come down with = start to become ill)
He didn't study, but he ended up passing the test.
(end up = finally become or do something)
It isn't up to me to fix your mistakes.
(be up to someone = be someone's responsibility)
- Ask students if they agree with the text, and if they think that "we learn from our mistakes."
- After going over the information in the **Writing Corner**, have students find the gerunds they circled and identify which type (subject, object of verb, object of preposition) each one is. Also have them identify the gerund phrases.

Answers

Subject: Deciding what to wear; Choosing not to study for a test; making "bad" choices like these; Making decisions

Object of verb: consider wearing a jacket; end up failing; risk failing

Object of preposition: such as deciding on a career; before deciding; After comparing; [responsible] for making choices;

Writing Corner

- Remind students that the *gerund* is the *-ing* form of a verb used as a noun. It answers the question *What?* Explain that a gerund can be combined with other words to make a *gerund phrase*. Two examples are *watching football* and *making a decision*.
- Have a volunteer read the sample sentence in 1. Point out that the subject of the sentence is a gerund phrase: *deciding what to wear*.
- Have a volunteer read the sentence in 2. Point out that in this sentence the object of the verb *consider* is a gerund phrase: *wearing a jacket*. Some other verbs and expressions that are followed by a gerund are: *avoid, be used to, can't stand, consider, dislike, enjoy, feel like, finish, go, hate, keep, like, love, prefer, recall, recommend, risk, spend time, start, suggest, etc.*
- Have a volunteer read the sentence in 3. Point out that the gerund is the object of the preposition *before*. Write these sentences on the board:
Playing football is better than watching it on TV.

I prefer playing football to watching it on TV.

Elicit that in the first sentence *playing football* is the subject of the sentence, and *watching it on TV* is the object of the preposition *than*. In the second sentence, *playing football* is the object of the verb *prefer*, and *watching it on TV* is the object of the preposition *to*.

Language Builder

Point out that many activities and sports, such as painting and swimming, are formed with a gerund. Elicit other examples of activities and sports that use a gerund, such as *cooking, reading, horseback riding, cycling, climbing, running, jogging, etc.*

B

- Tell students that they are going to write about choices they have made and their consequences. Write an example on the board: **choosing to attend college—learned how to achieve goals, became a teacher.** Provide a model. For example: *For me, choosing to attend college was one of the best decisions I ever made. I had to work hard and study a lot, but I also learned that I can achieve my goals. With my college degree, I was able to find a satisfying job as a teacher.*
- Have students write notes in the chart. Tell them to include at least one "bad" choice and the lesson they learned from it.
- Using their notes, have students describe their choices and the consequences to a partner.

C

- Encourage students to write a topic sentence in their introduction. For example: *Making choices isn't always easy because the choices we make can affect our future. Personally, I have made both good and bad decisions in my life...*
- Have students use their notes to write an essay.
- Ask volunteers to share their writing with the class.

Workbook

Assign page 244 for additional writing practice.

12 Form, Meaning and Function

Conditional Sentences: Imaginary Situations

- Go over the material in the chart. Explain that we use this form of conditional sentence to talk about hypothetical present situations and their results; that is, situations that are impossible or unlikely to ever happen. Point out that we use the simple past in the *if*-clause, and *would* in the main clause.

- Have volunteers read aloud the examples and identify the verbs. Write these sentence frames on the board and have students complete them:

If they _____ (know) the answer, they _____ (tell) us.

(If they knew the answer, they would tell us.)

If I _____ (be) you, I _____ (study) harder.

(If I were you, I would study harder.)

If he _____ (have) time to relax, he _____ (be) happier.

(If he had time to relax, he would be happier.)

- Point out that *If I were you* is a common phrase used to give advice.
- Go over the contractions for *would*. Tell students that the contraction for *it would* is *it'd*. However, this contraction is usually only used in speaking, not writing. For example, say:

It'd be better if you arrived earlier.

- Review that the *if*-clause can come at either the beginning or the end of the sentence. If it comes at the end, a comma isn't used. For example:

If I went to bed earlier, I wouldn't be so tired.

I wouldn't be so tired if I went to bed earlier.

Wish

- Go over the material in the chart. Call on one student to read the statements in the left column, and another to read the statements with *wish*.
- Write a few sentences on the board for students to restate using *wish*. For example:

I'm not good at math.

(I wish I was/were better at math.)

She can't go shopping this weekend.

(She wishes she could go shopping this weekend.)

I don't know what to do.

(I wish I knew what to do.)

- Call on students to make statements such as those above. For each statement, call on another student to restate it using *wish*.

Language Builder

Explain other meanings of *wish*. As a verb followed by *would*, it usually indicates a request. For example: *I wish you would be quieter*. Followed by an infinitive, *wish* is used to express what the speaker wants to do. For example: *I wish to speak to him*. Explain that this is more formal than *I would like to speak to him*.

A

- Have students work alone to match the sentence parts.
- Go over the answers as a class.

Answers

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

B

- Have students work in pairs to discuss what they would do in each situation. Point out that while some of the situations are unlikely, others could be possible.
- Call on pairs to share their answers with the class.
- Have a class discussion about some of the situations.

Answers

Answers will vary.

C

- Model the first item as an example with the class. Ask: **What does Trevor wish?** For the first sentence, elicit the negative form of *has to* in the simple past. (didn't have to) For the second sentence, elicit the affirmative past form of *can*. (could)
- Have students work alone to complete the sentences, and then compare answers with a partner.
- Check answers by calling on students to read their sentences for the class.

Answers

Answers will vary. Sample answers:

- Trevor wishes he didn't have to wake up early. He wishes he could get more sleep.
- I wish I felt better. I wish I could hang out with my friends today.
- We wish there wasn't so much pollution. We wish more people cared for the environment.
- I wish I had a new laptop. I wish I had enough money to buy one.
- Ali wishes he could go surfing. He wishes he knew how to surf.

12 Form, Meaning and Function

Conditional Sentences: Imaginary Situations

You can use conditional sentences to talk about imaginary or hypothetical situations in the present. Use the simple past in the *if*-clause and *would* in the main clause.

If they **built** a new highway, the farmers **would** be affected.

If I **was/were** rich, I **wouldn't** have to work.

The contraction of *would* is 'd: *I'd, you'd, he'd, she'd, we'd, they'd*.

They'd be happy **if** they **had** time to take a vacation.

Wish

Use *wish* + the simple past for things you want to happen in the present but probably won't.

They don't have much time.

They **wish** they **had** more time.

I have to study today.

I **wish** I **didn't have** to study today.

Faisal isn't rich.

Faisal **wishes** he **was/were** rich.

I can't speak French.

I **wish** I **could** speak French.

Note: The form of the verb *be* is often *were* for all subjects in imaginary situations and wishes.

A. Match the sentence parts.

- | | |
|--|-------------------------------|
| 1. ___ If my family had to move to another city, | a. there'd be less traffic. |
| 2. ___ If everyone cared for the environment, | b. he'd be in good shape. |
| 3. ___ If he had more work experience, | c. I'd visit New Zealand. |
| 4. ___ If people took the bus more often, | d. I'd miss my friends. |
| 5. ___ If he worked out at the gym every day, | e. he'd apply for the job. |
| 6. ___ If I could travel anywhere in the world, | f. there'd be less pollution. |

B. Discuss the following situations with a partner. What would you do?

1. You have more free time to do something you really enjoy.
2. You were given a scholarship to study at the college of your choice.
3. You lent a good friend some money, but he/she didn't return it.
4. You are a conservationist and your job is to protect the environment.
5. Your classmate asked you to not study for an important test.

C. Write two sentences with **wish** for things that each person wants.

1. Trevor has to wake up early for work. He can never get enough sleep.
2. You don't feel well, so you can't hang out with your friends today.
3. There is so much pollution. We want more people to care for the environment.
4. You want to buy a new laptop, but you don't have enough money.
5. A friend asks Ali to go surfing. He can't go because he doesn't know how to surf.



12 Culture Shock

1 Listen and Discuss

Which of the following customs are similar in your country?

When in Rome, Do as the Romans Do

When you are visiting a new place, you should try to act as the local people do. Here are some tips.



In Mediterranean Countries ▲

Eating dinner late is a common custom in Mediterranean countries such as Italy, Greece, and Spain. No one goes out for a meal before 9 P.M., and most restaurants stay open past midnight. It is also common for people in these countries to take an afternoon break. Many stores close for 3 hours in the afternoon, allowing workers to eat with their family, rest, and return to work relaxed.



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In England ▲

In England, it's customary to say "please," "thank you," "excuse me," and "sorry." It's polite to say "excuse me" if someone is blocking your way, and "sorry" if you accidentally bump into someone. And remember to stand in line (or as the British say, "queue up") and wait your turn patiently. It's a good idea to talk about the weather, a favorite topic of conversation with the British.



In Japan ▲

In Japan, be prepared to exchange personal or business cards. When a person gives you a card, don't put it in your pocket right away. The person expects you to read it and even comment on it. It is impolite not to do so.

◀ In Asian Countries

In many Asian countries, people eat with chopsticks. It's not polite to play with chopsticks or to cut and spear food with them. It's rude to leave them standing up in a bowl of rice. When not using your chopsticks, place them on the chopsticks holder. If you can't manage to eat with them, it's advisable to ask for a spoon or a fork.

Unit Goals

- Vocabulary**
 Gestures
 Customs
 Expressions of advice
 Polite expressions
- Listening**
 Listen for specific details in travel advice
- Functions**
 Describe customs of different cultures
 Give advice
- Grammar**
 Verb + Infinitive
 Verb + Noun/
 Pronoun + Infinitive
It's... + Infinitive
 Expressions of Advice with Infinitives
 Gerunds as Subjects
 Past Perfect
- Pronunciation**
 Reduction of *to* in sentences
- Reading**
 A Fish Out of Water
- Writing**
 Write an email about culture differences
- Project**
 Write advice to travelers to your country

Warm Up

With books closed, ask students to guess in which countries of the world they would find the following customs: ***In which countries do you think all university graduates have a title? In which country do you think people always talk about the weather? In which country is tipping not common?*** Ask students to respond with just the name of the country. Do not tell students if they are right or wrong.

Ask students to say how customs are different in other countries. Begin by saying what you think. For example: ***I think people are more formal in Japan than in (country). I think people in the United States watch more television than in (country). What do you think?***

1 Listen and Discuss

- Write on the board: ***When in Rome, do as the Romans do.*** Elicit what the saying means. If students have no idea, read aloud the explanation underneath the title on page 124.

 **CD3, T20** Play the audio. Students listen with books closed.

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- After students have listened, ask some general comprehension questions, such as the following:
 - What parts of the world did you hear about?*** (England, India, Japan, Mexico, Mediterranean countries, Germany, the U.S., China, Asian countries)
 - What do people in England usually do when they wait at bus stops?*** (stand in line)
 - What is a custom they have in India?*** (removing shoes before entering a house)
 - Is removing shoes only a custom in India?*** (No, it's common in many parts of the world.)
 - Where is the exchange of business cards or personal cards important?*** (Japan)
 - Do you think it's polite or impolite in Japan to talk about the cards?*** (polite)
 - What are some Mediterranean countries?*** (Italy, Greece, and Spain)
 - What do people in Mediterranean countries do in the afternoon?*** (take an afternoon break)
 - What do many Asian cultures use to eat with?*** (chopsticks)
 - When do cab drivers get angry in the United States?*** (when they don't get a tip)

 **CD3, T20** Play the audio again. Students listen and read along.

- Discuss the introductory question: ***Which of the following customs are similar in your country?***
- Answer any questions students may have about vocabulary or content.
- Say a sentence from the text, without the name of the country or region. For example: ***Be prepared to exchange personal or business cards.*** Have students say the country or countries and repeat the sentence. For example: ***In Japan, be prepared to exchange personal or business cards.***

Language Builder

We *stand in line* (or *in a queue* in England) to wait our turn at a bus stop, in a bank, or in a check-out line at a store or supermarket.

A *host* is a person who greets or welcomes a *guest*.

The opposite of *polite* is *impolite*. The prefix *im-* makes the word negative.

Quick Check

A

- Refer students to the sentence in the introduction: *Here are some tips.* Ask: **When people give tips (in this context), what are they giving?** Elicit *advice* or *recommendations*. Have students say some advice or recommendations they can remember from the text without looking in their books. Then have students look at the text and write down four sentences. Go over the answers with the class.

Answers

Answers will vary. Sample answers:

In England, it's customary to say...

And remember to stand in line...

It's a good idea to talk about...

In the United States, remember to make sure you...

Don't forget to call a university graduate...

In Japan, be prepared to exchange...

It is impolite not to do so.

Try not to spread dust...

It's not polite to play with...

It's rude to leave them...

It's advisable to ask for...

B

- Have students scan the sentences and say the places in the headings that are not mentioned. (Asian countries, the United States, Mediterranean countries)
- Have students write *true* or *false* for the statements. Go over the answers with the class.

Answers

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

2 Pair Work

A

CD3, T21 Play the audio for the model conversations. Students listen and repeat.

- Model another question and answer with a volunteer.
- Tell students that they can use words other than those in the text. Direct students' attention to the second exchange: **Is it polite to cut your food with chopsticks in Japan?** Show them that the text uses the phrase: *cut and spear food*.

rather than *Japan*. Students should feel free to use synonyms and similar expressions.

B

CD3, T21 Play the audio for the model conversation. Students listen and repeat.

- Have students give advice to a partner about traveling to a different country. Have them use information from the text or any other information they may know about different cultures.

Workbook

Assign page 245 for more practice with the vocabulary of the unit.



Teaching Tip

Show enthusiasm about the subject you are teaching. If you appear to be uninterested, students will pick up on this and they will become bored, too. On the other hand, if you are excited about what you are teaching, the students will be more interested, too. So, think of ways to make the class more interesting, challenging, and stimulating for yourself as well as the students!



Additional Activity

Have students design their own business cards. Have them decide what to include. For example: business name, street address, phone number, fax number, email address, and person's name and title. They can use the name of a real company in English if they want to, or invent a new one. They might also include a graphic or illustration that is representative of them or their business. Have students exchange business cards and have a conversation based on the cards.



- In parts of Africa, it is considered friendly to hold a handshake for several minutes. This would be very disconcerting for Americans who only shake hands for a few seconds.
- While it is common in China to ask people about their age and income, this is considered private information in the U.S., and asking about it would seem very rude.

In Mexico

In Mexico, all university graduates have a title, and they usually expect you to use it. Don't forget to call a university graduate, such as a lawyer or an engineer *Licenciado*.



In India

Removing shoes before entering a home is customary in India. In fact, it is common practice in many parts of the world. Try not to spread dust and mud in the house and on the carpets of your host.



In the United States and China

In the United States, remember to make sure you tip porters, taxi drivers, and waiters. Waiters expect to get a tip that is 15 percent of the cost of your meal. China is one of those wonderful countries where tipping is not practiced, and almost no one asks for tips.

In Germany

Being punctual is important to Germans. For business meetings it is a good idea to arrive a few minutes early. Hosts also expect their guests to be on time. Being late or rushing makes a bad impression.

Quick Check ✓

A. Vocabulary. Write down four sentences in the article that use expressions of advice and recommendation.

💡 *It's a good idea to...*

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

1. ____ It's not a good idea to discuss the weather in England.
2. ____ You are expected to take off your shoes in an Indian home.
3. ____ Make sure you call everyone in Mexico *Licenciado*.
4. ____ Be sure to carry business cards with you in Japan.
5. ____ Remember not to be late for an appointment in Germany.
6. ____ You should always remember to tip in China.

2 Pair Work

A. Ask and **answer** about customs in different countries using the information on these pages.

- 🗨️ What should I remember to do in England?
- 💬 Always remember to stand in line.
- 🗨️ Is it polite to cut your food with chopsticks in Japan?
- 💬 No, it isn't.

B. Give advice to travelers to different countries.

- 🗨️ It's advisable to have a snack before dinner in Spain.
- 💬 Why?
- 🗨️ Because people have dinner very late, and most restaurants stay open after midnight.

3 Grammar

Verb + Infinitive

The infinitive form can follow certain verbs, including the ones below.

afford, choose, decide, expect, forget, hope, learn, manage, offer, promise, refuse, remember, try

expect	We didn't expect to arrive so late.
manage	They managed to get an earlier flight.
refuse	The airline refused to pay for our hotel.
remember	I didn't remember to bring my toothbrush.
try	She tried to sleep on the plane, but she couldn't.

Remember: Some verbs are followed by gerunds. See Unit 10, page 106.

Verb + Noun/Pronoun + Infinitive

In Latin America, families **allow children to stay up** late.

In China, people don't **expect you to tip**.

It's... + Infinitive

- It's polite to...
- not polite to.../impolite to...
- rude to...
- common to...
- wrong to...
- advisable to...
- a good idea to...

Note: Some of these expressions can be used for advice (for example, *It's advisable to...*, *It's a good idea to...*).

Expressions of Advice with Infinitives

- Try to...
- Try not to...
- Remember to...
- Don't forget to...
- Make sure to...
- Be sure to...

Gerunds as Subjects

A gerund can be used as the subject of the sentence.

Traveling is a good way to learn about other cultures.

Tipping is not common in Japan.

A. Make sentences. Use infinitives. Add **it's** where necessary.

1. good idea / follow / local customs _____
2. we / managed / get seats / on the crowded bus _____
3. not advisable / carry / a lot of money _____
4. make sure / tip / taxi drivers _____
5. try / stay / in places that are safe _____
6. polite / stand in line / for a bus _____

3 Grammar

Verb + Infinitive

- Have volunteers read aloud the sentences in the chart. Elicit the verb pattern in each sentence. For example: *expect + infinitive, manage + infinitive, etc.*
- Point out that we use *not* before an infinitive to make it negative. Give examples, such as: ***They managed not to spend a lot of money. We tried not to be late.***
- Remind students that other verbs are followed by gerunds. Write ***I enjoy _____*** on the board. Elicit whether to complete the sentence with *to play football* or *playing football*.

Verb + Noun/Pronoun + Infinitive

- Elicit how the two sentences in this part of the chart are different from the sentences in the first part. (The sentences in the second part have an object—a noun or pronoun—after the main verb.) Elicit other verbs students know that follow this pattern. Write examples on the board, such as: ***I asked him to leave. I need you to help me. I want my friend to come.***

Language Builder

Point out that *expect* (and other verbs like *ask, need, want*) can be used with or without a noun or pronoun. For example: *She expects to arrive on time. She expects Sam to arrive on time.*

Allow must be followed by a noun or pronoun. For example: *His mother allowed Fahd to go to the park.*

It's + Infinitive

- Go over the material in the grammar chart for the expressions that use *It's* + infinitive. Elicit or give examples for each expression. For example: *It's polite to let a person finish speaking before you speak. It's impolite to interrupt a person. It's rude to talk with your mouth full of food. It's common to tip a waiter 15 percent. It's logical to study for a test. It's advisable to drive carefully. It's a good idea to write a thank-you note when you receive a gift.*

Expressions of Advice with Infinitives

- Go over the expressions of advice with infinitives. Point out that to make negative expressions of advice, we use *not* before the infinitive following the introductory words and phrases. For example: *Try not to do that again. Remember not to ask people their age. Be sure not to forget our appointment.*
- Elicit ways to complete the sentences. For example: *Try to be on time. Try not to be late. Remember to bring your notebook. Don't forget to buy milk. Make sure to do your homework. Be sure to get a good night's sleep.*

Gerunds as Subjects

- Have volunteers read aloud the sentences in the grammar chart and ask students to identify the subject in each.
- Review the function and form of a gerund. Elicit that it replaces a noun or pronoun and that we form a gerund by adding *-ing* to the verb.
- Point out that we use *not* before a gerund to make it negative. For example: *Not arriving on time is considered impolite. Not tipping in a restaurant in the United States is unusual.*

A

- Have students identify the subject and main verb in each item. If there is no subject or main verb in an item, elicit *it* and *be*. (If necessary, explain that in number 4 the unstated subject is *you*.) Then elicit the verb in each sentence that requires an infinitive.
- Have students do the task individually. Ask students who finish first to each write one sentence on the board.
- As an extension, have students work in pairs and say the sentences they agree with.

Answers

1. It's a good idea to follow local customs.
2. We managed to get seats on the crowded bus.
3. It's not advisable to carry a lot of money.
4. Make sure to tip taxi drivers.
5. Try to stay in places that are safe.
6. It's polite to stand in line for a bus.

B

- Before students look at pages 124–125, have them say what they remember about customs in the different countries. Then have students look at the pages to complete the task.
- Have students compare answers in pairs. Tell them that they may not have the exact same sentences, but that they should make sure they agree with what their partner has written.

Answers

Answers will vary. Sample answers:

1. to read a person's business card and comment on it
2. to be late for an appointment
3. to say "sorry" if you accidentally bump into someone
4. to wear shoes in the house
5. to use university graduates' titles
6. to eat dinner late

C

- Have students describe what the people are doing in the pictures. Then have students write two sentences for each picture, beginning one sentence with *It's* and the other with a gerund. Encourage them to use a variety of adjectives. For example: *It's polite/not polite/impolite/rude/wrong/OK/acceptable*, etc. Have students compare sentences in pairs to see if they agree.
- Have students who finish first practice asking and answering questions about customs in particular countries. For example: *Is it acceptable to eat with a fork in Japan?* Students can answer with *I don't know* when appropriate.

Answers

Answers will vary.

It's polite to remove your shoes at a mosque.

Removing your shoes at a mosque is the polite thing to do.

It's impolite to shout at the waiter.

Raising your hand is the right thing to do.

It's rude to point at people.

Pointing at a person is not accepted.

It's not polite to put your feet on the seat.

Putting your feet on the seat is wrong.



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D

- Before students do the task, review verbs that are followed by infinitives or gerunds. Write on the board **verb + infinitive** and **verb + gerund** and put **1** and **2** under each. Say a variety of verbs. For example: **avoid, can't stand, decide, enjoy, expect, give up, keep, learn, manage, miss, promise, refuse**. Students call out **1** or **2**. Write the verbs in the appropriate column.
- Have students do the task individually. Go over the answers with the class.

Answers

1. driving
2. to change
3. to try
4. looking
5. to pay
6. waiting
7. to take
8. to learn

Workbook

Assign pages 246–248 for more practice with the grammar of the unit.



Teaching Tip

To make your lessons interesting and relevant to students' lives, you might need to do research before class to find information that students will like to know. For example, students will be happy to get information in English about strange customs in other countries.



Additional Activity

In groups, ask students to talk about some of the things they absolutely refuse to do. For example: *I refuse to eat broccoli. I refuse to watch (TV program) on TV. I refuse to lend my computer to (person)*. Have the rest of the group ask: *Why do you refuse to eat broccoli/watch (TV program)/lend your computer to (person)?* Have students tell why.



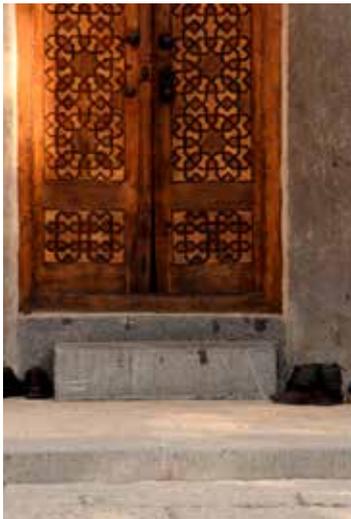
- In different cultures, people line or queue up differently. People in England are considered the best at queuing. They will wait patiently in a line for long periods of time.
- In many parts of the world, people do not queue up in this manner. They simply crowd up and try to be next for service.

B. Complete the following sentences with infinitives. Use the information in the article on pages 124 to 125.

1. It's advisable _____ in Japan.
2. It's not a good idea _____ in Germany.
3. It's polite _____ in England.
4. It's not common _____ in India.
5. It's important _____ in Mexico.
6. It's common _____ in Mediterranean countries.

C. Look at the photos. What do you think is the polite/not polite thing or the right/wrong thing to do in your country?

💡 *It's polite for businessmen to shake hands.
Shaking hands is polite in my country.*



D. Complete the sentences with the correct form—the infinitive or gerund. Review the list of verbs that can be followed by gerunds in Unit 10, page 106.

1. We enjoyed _____ (drive) along the scenic route on the way to the ocean.
2. Mahmoud managed _____ (change) the tire in the dark.
3. I refuse _____ (try) different kinds of foods.
4. We kept _____ (look) until we found a good restaurant for dinner.
5. I expected _____ (pay) a lot of money for hotels.
6. I can't stand _____ (wait) in long lines.
7. Please remember _____ (take) your passport with you when you travel.
8. I tried _____ (learn) some of the customs of the country before I traveled.

4 Language in Context

Discuss with a partner how people handle the following situations in your country.

- 💡 *Standing in line to catch a bus is common.* OR
It isn't common for people to stand in line to catch a bus.

standing in line	eating late at night
tipping	taking a rest in the afternoon
shaking hands	taking your shoes off in the house
arriving late	your idea: _____

5 Listening

Listen to the advice about traveling to the United States. Then answer **true** or **false**.

- _____ Gestures are very similar all over the world.
- _____ Americans usually introduce themselves with their last names.
- _____ Americans like to stand really close when they are talking to others.
- _____ People are expected to arrive on time at all events in the United States.
- _____ It's polite for house guests to give a small gift in the United States.



6 Pronunciation

Listen. Notice how **to** is reduced and pronounced quickly. Then practice.

It's polite to shake hands.	It's impolite to stare at someone.
It's advisable to study the customs.	It's common to exchange business cards.

7 About You

1. What dos and don'ts do you know about for different countries? What are some cultural differences you know about?
2. Are there different customs in different parts of your country? What are the differences?
3. Have you ever lived or traveled abroad? Did you have any difficulty in adjusting?
4. Have you ever had a problem because of a cultural difference? Explain.
5. What are common gestures in your culture? What do they mean?

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4 Language in Context

- Have students look at the model sentences and say which is correct for their country. Then have students read aloud the situations in the list. Elicit suggestions for *your idea*. Write them on the board.
- Have students do the task in pairs. When they finish, have each pair talk about one of the situations.

Answers

Answers will vary.

5 Listening

- Have students look at the picture. Have them say whether that could be an image of people meeting in their country. Elicit as many details as possible about the similarities and differences.
- Tell students they are going to hear a talk about customs in the United States. Have them read the sentences and say whether they think the sentences are true or false.
- 🔊 **CD3, T22** Play the audio. Students listen to see if their predictions about the answers were correct.
- 🔊 **CD3, T22** Play the audio again for students to write *true* or *false*.
- 🔊 **CD3, T22** Play the audio again for students to check their answers and correct the false statements to be true.
- Go over the answers with the class.
- As an extension, play the audio again. Have students make notes about additional details and then talk about what they heard in small groups.

🔊 Audioscript

There are certain things that you should be aware of when you travel to a foreign country. Patterns of behavior that are acceptable in your country may actually be insulting to people in other cultures. Body language also varies. Gestures that mean one thing in your culture may not be understood or may have a different meaning in another culture. If you're going to travel to the U.S. as a tourist, as a student, or on business, it's advisable to observe the following:

Americans usually shake hands when they first meet people and business acquaintances. They greet others by making eye contact and smiling, and it is also common to introduce people using first names. In general, they like to keep their distance, and are uncomfortable if someone moves in really close. The acceptable distance is approximately 40 centimeters, about an arm's length.

Americans are very punctual and are not tolerant of lateness for social occasions, and especially for business meetings. Being late for a meeting or an appointment is considered a sign of disrespect. Most business entertainment takes place in restaurants. It is not common for Americans to bring business into their homes. When they become friends, they might invite colleagues for a meal to their house. Guests are not expected to bring gifts, but a small token, such as chocolates or flowers, is usually well received.

Answers

1. false (Gestures vary from country to country.)
2. false (Americans introduce themselves with first names.)
3. false (Americans like to keep their distance.)
4. true
5. true

6 Pronunciation

- Tell students that they will hear the sentences read in natural conversation. Ask them to listen to see if they hear *to* clearly as a separate word.
- 🔊 **CD3, T23** Play the audio for students to listen.
- Point out that the infinitive *to* is blended together with the word that follows it so that the two words sound like one word.
- 🔊 **CD3, T23** Play the audio again for students to listen and repeat the sentences.

7 About You

- As a model, have a volunteer ask you one of the questions. Answer truthfully.
- Organize students into groups to talk about customs in different cultures.
- Have one person in each group report back to the class about the most interesting points of their discussion.

8 Conversation

- Have students cover the conversation and look at the picture. Ask: **What is the city in the picture?** (Shanghai) Elicit what they know about Chinese customs. For example, ask: **Do people in China eat the same foods as you? What do they often eat with? What else do you know about Chinese customs?**

 **CD3, T24** Play the audio. Students listen with the conversation still covered.

- To check comprehension, ask students what the men are talking about. (They're talking about how some Chinese customs are different.)

 **CD3, T24** Play the audio again. Students listen and read along.

Real Talk

- Have students repeat the phrases after you.
- Ask: **Who says to be honest?** (Edgar) **Why does he say to be honest?** (He is going to say something Will doesn't expect to hear.) Ask questions to elicit a truthful response. Have students respond with *To be honest*. For example: **Why didn't you do the homework?**
- Ask: **Who says got the hang of?** (Edgar) **What did he get the hang of?** (eating with chopsticks) Explain that *get the hang of* means *learn how to do*. Ask students to tell about something they got the hang of doing.
- Ask: **Who says kind of?** (Edgar) **Does he mean very weird or a little weird?** (a little) Point out that we can use *kind of* in response to a question. Have students respond to questions with *yes*, *no*, or *kind of*. For example: **Are you sleepy/hungry?**
- Ask: **Who says No kidding?** (Will) **Why?** (He's surprised.) **What is he surprised about?** (Millions of people have the same surname.) Tell the class things you think will surprise them to prompt the phrase *No kidding*. For example: **People in Bulgaria nod their heads to mean "no" and shake their heads to mean "yes."**

Your Ending

- Go over the three endings, having students repeat them with the appropriate intonation. Have students work in pairs to choose an ending or write their own ending. Have students act out the conversations with their new endings.

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About the Conversation

- Have students work with a partner to ask and answer the questions.

Answers

Answers will vary. Sample answers:

- There's a lot of traffic, crowded buses, tall buildings, and modern shopping malls.
- He's still learning Chinese for everyday situations.
- Eating with chopsticks was difficult for him at first.
- The surnames come before the first names, and millions of people have the same surname.

Your Turn

- Before students do the role play, elicit ways of expressing surprise. For example: *No kidding! You're kidding! Really? I never knew that.*
- Have students work in pairs. Tell them to choose a country they know about or to use the information about one of the places on pages 58 and 59. Have volunteers present their conversations to the class.

Workbook

Assign page 249 for additional reading practice.

Teaching Tip

Before giving a test, it's a good idea to review the most important material and to give students an idea of what areas to focus on when they study. No student is able to remember everything learned during class. Reviewing for a test will allow them to prepare adequately and to really show how much they have learned.

Additional Activity

Have students role-play a conversation between Edgar and a Chinese colleague during Edgar's first week in China. Edgar makes several cultural mistakes and his Chinese colleague tries to help him.

fun facts

- Shanghai is the largest city in China. It has a population of over 20 million people.
- Shanghai is the fourth most densely populated city in the world, after London, Mexico City, and New York.
- Nearly 40 percent of the world's mobile phones and laptops, and 50 percent of the world's cameras and shoes are made in China.

8 Conversation



Will: So, what's it like living and working in China?

Edgar: Well, **to be honest**, in today's globalized world, there isn't really all that much difference anymore, especially in big cities like Shanghai, where I'm based. There's a lot of traffic, crowded subways and buses, tall skyscrapers, and modern shopping malls just like in other large cities around the world.

Will: Have any differences struck you?

Edgar: Well, the food is very different, and eating with chopsticks was tricky at first, especially rice and noodles. But I **got the hang of** it.

Will: What about the language?

Edgar: Most of the people I work with speak English well. I'm still learning Chinese to handle everyday situations.

Will: Is there anything else you're not used to yet?

Edgar: No, I've adjusted to the way of life. However, there's still one thing that's **kind of** weird to me. In China, the family name comes before the first name, and millions of people have the same surname. For example, Wang, Li, Zhang, Chen, and so on are the most common.

Will: **No kidding!**

Edgar: Yeah, at work when I called out Zhou, three colleagues used to answer me. But I managed to solve the problem.

Will: What did you do?



▲ Shanghai, China

Your Ending

What do you think Edgar answers?

- 1 I found out the first name of each one.
- 2 Together we came up with a Western name for each: John, George, and Joe.
- 3 I left my work station and went and talked to each one.
- 4 Your idea: _____

Real Talk

to be honest = used to state something more directly
to get the hang of = to get used to doing something the right way

kind of = rather

No kidding! = an expression of surprise and disbelief

About the Conversation

1. What things does Edgar say are the same in Shanghai?
2. What's his conversational Chinese like?
3. What did Edgar find difficult at first?
4. What is unusual about Chinese surnames?

Your Turn

Role-play the conversation like the one above but using a different country. Express surprise at some of the things mentioned.

9 Reading

Before Reading

What problems do you think people have adapting to a different culture?

A FISH OUT OF WATER



Almost everyone who studies, lives, or works abroad experiences some degree of culture shock. This period of cultural adjustment involves everything from getting used to the food and language to smaller things like learning how to use the telephone. No matter how patient and flexible you are, adjusting to a new culture can sometimes be difficult and frustrating. Some people get depressed, and very homesick. But don't panic—these are all totally normal reactions and you are not alone. The term *culture shock* was first used by writer Kalervo Oberg in 1954. He found that all human beings experience the same feelings when they travel to or live in a different country or culture. Oberg identified five distinct stages of culture shock.

1. THE ADJUSTMENT PHASE

This period can last six months or longer. The newcomer is excited about being in a new place and experiencing a new lifestyle. Some problems may occur, but the person usually tends to accept them as part of the adjustment to another country and novelty of being in a new place. People are generally helpful to the newcomer, and that person feels welcome.

2. EMPTINESS OR REJECTION PHASE

The newcomer has to deal with the usual problems of accommodation, transportation, shopping (not finding your favorite foods), and very often not being able to communicate fluently in the local language. The local people may not understand why the newcomer is making such a big deal over what they see as a small problem. At this point, the newcomer starts to complain about, and maybe even reject, the new country.

3. THE CONFORMIST PHASE

Gaining some understanding of the new culture, its ideals, and its values brings a new feeling of pleasure. The crisis is over when the newcomer learns to understand the cultural differences, but hasn't completely adjusted to the new culture.

4. ASSIMILATION PHASE OR COMPLETE ADJUSTMENT

In this phase, the person accepts the food, the habits, and customs of the new country, and may even find some things better than things back home. The newcomer becomes completely adjusted and feels comfortable in the new place. On returning home, the traveler will miss the new friends and the country and will cherish the memories forever.

5. REVERSE CULTURE SHOCK

This is when the person comes back to the home country. The returnee may have been away from home for a long time and gets a "re-entry shock." Many things may have changed, and it will take a while to get used to home again.

9 Reading

READING STRATEGY Using subtitles

- Point out to students that it is helpful to look at subtitles to understand the subject of each paragraph before reading.
- Write the title of the unit on the board: **Culture Shock**. Ask students to explain what they think this term means. Then discuss the **Before Reading** question as a class.
- Ask students to close their books. Write the subheads from the reading on the board:

The Adjustment Phase

Emptiness or Rejection Phase

The Conformist Phase

Assimilation Phase or Complete Adjustment

Reverse Culture Shock

- To elicit ideas, increase comprehension, and get students thinking about the topic of the reading, ask questions about the subheads, such as:

When people are trying something new, how do they usually feel? (excited and a bit nervous)

Do you think people feel happy if they feel empty? (no) **And when people reject something, do they accept it or not accept it?** (not accept it)

When you move to a new country, is it a good or bad idea to behave like the people in the new country behave? (a good idea) **We call behaving like the other people conforming.**

What happens to most people after they stay in a new country for a long time—do they begin to feel comfortable in the new country? (yes) **We call that assimilation. And do the people get used to things in the new country?** (yes) **We call that adjustment.**

When you go in reverse, which direction do you go, backwards or forwards? (backwards)

- Explain that these are the phases of culture shock. Elicit which phase students think happens first, second, etc. Do not tell students if they are right or wrong.

- There are two different possibilities for presenting the reading:

OPTION 1

- Photocopy the text. Remove the subtitles. Photocopy the text without subtitles and hand out copies to students. Have them read the text and write the subtitles from the board in the correct place.

 **CD3, T25** Play the audio. Ask students to listen and read along to see if they put the subtitles in the correct place.

OPTION 2

- Photocopy the text and cut up the five phases into five strips of paper. Remove the subtitles.
- Organize students into groups of five. Give every student a copy of the introduction and a paragraph for one of the phases.
- After students read the introduction and their strip of paper, have them summarize for the group what their paper is about. Then students decide who has the paragraph about the adjustment phase, the emptiness or rejection phase, etc.

 **CD3, T25** Play the audio. Ask students to listen and read along to see if they matched the phases with the correct paragraphs.

 **CD3, T25** Have students open their books. Play the audio. Ask students to listen as they read the entire text.



After Reading

A

- Have students find the words in the reading and guess the meaning. Then they choose the correct answer. Go over answers with the class.

Answers

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

B

- Have students answer the questions in pairs. Then have two pairs form a group to compare answers.

Answers

Answers will vary. Sample answers:

- being in a new place and not being comfortable
- the period of adjustment when someone moves to a new country
- It was used by the writer Kalervo Oberg in 1954.
- Adjustment Phase*: The newcomer is excited and happy to be in a new place.
 - Emptiness or Rejection Phase*: The newcomer has to deal with problems and may not be able to communicate his needs effectively.
 - Conformist Phase*: The newcomer learns to understand and accept differences.
 - Assimilation Phase or Complete Adjustment*: The newcomer is adjusted to the new culture and feels comfortable.
 - Reverse Culture Shock*: When the person returns home, he will have to re-adjust to life in his original home.

Discussion

- Have students work in groups and discuss the answers to the questions. If nobody in the class has lived in another country, tell them about your experiences or about those of someone you know.

10 Project

- Students work in groups to make a brochure titled “Dos and Don’ts in (Country).” First, have them discuss the things they have noticed about how visitors to their country act. Then have them make a list of “Dos” (such as *Try to act friendlier when you greet people*) and “Don’ts” (such as *Don’t stand too far away from the person you are talking to*). If possible, encourage groups to draw pictures or find pictures in magazines to illustrate their brochures.
- Tell students they will submit their written brochures as well as present their ideas to their classmates.



Teaching Tip

If you are going to watch a video with your students, make sure you preview it first. This way you can judge if it really fits with what you are teaching and if it will be beneficial to students.



Additional Activity

Have students imagine they have just landed on another planet. In groups, students describe the planet and comment on its cultural aspects. They should mention topics, such as greetings, punctuality, gift giving, etc. Have groups report to the class.



Project: Exploring Cultures

Organize students into small groups. Assign each group a different topic to research about cultural differences. For example: *gift-giving, table manners, naming traditions, classroom behavior, the significance of colors*, etc. Have each group present their findings to the class. Encourage students to ask the presenters questions.



Kalervo Oberg (1901-1973) was an anthropologist. He was born in Canada to Finnish parents and later became a U.S. citizen. He is most famous for developing the term and stages of culture shock. He first presented his ideas about culture shock in a lecture to an organization in Rio de Janeiro in 1954.



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After Reading

A. Match the words with the definitions.

- | | |
|---------------------|--|
| 1. ____ flexible | a. missing home and family |
| 2. ____ frustrating | b. able to change in different situations |
| 3. ____ homesick | c. beliefs about what is right or wrong |
| 4. ____ stage | d. person who has arrived recently |
| 5. ____ newcomer | e. annoying because you cannot do something you want |
| 6. ____ novelty | f. one level or phase in a series |
| 7. ____ values | g. to remember a pleasant feeling for a long time |
| 8. ____ to cherish | h. something new and interesting |

B. Answer about the reading.

1. What do you think “fish out of water” means?

2. What do you understand by the term “culture shock”?

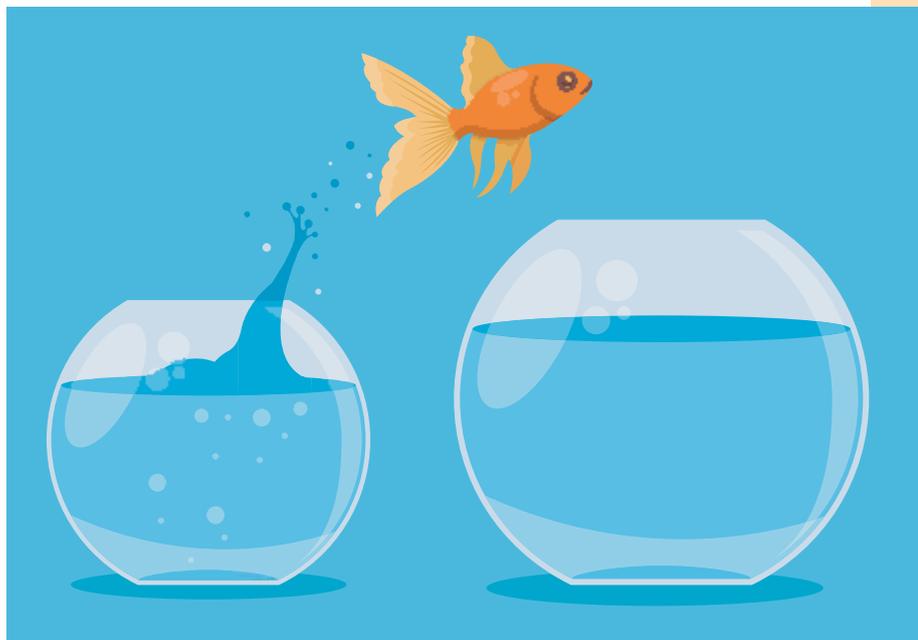
3. When did the expression first appear?

4. In your own words, classify the five different stages of culture shock.



Discussion

1. Have you ever lived for a period of time in another country? What was your experience like? Did you get culture shock? Reverse culture shock?
2. What experiences of culture shock have people that you know had when they visited another country?



10 Project

Work in groups. Think of advice to give to travelers to your country. Make a list of tips to help them fit into the local culture.

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11 Writing

A. In groups, read the quotes about culture and travel. Discuss what the quotes mean.

A people without the knowledge of their past history, origin, and culture is like a tree without roots.
—Marcus Garvey

Though we travel the world over to find the beautiful, we must carry it with us or we find it not.
—Ralph Waldo Emerson

When you travel, remember that a foreign country is not designed to make you comfortable. It is designed to make its own people comfortable.
—Clifton Fadiman

Culture makes people understand each other better. And if they understand each other better in their soul, it is easier to overcome the economic and political barriers. But first they have to understand that their neighbor is, in the end, just like them, with the same problems, the same questions.
—Paulo Coelho

We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time.
—T.S. Eliot

Writing Corner

1. **Be used to + gerund/noun** means to be familiar with something usual.
I am not used to eating with chopsticks.
2. **Get used to + gerund/noun** means to become familiar with something.
I am getting used to some of the local customs.
3. **Used to + infinitive** refers to an action that repeatedly happened in the past, but does not happen now. The negative form is **didn't use to**.
We used to walk to school. **We didn't use to take** the bus.

B. Complete the sentences with the gerund or infinitive of the word in parentheses.

1. The people here are used to _____ (stand) in line at the bus stop.
2. It isn't easy to get used to _____ (live) in a new cultural environment.
3. We are not used to the weather _____ (be) so cold and rainy.
4. She used to _____ (drink) coffee in the morning, but now she drinks tea.
5. He has gotten used to _____ (drive) on the left side of the road.
6. You may find it strange at first, but you'll get used to _____ (eat) the food.
7. I had difficulty with the language at first, but I'm used to _____ (speak) it now.
8. I didn't use to _____ (take) a nap, but now I rest for an hour every afternoon.

 Imagine that you are staying in a foreign country. Write an email to a friend about the cultural differences you have experienced. Before you write, you may want to research the local habits, customs, gestures, cuisine, weather, etc.

11 Writing

A

- Put students in groups of three or four to talk about the quotes. Ask them to write a summary for each quote that explains what it means. As groups are working, move around the room and help if needed.
- Discuss the meaning of each quote as a class by comparing the summaries of different groups. Have a class vote on which quote they like the best.
- Ask students if they know any similar quotes about culture and travel.

Culture Notes

Marcus Garvey (1887–1940) was a Jamaican political leader, publisher, and journalist who advocated the rights of the African people.

Ralph Waldo Emerson (1803–1882) was an influential American writer, poet, and lecturer.

Clifton Fadiman (1904–1999) was an American author, editor, and popular radio and television personality.

Paulo Coelho (born 1947) is a Brazilian novelist whose best-seller has sold more than 65 million copies and has been translated into at least 56 different languages.

T.S. Eliot (1888–1965) was a poet, writer, and literary critic. He was born in the United States but immigrated to England in 1914. He was awarded the Nobel Prize in Literature in 1948 for his “outstanding contribution to present-day poetry.”

Writing Corner

- Go over the information in 1. Explain that *be used to* means that you are familiar with something because it is usual or because it is a habit. Another way to say this in English is *be accustomed to*.
- Read the sample sentence. Then say: ***I don't usually eat with chopsticks, so it isn't easy for me. I am used to eating with a fork or a spoon.***
- Provide a few more examples such as: ***I am used to getting up early. I always get up at 6 A.M. I am used to walking to work because I live near the school.*** Elicit similar examples from students.
- Go over the information in 2. Point out that *get used to* means that you are gradually becoming familiar with something new. Read the sample sentence. Then say: ***I've been here for a month, and many things are still new to me. I am slowly learning to adapt to the***

customs here, but I haven't gotten used to them yet. I don't know if I will ever get used to them all. Explain that *be used to* and *get used to* can be used in most grammar tenses.

- Elicit additional examples from the class. For example, ask: ***Are you used to speaking English? Or are you getting used to speaking English?***
- Go over the information in 3. Emphasize that this structure is used to refer to past habits that no longer exist. These sentences can also be expressed using the simple past.
- Have a volunteer read aloud the sample sentences. Provide a few examples of things that you used to do, and write them on the board. For example: ***I used to go to bed late at night, but now I go to bed early. I used to read a lot, but now I don't have time.*** Then elicit additional examples from students.

B

- Have students work alone to complete the sentences.
- Elicit which two sentences refer to a past habit. (4, 8) Then check answers by calling on students to read the sentences.

Answers

- | | |
|-------------|-------------|
| 1. standing | 5. driving |
| 2. living | 6. eating |
| 3. being | 7. speaking |
| 4. drink | 8. take |

C

- Tell students to imagine they are visiting a foreign country. They may choose to write about a personal experience abroad, or they may choose a country they've read about, heard about, or seen on TV. If they wish, they can research information about the country they have chosen.
- Have students work individually to write an email or assign the writing as homework. Encourage them to focus on the cultural differences and to use expressions with *be/get used to*.
- Have students exchange emails with a partner. They read each other's email and then ask further questions about the country their partner “is visiting.”

Workbook

Assign page 250 for additional writing practice.

12 Form, Meaning and Function

Past Perfect

- Go over the material in the chart. Explain that we use the past perfect tense when we are talking about two actions that happened in the past and we want to make it clear which action happened first.
- Have volunteers read aloud the sample sentences. Point out the time expressions and the placement of *ever*, *never*, and *already* before the past participle. Write these prompts on the board to elicit sentences:
 - she wasn't hungry because / she ate (already)**
(She wasn't hungry because she had already eaten.)
 - he left the office/ we arrived (by the time)**
(He had left the office by the time we arrived.)
 - they saw a camel / they went to Egypt (never, until)**
(They had never seen a camel until they went to Egypt.)
- Explain to students they can also use *after*, *before*, and *by the time* with the past perfect. For example:
 - After he had left, they arrived home.**
 - He had left before they arrived home.**
 - By the time they arrived home, he had left.**
- Go over the **Note**. Point out that the contracted forms of *had* can be used with the past perfect.

A

- Model the first sentence as an example with the class. Ask: **Which action happened first?** Elicit that *already start* should have the past perfect and *arrive* should have the simple past. Remind students of the placement of the adverb *already*, which goes before the past participle.
- Have students work individually to complete the exercise.
- Check answers by calling on students to read the sentences.
- For additional practice, have students restate each sentence, switching the order of the clauses. For example: **When I arrived at the gate, they had already started boarding the plane.**



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Answers

- had already started / arrived
- didn't know / had never eaten
- didn't manage / hadn't made
- had never been / traveled
- Had you learned / went
- was / hadn't left
- finished / had lived
- had adjusted / felt
- had become / experienced
- had taken / entered

B

- Read the directions. Tell students they will use the simple past or the past perfect.
- Have students work individually to complete the text and then check answers with a partner.
- Go over the answers with the class by calling on students to read parts of the text.

Answers

- had always wanted
- came
- left
- had planned
- had gotten
- had studied
- had even taken
- spent
- saw
- was
- had ever imagined
- took

12 Form, Meaning and Function

Past Perfect

Use the past perfect tense (*had* + past participle*) to indicate an action that happened before another action in the past. Some time expressions that are used with the past perfect are: *after, already, before, by the time, ever, never, until*.

By the time we **got** to the airport, our flight **had** already **left**.
After she **had gone** to the hotel, Amal **exchanged** some money.
Had you ever **eaten** sushi before you **traveled** to Japan?
No, I'd never **tasted** sushi until I **visited** Japan.
He'd **had** the car for ten years before he **sold** it.

Note: The contraction of *had* is 'd: *I'd, you'd, he'd, she'd, we'd, they'd*.

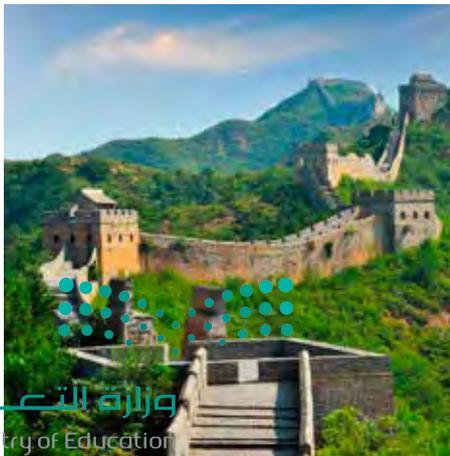
* See page 162 for a list of the past participles of irregular verbs.



A. Complete the sentences with the verbs in parentheses. Use the simple past and the past perfect.

1. They _____ (already start) boarding the plane when I _____ (arrive) at the gate.
2. Sabah _____ (not know) how to use the chopsticks because she _____ (never eat) in a Chinese restaurant before.
3. We _____ (not manage) get a hotel room because we _____ (not make) a reservation in advance.
4. I _____ (never be) abroad until I _____ (travel) to Paris last summer.
5. _____ (you / learn) to speak French before you _____ (go) to Paris?
6. The waiter _____ (be) upset because his customers _____ (not leave) him a tip.
7. By the time Faris _____ (finish) his studies, he _____ (live) in London for five years.
8. After he _____ (adjust) to British culture, Faris _____ (feel) quite comfortable living in London.
9. He _____ (become) so familiar with the British customs that he _____ (experience) reverse culture shock when he returned home.
10. Everyone _____ (take off) their shoes before they _____ (enter) the mosque.

B. Complete the text with the correct past tense of the verbs in parentheses.



I _____ (1. always want) to visit China, and last year my dream _____ (2. come) true. Before I _____ (3. leave) home, I _____ (4. plan) my trip carefully. I _____ (5. got) maps and lots of expert advice from my travel agent. I _____ (6. study) the Chinese customs, and I _____ (7. even take) a course to learn some basic Chinese. I _____ (8. spend) one month in China traveling to different regions of the country. I _____ (9. see) amazing sights like the Great Wall, which _____ (10. be) more spectacular than I _____ (11. ever imagine). The scenery was so incredible that I _____ (12. take) over 300 pictures in one day!

1 Language Review

A. Complete the sentences about yourself using a verb in the gerund form.

1. I can't stand _____.
2. I really enjoy _____.
3. I gave up _____.
4. I really miss _____.
5. I avoid _____.
6. I hate _____.
7. I don't mind _____.
8. I suggest _____.

B. Write three sentences about the things you've **already done** and **haven't done yet** this year.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.

C. Complete the sentences with the past progressive or the simple past tense.

The other day I _____ (1. be) on my way to school on my scooter. As I _____ (2. drive) along, I noticed that the car in front of me _____ (3. go) slowly, and it _____ (4. move) from side to side. I realized that the driver _____ (5. talk) on his cell phone. He _____ (6. have) an argument.

He _____ (7. make) gestures with his hand while he _____ (8. drive), and I could see it coming!

Suddenly, he lost control of the car and _____ (9. crash) into a tree on the side of the road. I stopped and

_____ (10. rush) to help him. Fortunately, he wasn't hurt, because he _____ (11. wear) his seat belt.



Unit Goals

- Language Review**
- Reading**
 Aptitude and IQ:
 What's the Difference?
- Writing**
 Write about an occupation
- Chant Along**
Career Path
- Project**
 Research questions on
 aptitude or IQ tests
- Reading**
Taking a Siesta
- Project**
 Research the benefits
 of sleep
- Chant Along**
Assimilating
- Writing**
 Write advice on fitting
 into a new society

1 Language Review

- A**
- This exercise reviews using gerunds after certain verbs. Write the following on the board:
it.
Adel enjoys swimming.
the pool.
 Elicit that after the verb enjoy, we can use a pronoun, a noun, or a gerund. Review how to form gerunds.
 - Have students do the task individually and compare sentences in pairs.

Answers

Answers will vary. Sample answers:

1. doing the laundry
2. playing video games
3. drinking coffee
4. seeing my family every day
5. eating junk food
6. getting stuck in traffic
7. taking the bus to school
8. eating a healthy breakfast



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B

- This exercise reviews the present perfect with *already* and *yet*. Elicit how to form the present perfect. Review the past participles of common irregular verbs as well as the meanings of *already* and *yet*.
- Tell the class something you've already done and something you haven't done yet. For example:
I've already eaten my lunch today, but I haven't eaten my snack yet. Encourage students to ask you questions.
- Have students do the task individually. Then have them say their sentences in small groups. Encourage them to ask each other questions.

Answers

Answers will vary. Sample answers:

1. I've already taken a vacation this year.
2. I've already read two good books this year.
3. I've already visited four museums this year.
4. I haven't gone swimming yet this year.
5. I haven't been to the beach yet this year.
6. I haven't bought new shoes yet this year.

C

- This exercise reviews the past progressive and the simple past. Review how to form the past progressive and when to use it.
- Direct students' attention to the picture and have them describe what they see. Ask: ***Could this be a picture of a driver in (the students' country)?*** Elicit *yes* or *no*, depending on what the law is regarding cell phone use. Ask: ***Is it a problem that he's talking while driving? What might happen?***
- Have students skim the paragraph and say what it is about. (somebody on a cell phone having a car accident)
- Have students complete the paragraph individually. Then read aloud the completed story, answering any questions about new vocabulary.

Answers

- | | |
|----------------|-----------------|
| 1. was | 7. was making |
| 2. was driving | 8. was driving |
| 3. was going | 9. crashed |
| 4. was moving | 10. rushed |
| 5. was talking | 11. was wearing |
| 6. was having | |

D

- Have students discuss what careers they are interested in. Have them describe how they decide which career is right for them.
- Have them look at the questionnaire and identify what it is for. Ask students if career planning services are popular in their country and if they know anyone who has ever used one. Ask: **Do you think a career planning service can help you find the right career? Would you ever use a career planning service?**
- Have students scan the questionnaire for any vocabulary that may be new for them. Encourage other students to explain the meaning of words to their classmates before you provide an explanation. Some words that may be new include the following:
 - outgoing** = friendly and sociable
 - calm** = relaxed and not easy to excite
 - nervous** = not relaxed; easily worried
 - ambitious** = wanting to be successful
 - reliable** = able to be trusted
- Tell students that they should fill in the information on the questionnaire honestly. If they are not sure about what occupation they would like to have, they can choose one that they think would be interesting.
- Have students complete the activity on their own. Encourage them to add any other adjectives they would like under *Your Personality* as well as under *Your Interests*. They can use a separate sheet of paper if they need to.

Answers

Answers will vary.

E

- This exercise gives practice using tag questions. Have students work in pairs to ask and answer questions about their partner's questionnaire. Point out that their questions should be tag questions and that their answers should begin with *yes* or *no*.

Answers

Answers will vary.



وزارة التعليم

Ministry of Education

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Workbook

Assign pages 251–252 for review of vocabulary and grammar presented in Units 9–12.

Culture Notes

Anyone interested in making a career choice has an enormous selection of websites to choose from. These sites often have a variety of tests and questionnaires that assess a candidate's interests, values, skills, and personality. They also include aptitude tests to see what special abilities or natural talents a candidate may have.



- D. Complete the questionnaire about yourself. Fill in the top. Check the items that are true for you on the bottom.



CAREER PATHWAYS CAREER PLANNING SERVICES

Thousands of students have used our services to make successful career choices.

So why not fill in this questionnaire? We will send you, at no obligation, a complete guide to our services, together with details of aptitude tests that will help you choose a career that is right for you.

Name _____

Address _____

Occupation of interest _____ Male ____ Female ____ Age ____

...YOUR PERSONALITY...

- | | |
|--------------|--------------------------|
| talkative | <input type="checkbox"/> |
| shy | <input type="checkbox"/> |
| outgoing | <input type="checkbox"/> |
| creative | <input type="checkbox"/> |
| calm | <input type="checkbox"/> |
| nervous | <input type="checkbox"/> |
| ambitious | <input type="checkbox"/> |
| persuasive | <input type="checkbox"/> |
| hardworking | <input type="checkbox"/> |
| reliable | <input type="checkbox"/> |
| efficient | <input type="checkbox"/> |
| Other: _____ | |

...YOUR INTERESTS....

- | | |
|---------------------|--------------------------|
| sports | <input type="checkbox"/> |
| technology | <input type="checkbox"/> |
| environment | <input type="checkbox"/> |
| economics | <input type="checkbox"/> |
| languages | <input type="checkbox"/> |
| geography | <input type="checkbox"/> |
| science/math | <input type="checkbox"/> |
| reading/literature | <input type="checkbox"/> |
| history/archaeology | <input type="checkbox"/> |
| art/design | <input type="checkbox"/> |
| psychology | <input type="checkbox"/> |
| Other: _____ | |

- E. Work with a partner. Make guesses about his/her personality and interests, and ask for confirmation. Use the list in the questionnaire in exercise D.

A: You're ambitious, aren't you?

B: Yes, I am. / No, I'm not.

A: You like sports, don't you?

B: Yes, I do. / No, I don't.

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F. Write six sentences about the things you like and dislike about people.

💡 *I like people who have a good sense of humor. / I don't like people who aren't reliable.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

G. Adnan wants to be a successful doctor. Write five things he'll have to do to achieve that. Start the sentences with **if**.

💡 *If Adnan wants to be a doctor, he'll have to go to medical school.
If he wants to get into medical school, he'll need to get good grades.*

1. If he's accepted, he'll _____

2. _____

3. _____

4. _____

5. _____

H. Complete the sentences about yourself. Use **will** or **might**.

1. If I don't do my chores, _____

2. If I study hard this year, _____

3. If another person is rude to me, _____

4. If my parents give me some money, _____

5. If someone gets in front of the line, _____



F

- This exercise gives practice using relative clauses. Since the sentences are going to be about people, remind students that they can use the relative pronouns *who* or *that*.
- After students write the sentences, organize them into groups to discuss what they wrote. Have one student from each group report back to the class about their group's discussion. Have them tell the class who in the group has the most similar likes and dislikes, and if the group agreed on the qualities they most liked and disliked in people.

Answers

Answers will vary.

G

- This exercise reviews conditional sentences about future possibility and future facts. Review the verb forms in the main clause and in the *if*-clause.
- Ask students to describe what they see in the picture. To generate ideas, ask: **What kind of student is the young man in the picture? What do people who want to be medical students have to do? What are some of the things medical students have to do in medical school?**
- Have students work in pairs to make additional sentences about Adnan. Have two pairs form a new group and compare sentences.

Answers

Answers will vary.

H

- This exercise reviews *will* versus *might* in conditional sentences about the future. Review the difference in meaning.
- Model the task by saying two sentences. Have students guess which sentence is true about you. For example, say: **Which sentence do you think is true about me? If someone cuts in front of me in line, I will say something. If someone cuts in front of me in line, I might get annoyed but I won't say anything.**
- Have students do the task individually and then compare answers in pairs.



Answers

Answers will vary. Sample answers:

1. I will be in trouble with my parents
2. I will get good grades
3. I might just ignore the person
4. I will buy a new laptop
5. I might say something to the person

I

- This exercise reviews using infinitives versus gerunds. Review that we use the infinitive after *It's + adjective* and after certain verbs. Elicit verbs that are followed by infinitives. Then elicit verbs that are followed by gerunds.
- Have students do the task individually and compare answers in pairs.

Answers

Answers will vary. Sample answers:

1. to get
2. looking
3. to finish
4. to pay
5. to get
6. to water
7. washing
8. to work
9. sleeping in my own bed
10. playing

J

- This exercise reviews gerunds as subjects. Write the following on the board:
It
Tennis is fun.
Playing tennis
- Elicit that the subject of a sentence can be a pronoun, a noun, or a gerund.
- Have students describe what they see in the pictures and then elicit their opinion about what they see. For example: *The driver is talking on his cell phone while driving. This is dangerous.*
- Have students do the task individually. Go over the answers with the class.

Answers

1. Throwing litter
2. Talking
3. Exercising
4. Eating vegetables



Workbook

Assign pages 253–254 for review of vocabulary and grammar presented in Units 9–12.

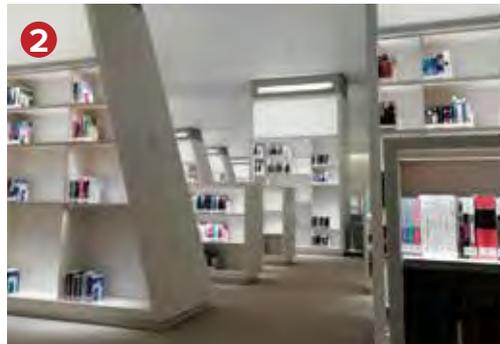
I. Complete the sentences using a gerund or an infinitive.

1. I hope _____ a good grade on my English test.
2. The thief avoided _____ the police officer straight in the eye.
3. The students expect _____ their assignments before Friday.
4. I didn't have any money, so my friend offered _____ for my meal.
5. It's important _____ all necessary vaccinations before you travel.
6. Our neighbors promised _____ our plants when we're away.
7. I hate _____ the pots and pans after I finish cooking.
8. My co-workers refuse _____ on weekends.
9. I miss _____ when I'm away from home.
10. We stopped _____ tennis in the winter because of the weather.

J. Complete the sentences about what is or isn't allowed or advisable.

⚡ Talking on a cell phone while driving is not allowed.

1. _____ in the street is subject to a fine.
2. _____ in the library disturbs others.
3. _____ regularly keeps you healthy.
4. _____ is good for your health.

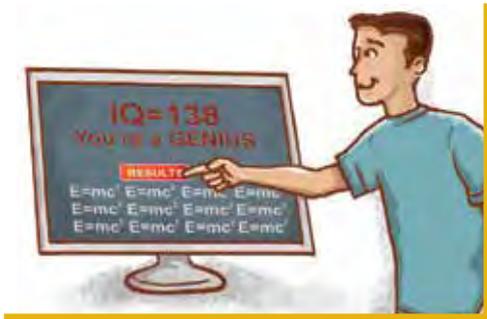


2 Reading

Before Reading

What do you know about aptitude tests and IQ tests? Have you ever taken one?

APTITUDE AND IQ: WHAT'S THE DIFFERENCE?



Aptitude Tests

Nowadays, millions of people—young and old—use aptitude tests to help them decide on a career path or a career change. Many employers also find them useful in their selection of new employees. Aptitude tests can be particularly beneficial for high school students who are uncertain about what career path they should follow.

Very few adolescents have a clear idea of what they want to do when they grow up. They often don't know where to begin searching for a job, let alone realize the vast number of career options that are available. Career

aptitude tests can help steer students in the right direction by assessing their natural abilities.

What is aptitude? First, aptitude should not be confused with academic knowledge, skills, personal interests, or intelligence. Aptitudes are natural talents—special abilities for learning to do certain tasks quickly and easily. Skills and knowledge are learned, but aptitude is something you are born with. For example, an accountant who has learned the skills for the job, but has an aptitude for something else will probably find his work unrewarding and difficult. On the other hand, someone who knows nothing about accounting may have the aptitude to learn the necessary skills quickly and easily.

A career aptitude test determines someone's strengths, weaknesses, and natural ability to perform and succeed in certain professions. Common areas of testing are: logical reasoning, mathematical ability, mechanical understanding, spatial awareness, and communication. The results are best when combined with interest and personality tests to assess what types of work a person would most likely enjoy and perform well.

IQ Tests

IQ stands for Intelligence Quotient. The typical IQ test produces a score that compares the test taker's cognitive ability to the general population. A score between 90 and 110 is average, and a score over 130 shows exceptional intelligence—a genius. So what exactly does an IQ test measure? More simply, it assesses the ability to understand concepts and solve different types of problems using logic. This includes spatial ability, mathematical reasoning, language ability, and memory. A sample math question might be: "Ben bought three books for \$5 each with a 20% discount. How much did he pay?"

IQ tests, however, are not particularly useful in career planning. Two people with the same IQ may have very different aptitudes. Occupations of famous people with high IQs include authors, journalists, businessmen, scientists, inventors, computer specialists, lawyers, cartoonists, actors, boxing champions, and race car drivers.

2 Reading

READING STRATEGY

Outlining and summarizing

Explain that outlining and summarizing a text can help improve understanding. The key to outlining is to distinguish between the main ideas and the supporting ideas and examples. Summarizing involves understanding the main ideas and putting them together again in different words.

- Have a discussion on choosing a career. First, ask: **Do you know what career you want to have in the future? Do you think your career choice is suitable for you?** Then discuss what factors are important to consider when choosing a career: for example, personality, interests, abilities, skills, talent, education, etc. Ask: **Where can you get help or advice on career choices?** Elicit ideas such as advice from parents and teachers, career counselors, career planning services, aptitude tests, etc.
- Have students cover the text and look at the picture and the title of the reading. Have them describe what they see in the picture. If students are not familiar with the terms *aptitude*, *IQ*, and *genius*, explain that *aptitude* refers to someone's natural talents and abilities, *IQ* is a measure of intelligence, and *a genius* is someone who is extremely intelligent. Then have students predict the main idea of the reading based on the picture and title.
- Have students discuss the **Before Reading** questions with a partner.
- Following are different options for the first reading of the text.

OPTION 1:

- 🔊 **CD3, T26** Play the audio. Have students listen and read along to compare the reading with their answers to the **Before Reading** questions.

OPTION 2:

- Photocopy the text and cut it up into six paragraphs. Organize students into groups of six. Give each student in the group one of the six paragraphs.
- Tell students that they each have a different paragraph from the reading; four of the paragraphs are about aptitude tests and two of the paragraphs are about IQ tests.

- Have students scan their paragraph to determine which topic it is about. Ask: **What is the main idea of the paragraph?** If students need help, ask: **Is it about aptitude tests or IQ tests?**
 - Have students read their paragraph. Tell them they should understand it well enough to summarize the main idea. Walk around and answer questions about vocabulary.
 - Have students take turns summarizing what is in their paragraph. After every student has summarized his or her paragraph, tell the groups to decide the correct order of the paragraphs. Tell students it is OK to tell the group more than once what their paragraph is about, but they can't look at each other's papers.
 - As the groups finish deciding the order of the paragraphs, have them come to the board and write the first few words of each paragraph in the order they think is correct.
- 🔊 **CD3, T26** Play the audio. Have students listen and read along to see which groups predicted the correct order of the paragraphs.

fun facts

- The highest IQ scored in the advanced IQ test for adults was by Abdesselam Jelloul in 2012. He scored 198 in a test which included 13 dimensions of intelligence. Theoretically, 200 is the maximum IQ possible.
- The late physicist Stephen Hawking and Microsoft Chairman Bill Gates are considered to have an IQ of 160. It is estimated that Albert Einstein's IQ was 160, whereas artist-scientist Leonardo da Vinci's IQ was about 190.

After Reading

A

- This exercise focuses on vocabulary in the reading. All of the words in the multiple choice answers are contained in the text. If they are uncertain about an answer, students can refer back to the text to see how the words are used in context.
- Have students do the task individually and then compare answers in pairs.

Answers

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

B

- Call on volunteers to read the sentences aloud. Have students work individually to mark the sentences *true* or *false* and then check answers in pairs. Tell students to underline the parts of the reading that provided the answers and to correct the false statement(s).

Answers

1. false (Millions of people use aptitude tests to help them choose a career path.)
2. true
3. false (Most high school students do not have a clear idea of what they want to do.)
4. true
5. true
6. false (People with the same IQ may have very different aptitudes.)

Discussion

- Organize students into small groups. Have them discuss career choices, aptitudes, and IQs. Have one person in each group report back to the class the most interesting points that came up in the discussion.

3 Writing

- Have each student choose one occupation to write about. Tell students that the occupation they choose does not have to be something they want to do, but it can also be an occupation that they think is interesting.
- Have students research their chosen occupation by interviewing someone who has the occupation or by finding information about it on the Internet.
Ask: **What do people who have the occupation do? What qualifications, skills, or abilities does a person need for the occupation? What is the working environment like?**
- Have students think about their own abilities, talents, interests, and personality. They may refer back to the questionnaire on page 135. Ask: **Do you think your aptitude and personality are suitable for the occupation you have chosen? Why or why not?**
- Have students work individually to write their paragraphs. When they have finished, ask volunteers to read aloud their paragraphs.



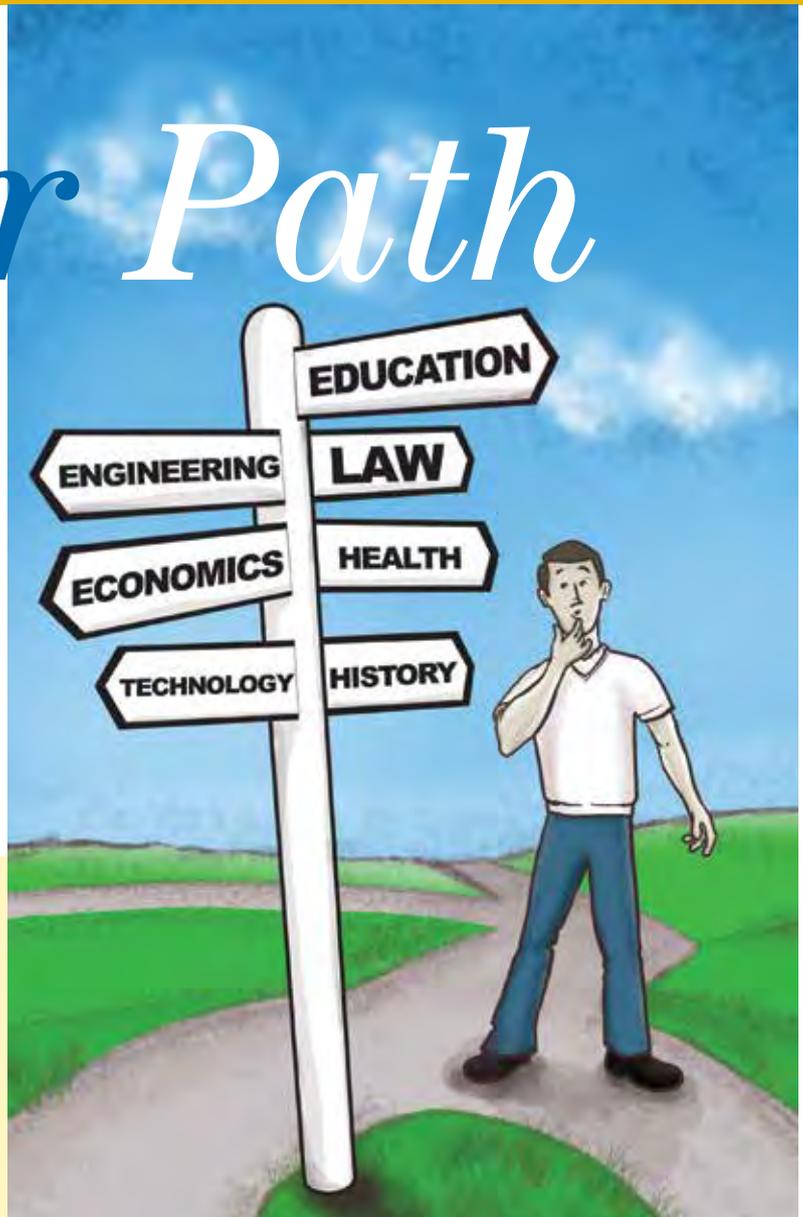
4 Chant Along 

Career Path

You should choose a career
That you'll find rewarding,
A satisfying line of work
That you'll never find boring.
If you attend university,
You'll obtain a degree.
You'll have qualifications
To earn a high salary.
Now let's look at your interests,
Let's test your IQ.
What are you adept at?
What occupation is right for you?

CHORUS

What is the right job for me?
I just don't know what I should be.
I am still in high school,
I'm only sixteen and a half.
How can I choose a lifelong career?
Do I have to decide by next year?
Please give me some guidance.
Help me choose the right path.



Well, you could be a carpenter
Who designs chairs and tables.
How about an electrician
Who repairs overhead cables?
A race car driver—
Now that's really exciting!
Be an author or a journalist
Who is gifted at writing.
Choose a profession or a vocation:
Pilot, baker, lawyer, dentist,
Teacher, plumber, chef, accountant,
Artist, engineer, scientist...

CHORUS



4 Chant Along

- Have students call out the names of different occupations. Have them say what a person in each occupation does. For example: **An English teacher is someone who teaches the language to students.** Then have students say what qualifications someone needs for the occupation. For example: **An English teacher needs a university degree.**
 - Have students cover the chant verses except for the title. Ask students to look at the picture and to describe what they see. Then direct their attention to the title of the chant. Ask them to say what they think the chant will be about and three words they expect to be in the verses.
 - Have students open their books and scan the verses for any of the words they mentioned.
 - Tell students that there are two different speakers in the chant. Ask them to identify the two speakers. (a career counselor/advisor and a high school student)
 - Have students at random read aloud the lines from the verses. Help with pronunciation if necessary. Explain any new vocabulary or expressions.
-  **CD3, T27** Play the chant a couple of times. Students listen and read along.
-  **CD3, T27** Finally, play the complete chant one more time and encourage everyone to chant along.
- As an extension, invite students to try writing additional verses for this chant or to write their own verses on a similar theme.



Vocabulary

A

- Have students search the chart for the words in the left column and underline them. Have them read the context of the words and guess their meaning. Then they choose the correct answer. Go over the answers with the class.

Answers

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

B

- Have students work in pairs to find the words or expressions that mean a type of job. To help them, point out that four of the answers are one word, and one answer is three words.

Answers

1. career
2. line of work
3. occupation
4. profession
5. vocation

Comprehension

A

- Read aloud the first statement and elicit the correct answer. Have students do the task individually. Go over the answers with the class. Have students rewrite the false statements to be true.

Answers

1. false (He doesn't know what he should be.)
2. true
3. false (The boy is still in high school.)
4. true
5. false (The career advisor suggest many different occupations.)

B

- Have students work in pairs to complete the sentences about the occupations.

Answers

1. designs chairs and tables
2. repairs overhead cables
3. is gifted at writing

Discussion

- Have volunteers read aloud the questions.
- Give students a minute or two to think about their answers to the questions. Then have them discuss their answers in small groups. Have one person in each group report back to the class about interesting points their group talked about.

5 Project

- Write on the board the sample math question from the reading about IQ tests: **Ben bought three books for \$5 each with a 20% discount. How much did he pay?** Elicit the answer from students. (\$12)
- Write a typical aptitude test question on the board, for example:
I work best:
(A) in a group/team
(B) on my own
Ask volunteers to answer the question. Explain to students that they are going to research questions like these online.
- Students can do this project individually, in pairs, or in groups. You may wish to recommend some appropriate websites and to set a limit as to the number of questions each student or group should present.
- Have students choose which of the tests they are going to research. Alternatively, assign half of the class to research IQ tests and the other half to research aptitude tests.
- Tell students to prepare a written report to submit as well as a presentation for the class.
- Have students present their questions to the class. Ask volunteers to answer the questions.
- As an extension, compile the students' questions and prepare an aptitude test and an IQ test for students to answer.



Vocabulary

A. Match the words with the meanings.

- | | |
|-----------------------|----------------------------------|
| 1. ___ rewarding | a. advice |
| 2. ___ to obtain | b. regular payment for work |
| 3. ___ qualifications | c. satisfying |
| 4. ___ salary | d. skills or knowledge for a job |
| 5. ___ to be adept at | e. to get something with effort |
| 6. ___ guidance | f. to be good at |

B. Find 5 words or expressions in the chart that mean a type of job.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

Comprehension

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

1. ___ The boy knows what career he will follow.
2. ___ The boy is asking for advice.
3. ___ The boy has already graduated from high school.
4. ___ The career advisor suggests a variety of occupations.
5. ___ The career advisor tells the boy which occupation is best.

B. Complete three sentences about the occupations.

1. A carpenter is someone who _____.
2. An electrician is someone who _____.
3. A journalist is someone who _____.

Discussion

1. Have you decided on a career?
2. What qualifications do you need for your chosen career?
3. Who do you ask for career advice?
4. Do you think aptitude tests are helpful in planning a career?
Why or why not?



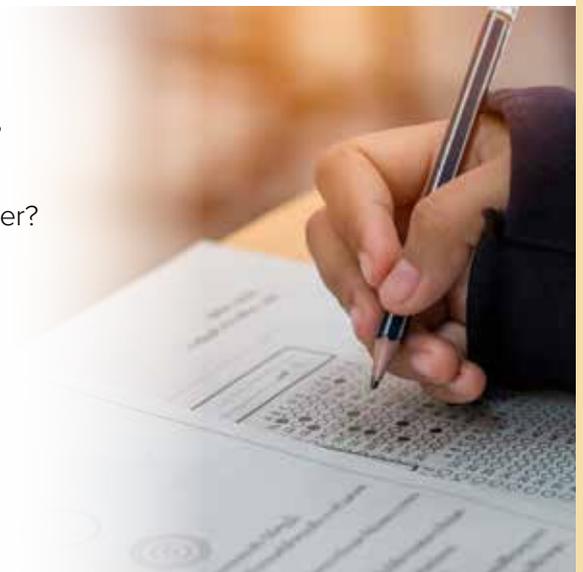
5 Project

- Research some common questions on aptitude and IQ tests, and present them to the class.

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6 Reading

Before Reading

Taking a nap is recommended for both religious and health reasons. Do you take a nap in the afternoon? Do you feel sleepy after a large meal?

TAKING A SIESTA

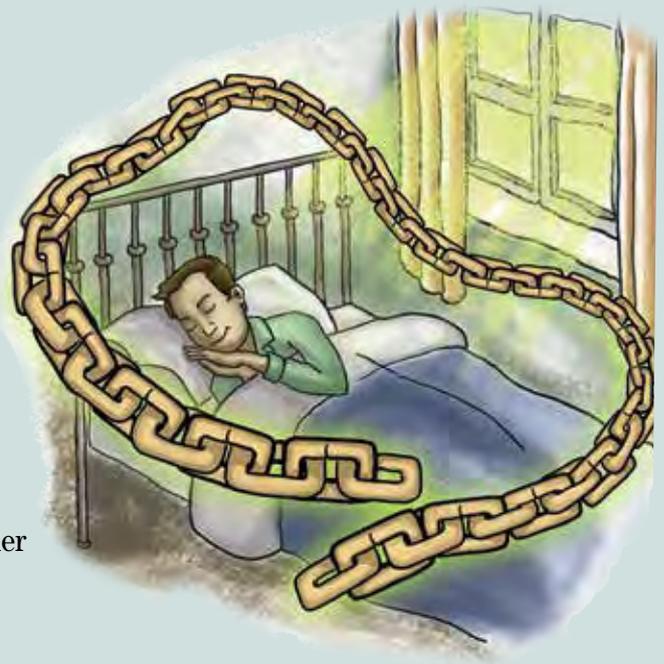
“Sleep is the golden chain that ties health and our bodies together.” Thomas Dekker

“A good laugh and a long sleep are the best cures in the doctor’s book.” Irish Proverb

“A well spent day brings happy sleep.” Leonardo da Vinci

The idea of taking a siesta—an afternoon nap—and closing business for a few hours during the day is frowned upon by most Americans and Northern Europeans. In their cultures where “time is money,” a sleep break is considered wasteful and unproductive. However, in many Latin, Asian, and Mediterranean cultures, taking a nap and an afternoon break is part of the daily routine.

Since the daytime nap is a custom in Spain, the Spanish word *siesta* is used to refer to a short rest after the midday meal. Many believe that the original concept of siesta was created to allow people to spend time with their family and friends. Today, it is a common practice in many countries where the weather is warm. The high temperatures, especially in summer, combined with a large meal contribute to a feeling of sleepiness. Still, some colder regions of Latin America practice siesta. In these cases, the tradition seems to be based on cultural influence rather than climate.



HERE ARE SOME BENEFITS OF SIESTA:

BIOLOGICAL NEED: Some doctors believe that the body is designed to sleep for shorter periods of time rather than in one large dose. Also, the body’s blood sugar levels drop after a big meal, inducing drowsiness. This explains why many people may feel sleepy after lunch.

PROTECTION FROM THE SUN: Siesta takes place when the sun is at its highest point. This is when the temperature is hottest and the sun’s rays are strongest. Avoiding the sun during midday protects people against sunburn, sunstroke, skin cancer, and heat exhaustion.

HEALTH: Studies have shown that people who nap regularly during the week are 37% less likely to suffer from heart disease. Napping helps people relax and reduces their stress levels.

IMPROVED MEMORY: Other research has found that people who took a short nap were able to remember information they learned better than those who did not nap.

6 Reading

READING STRATEGY Understanding punctuation

- Explain that it is important to pay attention to punctuation marks because of their close connection to meaning. In this reading there are quotation marks (“...” / ‘...’), dashes (—), and colons (:). Make sure students understand the function of different punctuation marks.

Quotation marks: Besides their normal use to quote what someone is saying or thinking, we also use them to draw attention to a phrase that may or may not be familiar to the reader. For example, the quotation marks around “time is money” (in the first paragraph) point out that this is an expression that should not be understood literally.

Dashes: These have various uses. For instance, dashes may be used to introduce something surprising, to emphasize something, or to give an example. A pair of dashes (as in the first paragraph) functions as a pair of parentheses, and is used here to provide a definition.

Colons: These are used to show the relationship between statements, or that what follows is an expansion of what comes before the colon. The expansion can be in the form of examples (Here are some benefits of siesta:), explanations (Biological need: Protection from the sun:, etc.), or a list.

- Discuss the **Before Reading** questions as a class or in small groups. Talk about nap taking and its benefits. Ask students if they know of any cultures where nap taking is a common custom.
- Have students cover the text and look at the title and the picture. Explain that the word *siesta* is a Spanish word. Have students guess what the word *siesta* means based on the picture.
- Have volunteers read the introductory quotes. Ask them to predict what the article is about.

- 🔊 **CD3, T28** Play the audio. Students listen and read along to see if any of their predictions about the article are mentioned.

- Ask students to reread the passage one paragraph at a time and underline new vocabulary. Encourage students to explain the meanings of new words to their classmates before you provide an explanation. The following words and expressions may be new for students:

frown upon = to disapprove of something

Talking during a test is frowned upon.

wasteful = using more than is necessary

It's wasteful to throw so much food away!

unproductive = not having any positive results

I got very little work done; it's been an unproductive day.

contribute to = to play a part in the results

Many players have contributed to the team's success.

dose = an amount of something

You should only take the prescribed dose of medicine.

induce = to cause something to happen

Stress and overwork may induce illness.

drowsiness = sleepiness

Drowsiness is a major cause of road accidents.

sunstroke = a serious condition caused by staying in the sun too long

Someone who is suffering from sunstroke feels dizzy and has a high temperature, but doesn't sweat.



Legend has it that artist and genius Leonardo da Vinci took power naps throughout the day. Instead of sleeping at night, it is said that he took short naps of 15-20 minutes every four hours. Although no one has been able to confirm this information, it has inspired a lot of research into sleep patterns and how sleep affects the mind.



After Reading

A

- Have students find the words in the article and guess the meaning. Then they choose the correct answers.

Answers

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

B

- Have students work individually to write their sentences. Make sure that students use their own words rather than copy the sentences directly from the reading.

Answers

Answers will vary. Sample answers:

1. Your body needs to rest after a big meal because the level of sugar in the blood drops. Also, experts think the body needs several short naps instead of a long sleep.
2. Taking a nap in the afternoon means that you are not in the hot sun, and this protects you from sunstroke, skin disease, and heat exhaustion.
3. Taking regular naps is good for your health because you have less stress, feel more relaxed, and are less likely to have heart problems.
4. Taking a nap helps you remember information better.

C

- Have students work in pairs to discuss the questions. After the discussion, have a class vote on which quote the students liked best.

Answers

Answers will vary. Sample answers:

1. The expression “time is money” means that you should not waste time because you could be using the time to earn money.
2. I like the second quote best because it suggests that in order to have a healthy life you should laugh and be happy and get a good night’s sleep.



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Discussion

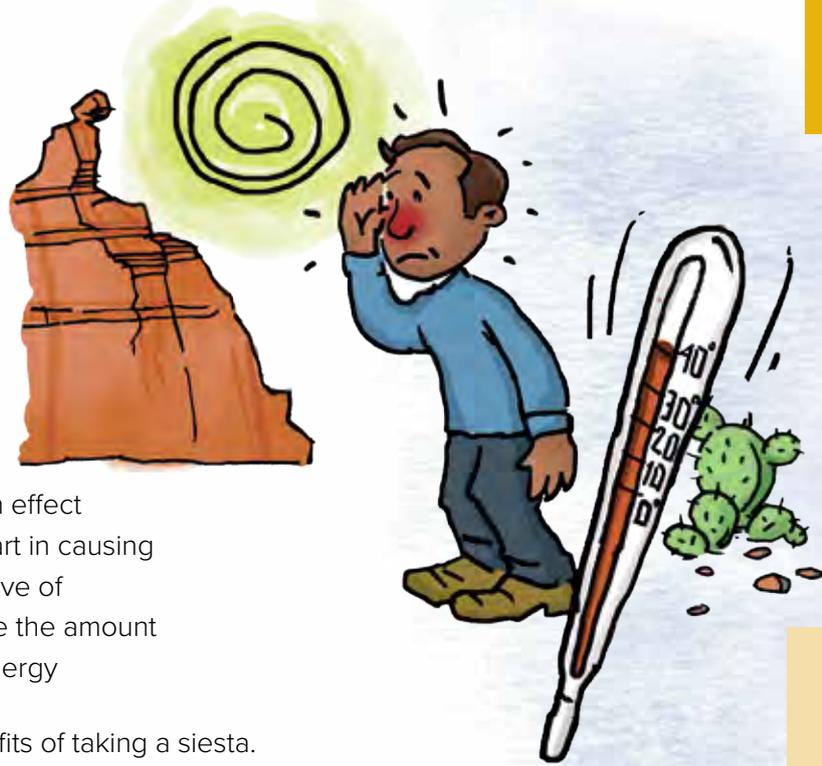
- Have students work in groups of three or four to discuss their answers to the four questions. Have one person from each group report back to the class on the most interesting points of their discussion.

7 Project

- Arrange students in groups to talk about the benefits of sleep. Have them review the benefits of siesta from the article, and ask: **Which benefits do you think are the same or similar for sleep? Which are different?**
- Group members each choose two or three different topics to focus their research on. If they need help, you may suggest the following: *reduced stress, weight loss, living longer, better performance at work, better grades at school, improved memory, more energy, positive attitude, better immune system*, etc. Have them prepare a written report based on their research.
- Students present their findings to their group during the next class. Then the groups share their findings with the class.

Workbook

Assign page 255 for additional writing practice.



After Reading

A. Match the words from the text with the definitions.

- | | |
|--------------------------|------------------------------|
| 1. ____ to frown upon | a. sleepiness |
| 2. ____ to contribute to | b. to cause an effect |
| 3. ____ to induce | c. to play a part in causing |
| 4. ____ drowsiness | d. to disapprove of |
| 5. ____ exhaustion | e. to decrease the amount |
| 6. ____ to reduce | f. a loss of energy |

B. In your own words, describe the 4 benefits of taking a siesta.

1. _____
2. _____
3. _____
4. _____

C. Answer the questions. Discuss with a partner.

1. What does the expression "time is money" mean?
2. Which of the quotes about sleep do you like best? Why?

Discussion

1. What are the advantages of taking a siesta?
2. What are the disadvantages of taking a siesta?
3. Which countries do you know of that practice siesta? Do they practice it in the same way?
4. Do you think that a siesta is beneficial, or do you think it is wasteful and unproductive? Explain.



7 Project

Research the benefits of sleep and present your findings to the class.

8 Chant Along 

Assimilating

Welcome to our country!
We're glad to have you here,
But please respect our rules
And the customs we hold dear.
Our habits may seem different.
Our cuisine may taste strange.
So, if you want to settle in
You'll need to make some change.
Assimilating is the key
To co-exist in harmony.

Chorus

We have our differences
You and I,
But it's all right
If we don't see eye to eye.
There's no reason why,
No, there's no reason why,
We can't get along.
If we respect one another,
Our friendship will be strong,
Our friendship will be strong.

Learning our native language
May seem overwhelming at the start,
But you'll pick it up eventually
So be patient, don't lose heart.

You'll grow to appreciate our people,
Get accustomed to our ways,
And cherish our traditions.
It's all part of the adjustment phase.

Assimilating is the key
To fit into society.

Chorus



8 Chant Along

- Have students cover the verses of the chant and look at the pictures. Ask questions for students to speculate about. For example: **What is the man holding in the picture? What do the other pictures show?**
- Ask: **What is the title of the chant?** Explain that when someone *assimilates* into a new culture, he or she learns to accept and take part in the customs, traditions, and way of life.
- Photocopy the chant and blank out some of the rhyming words:
here (line 2)
change (line 8)
eye (line 14)
along (line 17)
start (line 22)
ways (line 26)
- Make photocopies of the blanked out verses for the class. Have students work in pairs to guess what the missing words are. Tell them that each missing word rhymes with another word in the verse. Do the first one as an example. Ask: **What rhymes with dear?** to elicit *here*. Give pairs time to find the missing words.
- 🔊 **CD3, T29** Play the chant. Have students listen and check to see if they found the correct words.
- Call on volunteers to read the verses of the chant aloud. Explain any new vocabulary or expressions.
- 🔊 **CD3, T29** Play the chant again a couple of times so that students can learn the rhythm.
- Stop the audio periodically throughout the chant and have students supply the next line. This will keep students engaged and help them learn the words.
- 🔊 **CD3, T29** Finally, play the complete chant one more time and encourage everyone to chant along.
- As an extension, invite students to try writing additional verses for this chant or to write their own chant verses on a similar theme.



Vocabulary

A

- Have students search the chart for the words in the left column and guess the meaning. Then they choose the correct answer. Go over the answers with the class.

Answers

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

B

- Have students work in pairs to make sentences with the verbs. Tell them the sentences should be about something related to the chant. For example: assimilating into another culture and adjusting to new customs, traditions, food, language, etc.
- Have pairs switch partners and tell their new partner their sentences.

Answers

Answers will vary. Sample answers:

1. It's important to respect the customs and traditions of another culture.
2. I appreciate your advice on how to assimilate into the culture here.
3. I will always cherish the new friends that I made while I was in the country.

Comprehension

- Read aloud the first statement and elicit the correct answer. Then have students write *true* or *false* about the remaining statements. Tell students to correct the false statements. Go over the answers with the class.

Answers

1. true
2. false (He advises the newcomer to make some change.)
3. true
4. true
5. true
6. true
7. false (He says the newcomer will eventually fit in.)

Discussion

- Have students work in groups to discuss the questions about assimilating into a new society. Have one person in each group report back to the class about interesting points their group talked about.

9 Writing

- Have students look at the titles of the books and predict the kind of information in each. Ask: **Which sounds the most interesting? Which do you think the newcomer from the chant should read?**
- To help students get started, elicit different ideas from the discussion they had with their groups. Have students work individually to write their paragraphs.
- Have volunteers read aloud their paragraphs.

Vocabulary

A. Match the following expressions with their meanings.

- | | |
|------------------------------|--------------------------------|
| 1. ____ to hold dear | a. to agree |
| 2. ____ to settle in | b. to get discouraged |
| 3. ____ to see eye to eye | c. to feel at home |
| 4. ____ to get along | d. to cherish |
| 5. ____ to lose heart | e. to have a good relationship |
| 6. ____ to pick up | f. to get used to |
| 7. ____ to get accustomed to | g. to learn |

B. Make sentences with the following verbs.

1. to respect _____
2. to appreciate _____
3. to cherish _____

Comprehension

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

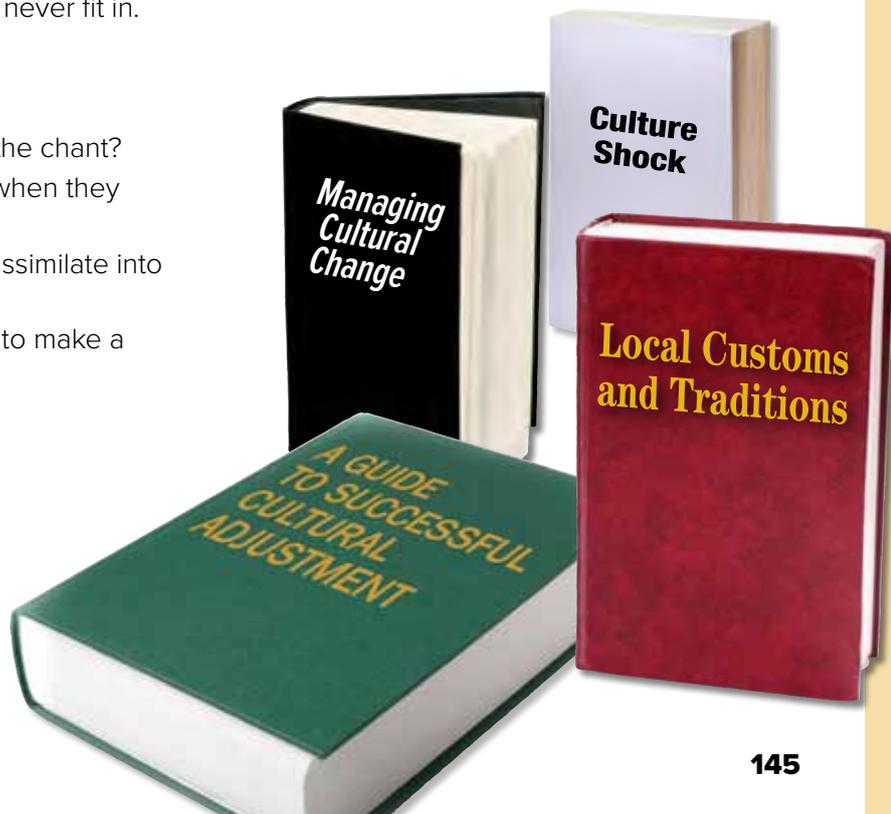
1. ____ The person greets the newcomer with pleasure.
2. ____ The person advises the newcomer not to change.
3. ____ He says that it's OK if they don't agree.
4. ____ He recommends they have mutual respect for one another.
5. ____ He says that learning the language may be difficult.
6. ____ After some time, the newcomer will get used to the lifestyle.
7. ____ He says the newcomer will never fit in.

Discussion

1. Do you agree with the advice in the chant?
2. What difficulties do people face when they move to another country?
3. What should a newcomer do to assimilate into a new society?
4. What should the local people do to make a newcomer feel welcome?

9 Writing

Write advice on what a newcomer needs to do to fit into a new society and how the local people can help.



1 Lifestyles

VOCABULARY

Nouns

addict
fanatic
fitness
herbal tea
lifestyle
puzzle
thumb

Verbs

enjoy
hate
overdo
solve
work out

Phrases with verbs

access the Internet
chat online
get a haircut
spend money/time

Adverbs/Expressions of frequency

all the time	occasionally
always	often
every day/week	once/twice a day
frequently	once/twice a week
from time to time	once in a while
generally	rarely
hardly ever	regularly
never	seldom
normally	sometimes
now and then	usually

Adjectives

challenging
physical
proud
vegetarian

Question words

How long?
How much?
How often?

Preposition

except

EXPRESSIONS

Real Talk

Anyway	turn (someone) off
exercise freak	You see

2 Life Stories

VOCABULARY

Nouns

appointment	infant
attitude	leadership
blood	league
colleague	litter
community	newborn
donation	operation
effort	owner
employee	principal
facility	twin

Verbs

award
compete
donate
encourage
gather
join
practice
receive

Phrases with verbs

comb the beach
get in touch with
grow up
take responsibility
used to

Adjectives

environmental
crippling
hopeful
original
outstanding

EXPRESSIONS

Wishing someone well

congratulations
..wish (someone) all the best

Real Talk

big break
to be into something
to turn up
What about . . . ?

3 When Are You Traveling?

VOCABULARY

Nouns

accent	flight
baggage	gate
belongings	liquid
boarding pass	photo identification
carry-on	safety
climate	stranger
container	suitcase
departure	tag
difficulty	vaccination
exchange student	visa

Verbs

board
check
ensure
identify
leave
miss
pack
proceed
remove

Phrases with verbs

fly back
make a mistake
take off (your shoes)

Adverb

nowadays

Adjectives

delayed
major
necessary
required

EXPRESSIONS

Idioms

compared to
for a while
in case of

Expression to reassure

Don't worry. I'll be all right.

Requesting and agreeing

May I (see your ticket), please?
Sure.

Saying someone doesn't have to do something

That won't be necessary.

Real Talk

kind of
pretty
pick up

4 What Do I Need to Buy?

VOCABULARY

Nouns

appetizer	cucumber	margarine	salmon
avocado	dairy product	meat	salt
bean	dates	milk	sausage
beef	egg	mushroom	seafood
bread	flour	olive oil	shrimp
butter	fruit	onion	squid
carrot	garlic	papaya	strawberry
cereal	grain	parsley	sugar
cheese	grape	pepper	vegetable
chicken	ingredient	pineapple	watermelon
condiment	lamb	potato	yogurt
corn oil	lettuce	recipe	
crab	mango	rice	

Partitives

cup of
kilo of
package of
tablespoon of
teaspoon of

Verbs

add
bake
boil
cover
fry
grill
mix
roast
spread
steam

Sequence words

after that
finally
first
then

Pronouns

anything
nothing
something

Expressions of quantity

a dozen	enough
a few	many
a little	much
a lot of	

EXPRESSIONS

Making offers

Do you need any help?
Would you like some more?

Real Talk

Everything's under control.
I can't wait.
I've had more than enough.
you guys

EXPANSION Units 1–4

VOCABULARY

Nouns

bee ice cap
branch lake
cage parrot
crops planet
faucet ranch
forest stream
glacier trunk

Verbs

cool off
flow
install
irrigate
manufacture
preserve
provide
recycle
store

Adjectives

accessible
alarming
aquatic
essential
indispensable
locked up
steamy
usable

EXPRESSIONS

Idioms

be the case
do our share
take for granted

5 Since When?

VOCABULARY

Nouns

accounting model
brick printer
consumer printing press
device recharge
feature resolution
image
invention
microwave oven

Verbs

appear
capture
invent
offer
produce
take up
take over

Adjectives

available light
clumsy mass
conventional movable
digital portable
entire professional
high-tech successful
household widespread
huge

Prepositions

for
since

EXPRESSIONS

Idioms

be around
by accident
hit the market

Real Talk

Congratulations!
... er
Long time no see

settle down
What have you been up to?

6

Do You Know Where It Is?

VOCABULARY

Nouns

bridge
bullet train
commuter
fare
suburb
survey
vehicle

**Features of a town/
community**

clean air
cost of living
crime rate
green area
housing
public transportation system
quality of life
recreation

**Nouns—
Measurement
words**

kilometer
mile

Verbs

commute
cycle
move out
park
renovate

Adjectives

cozy
efficient
low
narrow
overall
polluted
punctual

Adverbs

approximately
roughly

EXPRESSIONS

Real Talk

a bit
Definitely!
run down
The only thing is that . . .
you can't have it all

7

It's a Good Deal, Isn't It?

VOCABULARY

Nouns

antique	hammer	pliers
broom	hose	rocking chair
cup	knife, knives (<i>pl.</i>)	saucer
fan	ladder	saw
fork	lamp	screwdriver
frying pan	lawn mower	spoon
garage sale	luggage	teapot
garbage can	plate	teddy bear
grass	pot	vacuum cleaner

Verbs

guess
run on

Verb phrase

be able to

EXPRESSIONS

Idiom

from around here

Disagreeing politely

I don't think so.

Real Talk

How do you do?
I'll be happy to . . .
Is that so?
show someone around

8 Drive Slowly!

VOCABULARY

Nouns

automatic transmission	headlight	signal light
brake pedal	highway	speed limit
bumper	hood	steering wheel
dashboard	ignition	ticket
exterior	interior	trunk
gas pedal	pedestrian	windshield
gas tank	rearview mirror	windshield wipers
glove compartment	road sign	
GPS	seat belt	

Verbs

obey
pass
speed
watch out

Adverbs

carefully
slowly
well

EXPRESSIONS

Idioms

in a hurry
run into traffic

Real Talk

Hey
I'm doing 60.
You can't be serious!

EXPANSION Units 5–8

VOCABULARY

Nouns

accomplishment	rapids
breeze	scent
cable car	skydiving
landscape	trail
objective	treat
parachute	valley
pass	white-water rafting
peak	

Verbs

accompany
conquer
float
paddle
pedal
rush
wonder

Adjectives

calm	rural
enjoyable	proud
freezing	scenic
frightened	tiring
glacial	unique
long-distance	

Adverbs

constantly
terribly

EXPRESSIONS

Idioms

be in contact with
get used to
look forward to
worth the effort

9 All Kinds of People

VOCABULARY

Nouns

airline fake
attraction flyers
editor pedal cab
event thief

Verbs

compliment
grab
recognize
spill
steal

Adjectives

absentminded	honest	pessimistic	serious
athletic	kind	polite	silly
clever	lazy	quiet	talkative
efficient	optimistic	reliable	typical
generous	patient	rude	unreliable
hardworking	persuasive	selfish	

EXPRESSIONS

Idioms

give directions
hail a taxi
hand out
in a hurry
on duty

Real Talk

a real treat
I mean
Of course

10 Who Used My Toothpaste?

VOCABULARY

Nouns

complaint
dishwashing
liquid
hairbrush
hair dryer
mess
mirror
nail polish
nephew
scissors
shampoo
toothpaste

Verbs

annoy
avoid
borrow
feed
finish
imagine
irritate
mind
splash
stand
suggest

Two-word verbs

blow up
clean up
give back
give up
mess up
put away
put back
take over
turn down
turn off

Adjective

dirty

Adverbs

already
just
yet

EXPRESSIONS

Idioms

make oneself at home
wait in line

Real Talk

At long last!
That's a bit too much.

11 Making Choices

VOCABULARY

Nouns

airshow pollution
benefit preference
choice resort
conservationist route
environment scholarship
farmer subject
graduation

Verbs

care interfere
fail involve
fit in pass (a test)
generate speed
graduate study

Adjective

scenic

EXPRESSIONS

Idioms

be against
feel like (doing)
fit in
get a chance
get caught
would rather

Real Talk

It seems to me
make up your mind
up in the air

12 Culture Shock

VOCABULARY

Nouns

break lawyer
chopsticks mud
custom pocket
dust porter
graduate shock
guest surname
host tip
impression topic

Verbs

adjust manage
allow remove
block rest
bump (into) rush
comment spear
exchange spread
expect tip
handle

Adjectives

crowded
customary
globalized
local
punctual
relaxed
similar
tricky

Adverbs

accidentally
patiently

EXPRESSIONS

Expressions with *It's* + infinitive

It's advisable to ...
It's a good idea to ...
It's common to ...
It's not polite to ... / It's impolite to ...
It's polite to ...
It's rude to ...
It's wrong to ...

Expressions of advice

Be sure to ...
Don't forget to ...
Make sure to ...
Remember to ...
Try not to ...
Try to ...

Idioms

be based
be on time
stand in line
wait your turn
What's it like ... ?

Real Talk

kind of
No kidding!
to be honest
to get the hang of

VOCABULARY

Nouns

adolescent	nap
aptitude	occupation
cable	option
career	profession
concept	qualification
cure	salary
degree	siesta
dose	skin cancer
drowsiness	sleepiness
exhaustion	strength
genius	stress
guidance	sunburn
harmony	sunstroke
intelligence	talent
IQ	vocation
logic	weakness
memory	

Verbs

appreciate	contribute
assess	induce
assimilate	obtain
cherish	reduce
combine (with)	respect
confuse (with)	succeed

Adverbs

particularly
simply

Adjectives

average	rewarding
beneficial	sleepy
cognitive	uncertain
exceptional	unproductive
gifted	unrewarding
overwhelming	wasteful

EXPRESSIONS

Idioms

be adept at	let alone
frown upon	line of work
get accustomed to	lose heart
get along	pick up
grow up	see eye to eye
hold dear	settle in



Writing Checklists

1 A report on the habits of young people

I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan paragraphs				
take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
make clear and interesting statements				
give interesting examples				
use appropriate vocabulary				
write a closing paragraph				
use pronouns to link sentences				
edit and correct my mistakes				

2 A personal biography

I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan paragraphs				
mark the events in my life on a timeline				
use punctuation and capitals correctly				
use tenses correctly				
introduce myself in the opening paragraph				
order events chronologically				
give interesting examples				
use appropriate vocabulary				
write a closing paragraph				
use appropriate language/style				
edit and correct my mistakes				

3 An email to a friend

I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan an email				
prepare notes for paragraphs				
use punctuation and capitals correctly				
use tenses correctly				
write an appropriate greeting				
express my feelings				
use interesting vocabulary				
describe activities and places effectively				
write an appropriate closing				
use appropriate informal language/style				
edit and correct my mistakes				

4 A recipe

I can ...	Great! 	Good! 	OK! 	Needs work 
collect information about a recipe				
take notes and use them to write				
use punctuation and capitals correctly				
express quantities correctly				
use sequence words				
use the imperative to give directions				
use appropriate vocabulary				
use appropriate language/style				
edit and correct my mistakes				

EXPANSION Units 1–4

A report about an endangered species

I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan a report				
research and take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
organize and order facts				
include interesting details				
use a range of vocabulary				
write a closing paragraph				
use appropriate language/style				
edit and correct my mistakes				

5 A description of personal possessions

I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan paragraphs				
prepare notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
describe objects effectively				
express my feelings				
use a range of vocabulary				
write a closing paragraph				
use pronouns for better cohesion				
edit and correct my mistakes				

6 An essay about my town

I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan paragraphs				
research and take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
compare and contrast details well				
develop paragraphs in the main body				
write topic sentences for paragraphs				
use a range of vocabulary				
write an appropriate conclusion				
edit and correct my mistakes				

7 A narrative about a strange coincidence

I can ...	Great! 	Good! 	OK! 	Needs work 
prepare an outline in an event chain diagram				
take notes on the places, people, and events				
set the scene in the introduction				
develop events clearly				
describe feelings				
use descriptive vocabulary				
use time words to sequence events				
end the story with an interesting conclusion				
use punctuation and capitals correctly				
use past tenses correctly				
edit and correct my mistakes				

8 An essay about raising the driving age

I can ...	Great! 	Good! 	OK! 	Needs work 
organize ideas in a chart				
take notes on the reasons and results				
write an introduction				
develop ideas clearly				
use a range of vocabulary				
use phrases to express cause or reason				
use phrases to express result				
write a conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

EXPANSION Units 5–8

A brochure for an adventure trip

I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan information				
research and take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
interest the reader				
give descriptive details				
use interesting vocabulary				
convince the reader				
use appropriate language/style				
edit and correct my mistakes				

9 An interview with a humanitarian

I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan an interview				
prepare notes/questions				
use question forms correctly				
use information given to write responses				
order questions in a logical sequence				
use a range of vocabulary				
end the interview on a positive note				
use punctuation and capitals correctly				
use appropriate formal/polite language				
use tenses correctly				
edit and correct my mistakes				

10 Internet forum entries on impolite behavior and its effects

I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan my forum entries				
take notes on rude behavior and its effects				
describe impolite behavior				
explain the effects of rude behavior				
express my ideas clearly				
use a range of vocabulary/expressions				
use relative clauses to link ideas				
use relative pronouns correctly				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

11 A description of personal choices and their consequences

I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan paragraphs				
take notes on choices and consequences				
write an introduction				
describe choices I have made and their positive or negative consequences				
describe who has influenced my choices				
use a range of vocabulary				
use gerunds and gerund phrases				
express what I have learned in the conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

12 An email about cultural differences

I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan paragraphs				
research and take notes on the topic				
write a greeting for the email				
describe habits/traditions in detail				
express feelings and reactions				
use a range of vocabulary				
use expressions with <i>used to</i>				
write a closing for the email				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

EXPANSION Units 9–12

A description of an occupation

I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan paragraphs				
take notes on an occupation				
take notes on my aptitude/personality				
write an introduction				
describe the occupation in detail				
use a range of vocabulary				
describe my aptitude and relate it to the occupation				
assess my suitability for the occupation in the conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

EXPANSION Units 9–12

An essay giving advice on fitting in

I can ...	Great! 	Good! 	OK! 	Needs work 
organize and plan paragraphs				
research and take notes on cultural assimilation				
state the topic/problem in the introduction				
give helpful advice				
explain why the advice is beneficial				
use linking expressions				
use a range of vocabulary				
state the results of your advice in the conclusion				
use punctuation and capitals correctly				
use tenses correctly				
edit and correct my mistakes				

Irregular Verbs

Base Form	Simple Past	Past Participle
be	was / were	been
become	became	become
blow	blew	blown
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written



Key to Phonetic Symbols

Vowels		Consonants	
Symbol	Sample Word	Symbol	Sample Word
/iː/	w ee k	/b/	b ike
/ɪ/	g i ft	/p/	p ool
/ɛ/	be d	/g/	g ive
/æ/	b a d	/k/	c ar
/ɑ/	f a th er, b ox	/d/	d ay
/ə/	mon th , b us	/t/	t en
/ɔ/	sm a ll, d oor	/z/	z ero
/u/	r oo m	/s/	s on
/ʊ/	b oo k	/ʃ/	sh oe
/eɪ/	n a m e	/dʒ/	j ust, gar ag e
/aɪ/	l i n e	/z/	tele v ision
/ɔɪ/	b o y	/tʃ/	ch eck
/aʊ/	t ow n	/v/	v ery
/oʊ/	o ld	/f/	f ine
/ɜː/	f ir s t	/w/	w ife
		/j/	y ard
		/h/	h ere
		/ð/	th is
		/θ/	th ousand
		/m/	m ap
		/n/	n ow
		/ŋ/	ri ng
		/l/	l eft
		/r/	r ight



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Photocopiable 1

Exercise 1

1. The boys often play football in the park.
2. I hardly ever send emails to my friends.
3. We occasionally eat dinner at a restaurant.
4. Where do you usually go on vacation?
5. Faisal talks to his cousin on Skype once in a while.
6. Does he regularly work out at the gym?

Exercise 2

1. How long/much time do you usually spend on homework?
2. How often do they go grocery shopping?
3. How often does she get her hair cut?
4. How long/much time does he spend at work?
5. How much oil does she use in the salad dressing?

Exercise 3

1. addict
2. access
3. chat
4. download
5. challenging
6. enjoys
7. spends
8. solve
9. hate
10. overdo

Photocopiable 2

Exercise 1

1. Prince Sultan was the first Arab to travel in space.
2. The Prince was born and raised in Riyadh.
3. He was trained to be a pilot in the U.S.
4. Did he go to university in Saudi Arabia?
5. He used to work for the Ministry of Information.
6. He flew aboard the space shuttle in 1985.
7. How many days did he spend in space?

Exercise 2

make: effort, donation, appointment, team

win: competition, award

join: effort, competition, team

receive: award, donation, email

beat: competition, team

Answers will vary. Sample answers:

1. Faisal joined a basketball team last year.
2. He received an award for his achievements at school.

Exercise 3

Answers will vary.



وزارة التعليم

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Photocopiable 3

Exercise 1

Answers will vary. Sample answers:

1. will be
2. am going to attend/am attending
3. will you do/are you going to do
4. will spend
5. is going to study/will study
6. am going to see/am seeing
7. won't finish
8. will rain

Exercise 2

1. He is going to Canada to study physics at university.
2. They went to the shopping mall to buy new shoes.
3. He needs to go to the consulate to get a student visa.
4. I stayed up late last night to finish my homework.
5. I am surfing the Internet to find information about hotels.

Exercise 3

1. vaccination
2. baggage
3. departure
4. identify
5. carry-on
6. remove
7. gate
8. boarding pass
9. safety
10. flight



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Photocopiable 4

Exercise 1

1. anything
2. something
3. nothing
4. anything
5. nothing
6. something

Exercise 2

Meat/Seafood: beef, lamb, shrimp, squid

Dairy: yogurt, milk, butter, cheese

Grains: bread, couscous, rice, cereal

Fruit: dates, lemon, pineapple, mango

Vegetables: onion, potato, cucumber, bean

Exercise 3

1. any
2. a few
3. many
4. a few/enough/a lot of/many
5. enough/any
6. a lot of/many
7. much
8. a little
9. enough/much
10. much
11. enough
12. a lot of/enough
13. a few
14. a little
15. enough
16. a few
17. enough/any/much
18. a few
19. a little
20. any/enough

Photocopiable 5

Exercise 1

1. electric lightbulb
2. digital camera
3. color television
4. microwave oven
5. credit card
6. printing press
7. portable computer
8. air conditioner

Exercise 2

1. haven't seen
2. have you been
3. has it been
4. are you doing
5. am teaching
6. got
7. had
8. is still working
9. has helped
10. started
11. am studying
12. are you doing

Exercise 3

Answers will vary.

Photocopiable 6

Exercise 1

Answers will vary. Sample answers:

1. The bus is just as frequent as the metro, but the metro is much faster than the bus.
2. The tram is not as expensive as the metro, but the metro is more frequent than the tram.
3. The metro is faster and more expensive than the tram.
4. The bus is as expensive as the tram, but the bus is more frequent than the tram.
5. The metro is the fastest means of public transport.
6. The taxi is the most frequent and the most expensive means of public transport.

Exercise 2

1. Could you tell me what the cost of living is like in Saudi Arabia?
2. Do you know what the most efficient transportation in the city is?
3. Could you tell me where we can park our car?
4. Do you know how most people commute to work?
5. Could you tell me when they renovated the museum?
6. Could you tell me how much the train fare to the suburbs is?
7. Do you know what they are doing to reduce pollution in the city?

Exercise 3

Answer will vary. Sample answer:

The ideal city is a safe and comfortable place to live. There isn't a lot of traffic, and the public transportation is fast and efficient. The environment is pleasant, with clean air and lots of parks and green areas where people can relax. The city has many modern buildings such as hospitals, schools, and universities. It also offers a variety of cultural and recreational facilities such as shopping malls, sports stadiums, and museums.



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Photocopiable 7

Exercise 1

Answers will vary. Sample answers:

1. don't they
Yes, they do. Most people in Australia speak English.
2. did he
No, he didn't. Alexander Bell invented the telephone.
3. haven't they
Yes, they have. The King Fahd Causeway connects Saudi Arabia and Bahrain.
4. were they
No, they weren't. The 2008 Olympics were held in Beijing.
5. isn't it
Yes, it is. Cairo is the capital of Egypt with a population of about 10 million.
6. do you
Yes, you do. Most visitors need a visa to travel to the United States.

Exercise 2

1. lawn mower
2. broom
3. saucer
4. knife
5. hose
6. garbage can
7. hammer
8. ladder

Exercise 3

1. twins
2. born
3. alike
4. able
5. separated
6. heredity
7. grow
8. similar
9. similarities
10. coincidence



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Photocopiable 8

Exercise 1

1. Did the children arrive home safely?
2. You should always speak politely to your elders.
3. Maha learns quickly, but she reads slowly.
4. You can communicate easily with others when you speak English fluently.
5. Ahmed works hard, and he does his job well.
6. Cross the street carefully. Some people drive dangerously.
7. He drives fast and recklessly.

Exercise 2

1. steering wheel
2. rearview mirror
3. seat belt
4. signal light
5. brake pedal
6. gas tank
7. speed limit
8. road sign

Exercise 3

Answers will vary. Sample answers:

1. Drivers should wear their seat belts.
2. Drivers shouldn't speed.
3. Drivers must always obey the road signs.
4. Drivers must stop at a red light.
5. Drivers mustn't park on the sidewalk.

Photocopiable 9

Exercise 1

1. who/that
2. who/that
3. that/which
4. who/that
5. that
6. that/which
7. who/that
8. that

Exercise 2

1. I was answering the last question when the teacher told us to stop writing.
2. What were you doing when I called you last night?
3. Dad was working in the garden while Mom was preparing lunch.
4. The boys were playing football in the park when it started to pour rain.
5. Was Imad watching TV while he was doing his homework?

Exercise 3

1. reliable
2. polite
3. patient
4. persuasive
5. optimistic
6. talkative
7. honest
8. lazy
9. efficient
10. pessimistic

Photocopiable 10

Exercise 1

1. You should avoid doing your homework late at night.
2. I enjoy hanging out with my friends on the weekend.
3. Adel had to give up playing tennis because he broke his arm.
4. If you want to lose weight, start exercising and stop eating junk food.

Exercise 2

1. turning down
2. take over
3. turn off
4. put back
5. put away
6. gives back
7. cleaning up
8. mess up

Exercise 3

1. Have you decided
2. haven't made
3. have you thought
4. has suggested
5. has told
6. have always been
7. Have you ever taken
8. have heard
9. Have you chosen
10. have just decided
11. have always liked
12. have just realized



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Photocopiable 11

Exercise 1

Answers will vary.

Exercise 2

Answers will vary. Sample answers:

1. If they build the new mall, people won't have to go downtown to shop.
2. If they build the new mall, there will be lots of free parking.
3. If they build the new mall, people will find everything they need under one roof.
4. If they build the new mall, it will generate lots of jobs and business opportunities.
5. If they build the new mall, trees will be cut down and the habitat will be destroyed.
6. If they build the new mall, some birds and animals may die.
7. If they build the new mall, some animals will be forced to find a new home.
8. If they build the new mall, store owners downtown may lose business.

Exercise 3

1. Hameed would rather play video games than read books.
2. I'd rather learn English than learn French.
3. Would you rather live in the city or in the country?
4. I'd rather save some money than spend it all now.



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Photocopiable 12

Exercise 1

1. to stay
2. to carry
3. taking
4. to visit
5. to wait
6. traveling, learning
7. to send
8. to travel/traveling, living

Exercise 2

1. Eating with chopsticks is customary in many Asian countries.
2. Playing with your chopsticks is impolite.
3. Is tipping waiters and taxi drivers common in America?
4. Apologizing when you bump into someone is polite.
5. Being late makes a bad impression in Germany.
6. Is making a reservation in advance a good idea?
7. Taking an afternoon nap is common in some Mediterranean countries.

Exercise 3

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

1 Lifestyles

A

1. an exercise freak
2. an Internet addict
3. a devoted employee
4. a vegetarian

B

1. usually downloads videos and games / regularly chats online
2. often spends a lot of time at the office / never takes a vacation
3. always lives a healthy lifestyle / always eats vegetables

C

1. **Q:** Does Sarah's little brother usually watch TV in the afternoon?
A: Sometimes Sarah's little brother watches TV in the afternoon. (Sarah's little brother sometimes watches TV in the afternoon.)
2. **Q:** Do Sabah and her friends usually go shopping on Thursday?
A: Sabah and her friends often go shopping on Thursday.
3. **Q:** Does George usually play football on Saturday?
A: George occasionally plays football on Saturday.

D

Answers will vary. Sample answers:

1. I rarely sleep late on the weekend.
2. I always do my homework in the afternoon.
3. From time to time I watch TV with my family.
4. I chat online with my friends all the time.

E

Answers will vary. Sample answers:

1. **Q:** How many sodas does Faris drink?
A: He drinks 3 cans of soda a day.
2. **Q:** How much does Ismail exercise?
A: He exercises 7 days a week.
3. **Q:** How many hours does Noura watch TV?
A: She watches TV 3 hours a night.
4. **Q:** How long does Fadwa chat online?
A: She chats online 6 hours a week.



5. **Q:** How many hours do you watch TV?
A: I watch TV 4 hours a day.
6. **Q:** How many sodas do you drink?
A: I drink 2 cans of soda a day.
7. **Q:** How much do you exercise?
A: I exercise 1 hour a day.
8. **Q:** How long do you chat online?
A: I chat online 2 hours a night.

F

Answers will vary. Sample answers:

1. talks / He frequently talks to his boss on the phone in the evening.
2. watches / Sometimes Mrs. Lewis watches TV.
3. eats / She eats chocolate all the time.
4. makes / She rarely makes dinner.
5. works out / He frequently works out.
6. doesn't do / He never does the dishes.

G

Answers will vary. Sample answers:

1. They go shopping when they're depressed. They spend more money than they have. They feel nervous when they can't go shopping.
2. They can ask friends for help. They can get counseling.

H

Answers will vary.

Hours per week: should be a number of hours

How important is it to you?: should have a check in the appropriate box

I

Answer will vary. Sample answer:

Habit or Addiction?

I do a lot of things during the week. Some are habits and some are addictions. Going shopping and watching TV are not important. I think they are just habits. Talking on the phone and going to the gym are important. They're not really addictions. I think they are habits too. But going online is very important, and I know this is an addiction! I can probably study more instead of going online. I definitely need to study more!

2 Life Stories

A

Blood Donation Announcement

clinic
blood
donations
donor

Birth Announcement

parents
twins
newborns
infant

B

1. blood; Clinic; donor; donations
2. parents; newborns; infant; twins

C

- | | | |
|------------|----------------|-------------|
| 1. were | 9. didn't like | 17. stayed |
| 2. were | 10. was | 18. started |
| 3. grew up | 11. missed | 19. wanted |
| 4. played | 12. wanted | 20. moved |
| 5. studied | 13. went | 21. saw |
| 6. went | 14. took | 22. went |
| 7. got | 15. wasn't | 23. opened |
| 8. left | 16. needed | |

D

1. They played sports and studied together.
2. He didn't like his job at first.
3. He worked at the city library.
4. He saw Roger in the park.

E

Picture 1

- | | | |
|-----------------|--------------------|----------------|
| 1. were married | 2. weren't married | 3. was married |
|-----------------|--------------------|----------------|

Picture 2

- | | | |
|----------------|------------------|---------------|
| 1. were raised | 2. wasn't raised | 3. was raised |
|----------------|------------------|---------------|

Picture 3

- | | | |
|-----------------|---------------|---------------|
| 1. was educated | 2. was raised | 3. was called |
|-----------------|---------------|---------------|

F

- | | | |
|------------------|------------------|------------------|
| 1. used to | 4. didn't use to | 7. didn't use to |
| 2. used to | 5. used to | 8. used to |
| 3. didn't use to | 6. used to | |

G

1. What did Fahd use to do after school?
2. Did Farah use to take the bus to school?
3. Where did they use to go every Thursday evening?
4. Did you use to go to bed early every night?

H

3. He traveled in Africa and South America.
2. Prince William went to Eton College.
6. He trained as a pilot.
1. Prince William was born in London.
5. William and Harry served in the Armed Forces.
7. He became a helicopter pilot.
4. Prince William graduated from university.

I

Answers will vary. Sample answers:

When I was seven, I used to:

sleep with a teddy bear
eat a lot of cookies
play a lot of video games

Now I'm older, and I:

don't sleep with a teddy bear
eat a lot of fruit
play football with my friends

J

Answer will vary. Sample answer:

Then and Now

When I was young, I used to sleep with a teddy bear. But now I don't sleep with one. I used to eat a lot of cookies. Now, I eat a lot of fruit. I used to play a lot of video games, but I play football now with my friends.

3 When Are You Traveling?

A

- | | | |
|-----------|-------------|------------------|
| 1. flight | 3. suitcase | 5. carry-on |
| 2. gate | 4. baggage | 6. boarding pass |



B

1. One family member is traveling with me.
2. We're staying in Miami, Florida.
3. We're visiting for two weeks.
4. No, I'm not bringing any fruits or live plants.
5. No, I'm not carrying more than \$10,000 cash.
6. We're coming to the United States for pleasure.

C

- | | |
|----------------------|-----------------------|
| 1. will go | 6. am going to spend |
| 2. will stay | 7. going to be |
| 3. am going to go | 8. am going to get |
| 4. will be | 9. will leave |
| 5. are going to find | 10. am going to watch |

D

Answers will vary. Sample answers:

- Adnan:** What are you doing on Saturday?
Faisal: Maybe I will ride in the bicycle race.
Adnan: What time is the race going to start?
Faisal: It's going to start at 10:30 A.M.
Adnan: What are you doing in the afternoon?
Faisal: I will probably go to Yahya's barbecue.

E

1. He's staying up late to finish
2. They're online to buy
3. They're flying to California to visit
4. He's going to Mexico to go surfing.
5. He's going to the gym after school to work out.

F

Answers will vary. Sample answers:

1. I will probably go to the park to play football.
2. I will probably go to my friend's house to play video games.
3. I will probably go to the mall to hang out with my friends.

G

1. T 2. F 3. F 4. T 5. T 6. F

H

Answers will vary. Sample answers:

1. I will probably stay at the Broadview Hotel. I want to see the falls from my room.
2. I will probably take the helicopter ride. I want to get some good photos of the falls.

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I

Answers will vary. Sample answers:

1. I want to go to Costa Rica.
2. I'm going to surf.
3. I'm going to leave in September.
4. I'm going to stay for one week.
5. I want to leave from JFK in New York.
6. My brother is going with me.
7. I want to stay at a cheap hotel.
8. I want to see rainforests and a volcano, too.

J

Answer will vary. Sample answer:

My Trip

I'm going to take a trip to Costa Rica. I'm going to surf most of the time. I'm going to leave in September and stay for one week. I will probably leave from JFK in New York. My brother is going to go with me. We're going to stay at a cheap hotel. Maybe we'll see rainforests and a volcano, too.

4 What Do I Need to Buy?

A

- | | | |
|--------------|------------|------------------|
| 1. peppers | 5. yogurt | 9. cheese |
| 2. shrimp | 6. sausage | 10. strawberries |
| 3. chicken | 7. carrots | |
| 4. pineapple | 8. crab | |

B

- Meat:** chicken, sausage **Fruit:** pineapple, strawberries
Seafood: shrimp, crab **Vegetables:** peppers, carrots
Dairy: yogurt, cheese

C

- | | | |
|-------------|-------------|--------------|
| 1. a lot of | 5. a lot of | 9. a little |
| 2. a lot of | 6. a few | 10. a few |
| 3. a little | 7. a lot of | 11. a little |
| 4. a few | 8. a lot of | |

D

1. Badria doesn't drink much lemon juice in water.
2. Badria can eat many vegetables on the diet.
3. She can't use many spices.

E

Answers will vary. Sample answers:

1. I eat a lot of meat, but I don't eat enough vegetables.
2. I eat a lot of cookies, but I don't eat enough fruit.
3. I drink a lot of soda, but I don't drink enough water.

F

1. **Q:** How much butter do you use?
A: You use 1 tablespoon of butter.
2. **Q:** How much salt do you add?
A: You add a little salt.
3. **Q:** How many mushrooms do you cut up?
A: You cut up 6 mushrooms.
4. **Q:** How much cheese do you cut up?
A: You cut up $\frac{1}{4}$ cup of cheese.
5. **Q:** How many onions do you use?
A: You use a piece of 1 onion.

G

- | | | |
|--------------|-------------|--------------|
| 1. something | 4. nothing | 7. nothing |
| 2. something | 5. anything | 8. something |
| 3. anything | 6. anything | |

H

Fruit Salad

- Cut up 1 pineapple, 1 cup of strawberries, 2 oranges, and 1 cup of apples.
- Put the fruit in a large bowl.
- Add $\frac{1}{2}$ cup of sugar and $\frac{1}{4}$ cup of lemon juice.
- Mix well and put the bowl in the refrigerator for three hours.

I

1. First, cut up 1 pineapple, 1 cup of strawberries, 2 oranges, and 1 cup of apples.
2. Then put the fruit in a large bowl.
3. After that, add $\frac{1}{2}$ cup of sugar and $\frac{1}{4}$ cup of lemon juice.
4. Finally, mix well and put the bowl in the refrigerator for three hours.

J

- | | |
|--------------|------------|
| 1. medicines | 4. eyes |
| 2. headache | 5. vinegar |
| 3. apples | |

K

Answers will vary. Sample answers:

Favorite Meal: roasted chicken with salad and fries

Food Group	Food Items	Shopping Trip Order
Meat/Seafood	chicken	3
Breads and Grains	bread	1
Vegetables	lettuce, tomatoes, potatoes	2
Fruit	—	—
Dairy Products	cheese	4
Other	—	—

L

Answer will vary. Sample answer:

My Shopping Trip

I'll go to the supermarket to buy food for my favorite meal—roasted chicken with salad and fries. First, I'll buy some bread. Then I'll buy some lettuce, two tomatoes, and one kilo of potatoes. After that, I'll buy the chicken. Finally, I'll buy some cheese for the salad.

EXPANSION Units 1–4

A

Answers will vary. Sample questions and answers:

1. **Q:** How often do you walk to school?
A: I usually walk to school.
2. **Q:** How often do you watch TV?
A: I never watch TV.
3. **Q:** How often do you clean your room?
A: I sometimes clean my room.
4. **Q:** How often do you go to the mall?
A: I seldom go to the mall.
5. **Q:** How often do you do your homework?
A: I always do my homework.

B

1. What did Amal do/watch yesterday evening?
2. What did Hussain wear to the job interview?
3. What did they do on the airplane?
4. Where did your brother go to college?
5. Where did Ali and his family stay last year when they went to the beach?

C

- | | | | |
|-----------|------------|---------|-----------|
| 1. played | 4. studied | 7. made | 10. drove |
| 2. met | 5. grew | 8. had | |
| 3. got | 6. went | 9. went | |

D

Answers will vary. Sample questions and answers:

1. **Q:** What did Ibrahim use to eat?
A: He used to eat a lot of fast food.
2. **Q:** What did they use to study?
A: They used to study English.
3. **Q:** What did Saeed use to drive?
A: Saeed used to drive his father's car.
4. **Q:** What did your brother and you use to drink every

morning before school?

A: My brother and I used to drink milk every morning before school.

E

Answers will vary. Sample answers:

1. My parents were married in Jeddah.
2. I was raised in Jeddah.
3. I was called Little Ali when I was young.
4. My father was educated in Riyadh.

F

Answers will vary. Sample answers:

1. The bus is arriving at 10 A.M.
2. Robert is meeting his friend at the bus station today.
3. Robert and his friend are going to the museum later.
4. Robert and his friend are eating at a fast food restaurant after the museum.
5. Robert is going to the bus station at 4 P.M.

G

- | | | |
|-------------------|---------------|----------------------|
| 1. will fly | 3. will leave | 5. will arrive |
| 2. am going to go | 4. will see | 6. is going to leave |

H

Answers will vary. Sample answers:

1. He is going to take a trip.
He is going to talk on his cell phone.
2. He will probably fly on a plane.
He will probably visit friends.

I

Answers will vary. Sample answers:

- | | | | |
|-------------|-----------|-------------|-------------|
| 1. a little | 3. enough | 5. How many | 7. How much |
| 2. much | 4. a few | 6. a lot of | 8. many |

J

- | | |
|--------------|--------------|
| 1. something | 4. anything |
| 2. anything | 5. something |
| 3. nothing | |

K

First, crack four eggs into a bowl.
Then, stir the eggs for one minute.
After that, pour the eggs into a frying pan.
Finally, cook the eggs for three minutes.

L

Answers will vary, but should follow the sample answers.

M

Answer will vary. Sample answer:

Conservation at Home

My family and I conserve water and electricity at home, and we will probably do other things to conserve more. Right now, every time I leave a room, I turn off the lights. This is simple to do, but it helps a lot. We will probably watch less TV, too. I don't like this idea, but my parents think it is a very good idea. We don't do a lot to conserve water at home. I have a good idea for this. I probably won't wash the family car. It's hard work and it uses a lot of water. My father probably won't like this idea!

5 Since When?

A

- | | | |
|-------------------|------------|-----------|
| 1. microwave oven | 5. brick | 9. huge |
| 2. conventional | 6. light | 10. image |
| 3. household | 7. device | |
| 4. clumsy | 8. printer | |

B

- | | | |
|------------|---------------|-----------|
| 1. arrived | 3. did / call | 5. passed |
| 2. ate | 4. finished | 6. were |

C

1. My brother has played tennis in the new park.
2. Saeed has tried to learn French.
3. We have gone camping in the mountains.
4. My parents have eaten at the Indian restaurant by the bookstore.

D

1. Has your brother played tennis in the new park?
2. Has Saeed tried to learn French?
3. Have you gone camping in the mountains?
4. Have your parents eaten at the Indian restaurant by the bookstore?

E

- | | | |
|------------------|-------------------|------------------|
| 1. has made | 6. gave | 11. was |
| 2. have worked | 7. called | 12. gave |
| 3. have not been | 8. Was | 13. has received |
| 4. was | 9. haven't talked | |
| 5. walked | 10. wore | |

F

- | | | | | |
|--------|--------|----------|--------|----------|
| 1. for | 2. for | 3. since | 4. for | 5. since |
|--------|--------|----------|--------|----------|

G

1. **Q:** How long have Tom and Kenneth used laptops?
A: Tom and Kenneth have used laptops since they were four years old.

A: Tom and Kenneth have used laptops for almost their entire lives.

2. Q: How long has Chris played football?

A: Chris has played football since he was eight years old.

A: Chris has played football for seven years.

3. Q: How long have Alex and Sam played video games?

A: Alex and Sam have played video games since this afternoon.

A: Alex and Sam have played video games for forty minutes.

4. Q: How long has Omar gone to this dentist?

A: Omar has gone to this dentist since 2018.

A: Omar has gone to this dentist for many years.

5. Q: How long has Grandma had her tea set?

A: Grandma has had her tea set since she got married.

A: Grandma has had her tea set for over forty years.

H

1. T 2. F 3. F 4. T 5. F

I

Answers will vary. Sample answers:

What inventions have changed my life?

credit card laptop
plane digital camera

How have they changed my life?

can shop without cash
can travel quickly around the world
can use the Internet
can take photos on vacation

J

Answer will vary. Sample answer:

These Inventions Have Changed My Life

The following inventions have changed my life: the cell phone, the credit card, the digital camera, and the plane. I can always talk to my friends on my cell phone. My life has been easier because of my cell phone. I can shop anytime without having to carry cash with me. I can also buy things online like airline tickets. I can travel around the world in a plane, and it's a fast and easy way to travel. My life is definitely better because of the plane, particularly when I take a vacation. And finally, I can take lots of vacation photos with my digital camera and send them to my friends!

6 Do You Know Where It Is?

A

1. a 2. a 3. b 4. b

B

1. cost of living
2. public transportation system; punctual; efficient
3. housing; cozy
4. green spaces; quality of life
5. crime rate

C

1. longer 4. longest 7. dirtier
2. shortest 5. cleaner 8. cleanest
3. shorter 6. dirtiest

D

1. more expensive 3. the most expensive
2. less expensive

E

1. cooler 4. noisier 7. best
2. sunnier 5. friendliest 8. better
3. quieter 6. most interesting

F

Answers will vary. Sample answers:

1. I prefer to live in the mountains because the weather is cooler.
2. I prefer to live in the mountains because the air is cleaner.
3. I prefer to live in the mountains because the people are friendlier.

G

1. as inexpensive as 3. as expensive as
2. as good as 4. as warm as

H

1. Could you tell me when the bank closes?
2. Do you know where the gym is?
3. Could you tell me how much a train ticket costs?
4. Do you know when the supermarket opens?

I

1. Some people like to live in a big city because there are a lot of people to meet, a lot of places to eat, and a lot of things to do.
2. Less than 10,000 people have to live in a town for it to be considered a small town.

- Some people regret moving to a big city because they miss the community of a small town.
- Hammondsport, New York, was recently voted the best small town in America.
- Three things that young people like to do in small towns include riding ATVs, riding horses, and riding snowmobiles.

J

Answers will vary. Sample answers:

Where I Live

quiet; sunny; friendly; warm; small

Where My Friend Lives

busy; noisy; cold; expensive; cloudy

K

Answer will vary. Sample answer:

Here and There

I live in a quiet village. The weather is warm and sunny most of the year. The village is small, and the people are friendly. I know all of my neighbors, and most of my relatives live in the village. My friend, Jamal, lives in a large city. He loves it. But the city is busier and noisier than my village. It's also more expensive to live in Jamal's apartment in the city. And the worst part is that the weather is always cloudier and colder than in my village by the sea.

7 It's a Good Deal, Isn't It?

A

- | | |
|------------------|-----------------|
| 1. teapot | 6. fan |
| 2. pliers | 7. pot |
| 3. rocking chair | 8. saw |
| 4. teddy bear | 9. frying pan |
| 5. hammer | 10. screwdriver |

B

Garage: pliers, hammer, saw, screwdriver

Kitchen: teapot, pot, frying pan

Bedroom: rocking chair, teddy bear, fan

C

1. a 2. a 3. b 4. b



D

- | | |
|---------------------|--------------------|
| 1. hasn't it | 9. do you |
| 2. Yes, it has. | 10. No, I don't. |
| 3. are they | 11. don't you |
| 4. No, they aren't. | 12. Yes, I do. |
| 5. weren't you | 13. have you |
| 6. Yes, I was. | 14. No, I haven't. |
| 7. didn't you | 15. can't you |
| 8. Yes, I did. | 16. I can |

E

Answers will vary. Sample answers:

- No, I haven't.
- Yes, I did.
- Yes, I have.
- Yes, they have.
- Yes, he/she is.

F

Answers will vary. Sample answers:

- Didn't you bring your computer?
- Haven't you left yet?
- Aren't you coming with us?
- Don't you like your food?

G

- | | |
|-------------------|--------------------|
| 1. wasn't able to | 5. was able to |
| 2. was able to | 6. will be able to |
| 3. wasn't able to | 7. will be able to |
| 4. wasn't able to | |

H

- It is the feeling of closeness twins have for each other.
- They both had heart attacks.
- They both died while eating dinner together.
- They were identical twins and shared a single life.
- Ronald Anderson really robbed the bank.

I

Answers will vary. Sample answers:

I'm learning to play tennis.

I'm learning to cook.

I'm learning to surf.

Answers will vary. Sample answers:

Past

What I was able to do?

I was only able to say the alphabet.

What wasn't I able to do?

I wasn't able to speak English.

Present

What am I able to do now?

I am able to have a conversation in English.

What am I not able to do now?

I am not able to understand every word.

Future

What will I be able to do?

I will be able to speak fluently.

What won't I be able to do?

I won't be able to speak without an accent..

J

Answer will vary. Sample answer:

I Am Able to Do That!

Three years ago I wasn't able to speak English. I was only able to say the alphabet. Now I'm able to speak English and have a conversation. It's fun! I'm still not able to understand every word. But I'm patient. Soon I'll be able to speak fluently. I know I won't be able to speak English exactly like an American because I'll always have an accent. But that's OK. It's still a lot of fun!

8 Drive Slowly!

A

- | | |
|---------------|----------------------------|
| 1. windshield | 6. gas tank |
| 2. hood | 7. steering wheel |
| 3. headlight | 8. dashboard |
| 4. bumper | 9. glove compartment |
| 5. trunk | 10. automatic transmission |

B

1. must give me your homework on time
2. should read every night
3. shouldn't study just before tests
4. should study every day
5. must not talk in class
6. must take three tests
7. shouldn't worry
8. should ask me for help

C

Answers will vary. Sample answers:

1. You shouldn't drive recklessly and dangerously. You should show some concern for other drivers and for me!

2. You must pass cars on the left. That's the law.

3. You shouldn't drive too fast. You must obey the speed limit.

D

Answers will vary. Sample answers:

1. A good driver must stop at stop signs.
2. A good driver must obey all traffic signs.
3. A good driver must not pass on the right.

E

Answers will vary. Sample answers:

1. A good driver should slow down.
2. A good driver shouldn't talk on a cell phone.
3. A good driver should watch the other cars carefully.

F

1. slowly
2. fast
3. hard
4. dangerously; recklessly
5. properly

G

1. The students are here because they drive dangerously.
2. I'm here because I drive slowly.
3. But he drives fast.
4. I like to do everything properly.
5. So I work hard in this class.
6. I've learned that driving slowly isn't the same thing as driving carefully.

H

1. He ran a red light, and he ran a stop sign.
2. A car with a teenager driving with friends is less safe.
3. Teenagers are too young to drive. Teenagers are new drivers.
4. At first, the teenager must drive with an adult.

I

Answers will vary. Sample answers:

Things a Good Driving Instructor Should/Shouldn't Do

should be calm
shouldn't talk on the phone

Things a Good Driving Instructor Must/Must Not Do

must know the traffic laws
mustn't break the law

J

Answer will vary. Sample answer:

What Makes a Good Driving Instructor?

A driving instructor is an important job. A good driving instructor should be calm and should be patient with the driving student. Also, a good driving instructor shouldn't talk on a cell phone in the car. That is not a good example for the student. A good driving instructor must know the driving laws and mustn't break those laws.

EXPANSION Units 5–8

A

1. Your brother went to the garage sale with you, didn't he?
2. You have been on vacation this year, haven't you?
3. Your father doesn't speak French, does he?
4. We're going out for dinner this evening, aren't we?
5. Your brother got the job in Dammam, didn't he?
6. You passed the test, didn't you?
7. She hasn't read that book, has she?

B

1. Didn't you buy these tools at the garage sale on the weekend?
2. Didn't you eat at the new Italian restaurant with your friends?
3. Isn't your sister doing her homework right now?
4. Didn't he use the new vacuum cleaner?
5. Haven't they gone to the mountains on vacation?
6. Isn't your friend going to call you at 5 o'clock?

C

1. should
2. shouldn't
3. must not
4. shouldn't
5. must

D

1. Rashid talks loudly.
2. My sister and brother read fast.
3. Khalid drives carefully.
4. Your mom cooks well.
5. Yahya plays video games aggressively.
6. Hameed and Ahmed swim well.

E

1. Tariq and Saeed have eaten at the Indian restaurant.
Tariq and Saeed ate at the Indian restaurant last Thursday night.
2. We have gone sightseeing in Egypt.
We went sightseeing in Egypt during our vacation in 2009.
3. Ali hasn't taken chemistry with Mr. Faris.
Ali didn't take chemistry with Mr. Faris this past year.

F

1. He has driven his new car since Monday.
He has driven his new car for five days.
2. They have studied French since seventh grade.
They have studied French for three years.
3. We have lived in our house since I was three years old.
We have lived in our house for 13 years.

G

1. How long have they lived in Jeddah?
2. How long has she been on the phone?
3. How long has Qassim worked at the hotel?
4. How long has Khalid spoken Japanese?

H

1. least expensive; less expensive; most expensive
2. most popular; least crowded; better
3. heaviest; heavier; lighter

I

Answers will vary. Sample answers:

1. A train is not as fast as a plane.
2. Ice cream is as good as cake.
3. Water skiing is as exciting as surfing.
4. Biology is not as interesting as English.



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J

Answers will vary. Sample answers:

1. Could you tell me how much a subway ticket costs?
2. Do you know what the name of this bridge is?
3. Could you tell me where the best Indian restaurant is?
4. Do you know how many flights there are to Amman today?
5. Do you know where my keys are?

K

Answers will vary. Sample answers:

1. **Kevin:** Do you know what the most popular sport in the world is?

Pete: Well, I think basketball is more popular than baseball.

Andy: And basketball isn't as popular as football.

Jason: So, football is the most popular sport in the world. It's also the best!

2. **Customer:** Could you tell me what fresh fish you have today?

Waiter: The tuna is fresh, but the salmon is fresher.

Customer: OK, I'll have the salmon. Could you tell me what it comes with?

Waiter: It comes with salad and rice or baked potato. I recommend the baked potato. It's much better than the rice.

Customer: All right, I'll have the baked potato. What kind of dressing do recommend for the salad?

Waiter: Well, our ranch dressing is the most popular.

L

Answers will vary. Sample answers:

Vacation 1

Location: Seattle

Weather: rainy

Activities: visited cousins; shopped

Vacation 2

Location: Miami

Weather : sunny

Activities: surfed; swam



M

Answer will vary. Sample answer:

My Last Two Vacations

Last summer I went to Seattle with my family, and the summer before I went to Miami. Seattle is a busy city, but I didn't see much of it. I visited my cousins in one of the suburbs, and it rained every day. Then I went shopping with my family. Really, that was not a lot of fun. The summer before, I went to Miami on vacation. That was a more exciting vacation. The weather was better because it was sunny. We went to the beach every day, and I surfed and swam.

9 All Kinds of People

A

- | | | |
|--------------|---------------|--------------------|
| 1. pedal cab | 4. thief | 7. give directions |
| 2. taxi | 5. in a hurry | 8. fake |
| 3. steal | 6. tourist | |

B

1. in a hurry
2. fake
3. thief
4. tourist

C

- | | |
|----------|---------|
| 1. which | 5. who |
| 2. that | 6. who |
| 3. who | 7. that |
| 4. that | 8. that |

D

1. My parents want me to be nice to Ahmed who is my age.
2. They want me to take Ahmed to the football game which is tomorrow night.
3. I don't want to take my cousin who might not be a football fan.
4. This morning I heard voices that were coming from the living room.
5. When I walked into the room, I saw Ahmed who was wearing a football jersey.
6. I think Ahmed, who loves football, is going to be fun to hang out with.

E

- Vincent, who is a very serious person, works as a security guard at a bank.
Vincent works as a security guard at a bank that has never been robbed.
- My brother, who is an architect, designed a new eco-friendly home.
My brother designed a new eco-friendly home which uses solar and wind power.
- Omar, who always studies and is very smart, passed the test.
Omar passed the test that was about relative pronouns.

F

- were eating; stole
- was running; dropped
- was sitting; picked it up
- was playing; noticed
- was eating; took

G

- He was making sandwiches while he made a cake.
- He was talking on the phone while he cleaned the house.
- He was thinking of what he needed to buy while he shopped at the grocery store.
- He was changing the lightbulb while he watched TV.

H

- | | |
|----------|----------|
| 1. while | 4. when |
| 2. when | 5. while |
| 3. when | 6. when |

I

Answers will vary. Sample answers:

- Saeed has an important job with a computer company.
- Saeed wants to be a teacher because he wants to help kids.
- His parents say that traveling will distract him and delay his studies.
- Khalid should go to university right away because he shouldn't delay his studies.

J

Answers will vary. Sample answers:

What do I like to do?

- surf the internet
- write
- talk to people

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What things are important to me?

- information
- health
- success

What kind of person am I?

- curious
- hardworking
- talkative

What is a job that would be good for me?

reporter

K

Answer will vary. Sample answer:

My Kind of Job

A job as a reporter would be good for me. Reporters have to write. In fact, reporters who are good and successful love to write. A reporter is also someone who likes to do research, particularly on the Internet. And a reporter who likes to talk to people and who is curious is usually the best kind of reporter. All of these things are things that I like to do and that I am good at.

10 Who Used My Toothpaste?

A

- | | |
|----------------|-----------------------|
| 1. nail polish | 5. dishwashing liquid |
| 2. toothpaste | 6. scissors |
| 3. mirror | 7. hairbrush |
| 4. hair dryer | 8. shampoo |

B

- Imad used toothpaste.
- The man used shampoo.
- She used nail polish.
- You put dishwashing liquid in the water.
- The hair stylist will use a hairbrush, hair dryer, and scissors.
- Ali is using a mirror.

C

Answers will vary. Sample answers:

- Q:** Has Adel done the grocery shopping yet?
A: Yes, he has already done the grocery shopping.
- Q:** Have Adel and Faris already put their jackets in the closet?
A: No, they haven't put their jackets in the closet yet.
- Q:** Has Adel answered the phone yet?
A: Yes, he just answered the phone.

4. **Q:** Has Faris started his homework yet?
A: Yes, he just started his homework.
5. **Q:** Has Adel already put the food from the supermarket away?
A: No, Adel hasn't put the food from the supermarket away yet.

D

- | | |
|----------------------|-----------------------|
| 1. enjoy living | 8. keeps using |
| 2. miss having | 9. can't stand living |
| 3. keep thinking | 10. keeps throwing |
| 4. finished cleaning | 11. stop using |
| 5. hate being | 12. avoid going |
| 6. enjoys living | 13. enjoy living |
| 7. avoids talking | |

E

1. But I did clean up my room.
Really? It looks like you messed up your room.
2. OK, Mom. I put away the dishes.
Are you sure you put all the dishes away?
Oh, I didn't notice those plates in the dishwasher. I'll put away the plates now.

F

- take it out
- turn it off
- put them away
- hang them up
- clean it up

G

- They were not happy at school and got sick more often than other students.
- Before you become roommates with a friend, you should discuss the situation carefully.
- Before you become roommates with someone that you don't know, you should talk to them about your habits and the things that irritate you.
- You should make rules about sharing the chores, sharing food, having guests, and making noise.

H

Answers will vary. Sample answers:

- I enjoy reading, painting, and playing chess.
- Some things that irritate me are people borrowing things without asking and leaving dirty dishes in the sink.
- I go to bed at 11 p.m., and I get up 7 a.m.
- I like chicken and fish. I love Indian cuisine, and I love to cook.
- I usually study in the evening, and I can't stand noise when I study.

- I always keep things tidy and pick up my things. I clean my room once a week.
- I prefer going out with my friends.
- I spend about three hours a week talking on the phone.

I

Answer will vary. Sample answer:

Things a Roommate Should Know About Me

There are some very important things that a roommate should know about me. I really enjoy playing chess, painting, and reading. There are a couple things that irritate me. For example, I can't stand it when someone leaves dirty dishes in the sink or borrows my things without asking. I go to bed early, and I get up early, too. My favorite food is Indian, and I love to cook. I usually study in the evenings, so my roommate should be quiet then. I always keep things tidy, and I clean my room once a week. I don't spend much time talking on the phone. I'd rather go out with friends than invite them over.

11 Making Choices

A

- scenic; environment; pollution; conservationist; generate; benefit
Answers will vary. Sample answer:
I'd choose against the factory because the pollution will destroy the environment.
- fit in; focus; group; pass
Answers will vary. Sample answer:
Study for your history test. We can hang out later.

B

- sleep; won't pass
- rains; will practice
- changes; doesn't freeze
- decide; will be; make
- tell; will be; don't tell; will be
- falls; drop; floats
- gets; will move; moves; won't see
- makes; will be; doesn't go; will have

C

- will plant trees instead
- may be more beautiful than it is now
- may not visit the square
- may not like the modern piece of art
- will have a new place to sit

D

Answers will vary. Sample answers:

1. If I stop eating junk food, I may start going to the gym.
2. If I get more sleep, I won't be so tired in the morning.
3. If I practice more, I'll be able to speak English better.
4. If I save money, I might buy a computer.

E

Answers will vary. Sample answers:

1. I'd rather read my favorite book in the park than study math.
2. I'd rather go camping in the mountains than stay in a hotel at the beach.
3. I'd rather go on vacation to another country than stay at home during vacation.
4. I'd rather play on my school's football team than play on its basketball team.
5. I'd rather go hiking across another country than take a train.
6. I'd rather play video games than go fishing.
7. I'd rather visit the Grand Canyon than visit New York City.

F

- | | |
|-------------------------|------------------------|
| 1. careers | 4. parents and friends |
| 2. friends | 5. make mistakes |
| 3. more serious matters | |

G

Answers will vary. Sample answers:

I'd like to support people who help the environment.

I will tell them that I have to write an article.

If I see that there is pollution, I will write about that.

If I don't see pollution, I will write about that.

A reporter's job is to be honest and report what is happening.

H

Answer will vary. Sample answer:

A Difficult Decision

I am against factories that pollute the environment. But there is a question about this factory. Is it polluting the river with chemicals? I'm not 100 percent sure. I'd rather be 100 percent sure before I write an article about it. So if I'm not sure about the pollution, I won't include it in the article. And if I am 100 percent sure that the factory is polluting the environment, I will write about that in the article.

12 Culture Shock

A

1. remove; mud
2. exchange
3. tip
4. punctual
5. comment
6. graduate; lawyer

B

- | | |
|--------------------|---------------------|
| 1. promised to be | 4. managed to upset |
| 2. decided to take | 5. remembered to be |
| 3. expected to do | |

C

1. In Japan, business people expect you to read their business cards.
2. In the United States, waiters expect you to tip after a meal.
3. My parents never allow us to eat dessert before dinner.
4. Some business people learn English to do business in the United States.
5. In France, restaurants expect customers to eat the salad after the main course.
6. In India, hosts expect their guests to remove their shoes.

D

- | | |
|------------------------------|------------------------------|
| 1. It's wrong to believe | 5. It's rude to point |
| 2. It's important to read | 6. It's not polite to refuse |
| 3. It's a good idea to learn | 7. It's a good idea to avoid |
| 4. It's advisable to look | |

E

1. believe that only your culture does things the "right" way
2. read about a place before you travel there
3. learn a little of the language
4. look at what people from the country are doing and not doing
5. point at people in any country
6. refuse an offer for coffee or tea from a business colleague
7. avoid jokes that people in other cultures might not understand

F

Answers will vary. Sample answers:

1. Be sure to bring light clothes.
2. Remember to say “hello” when you enter a store.
3. Don’t forget to change the time on your watch.
4. Make sure to try all the different kinds of food here.
5. Be sure to have fun while you’re here!

G

1. It’s wrong to expect the same customs in foreign countries.
2. Don’t forget to watch out for thieves.
3. It’s a good idea to hide your money.
4. Remember to call us every day so we know you’re OK.
5. Try not to get lost in the big cities.
6. It’s not rude to refuse food that looks strange.
7. Make sure to pack some medicine for stomach problems.
8. It’s important to take your doctor’s telephone number with you.
9. Be sure to have a great time.

H

- | | |
|-------------|-------------------|
| 1. Going | 8. Hanging out |
| 2. to learn | 9. to learn |
| 3. Living | 10. to talk |
| 4. to send | 11. to understand |
| 5. Flying | 12. Going |
| 6. to write | 13. to have |
| 7. to be | |

I

1. T 2. F 3. T 4. T 5. F

J

Answers will vary. Sample answers:

1. In my culture, it’s polite to shake hands, look at someone when talking and listening to them, and open a door for others.
2. The food is salty and often fried. Typical ingredients are chicken, potatoes, beans, onions, tomatoes.
3. People give a quick nod to say “hello.” People roll their eyes to say that they don’t believe you. People turn a thumb up to show that you did a great job.
4. Football is a very big part of the culture, especially on weekends during football season. People get together to watch games either in stadiums or on television.

5. “Dude!?!” can be said in such a way to mean “Are you crazy? What were you thinking!?” People also say, “I hear that” to mean that they agree with what you just said.

K

Answer will vary. Sample answer:

Welcome to My Culture!

You’re going to love the culture here in the southeastern part of the United States. There are actually a lot of differences. You will probably notice that people are very polite here. They hold doors open for others. They shake hands and smile a lot. You will also see people nod their head very quickly and just one time as you walk past them. This means “hello.” You should nod to them in the same way. The food is really good—if you like fried food. And since you’ll be here during football season, you’re going to have fun on the weekend. You’ll also hear people talk English in a very different way than you are learning it. One of the more useful expressions to know is “I hear that.” Say it when you agree with what a person is telling you in a friendly conversation.

EXPANSION Units 9–12

A

1. I have three good friends who are in my class at school.
2. We have modern furniture which is elegant and comfortable.
3. Last night I went to a restaurant which serves Italian food.
4. Have you been to the new shopping mall which opened last week?
5. We’re going to visit my grandparents who live in the countryside.

B

1. I was getting off the bus when the paper with the doctor’s address fell from my pocket.
2. A strong wind was blowing the paper quickly down the street while I was running after it.
3. I was waiting at the corner at a stop light when a car ran over the paper.

C

Answers will vary. Sample answers:

1. He was working on his computer when the phone rang. He was surfing the Internet while he was talking to his friend.
2. Paul was walking home while it was raining. A car was driving by when it splashed Paul.

D

Answers will vary. Sample answers:

Personality	Example
intelligent	gets good grades
hardworking	always does homework
athletic	plays football

E

Answer will vary. Sample answer:

My Best Friend

Fahd is my best friend. I met him at school, and I've known him for about 3 years. Fahd is funny and always makes me laugh. He is an intelligent and hardworking student who gets good grades and always does his homework. Fahd is also athletic and plays on the football team with me.

F

Answers will vary. Sample answers:

1. If I study a lot, I'll do well in school.
2. If I go to college, I might study biology.
3. If I don't have much time to see my friends, I will be sad.
4. If the temperature outside is zero degrees, it's cold.
5. If it rains a lot, the roads might be dangerous.
6. If I don't do my homework, my teacher will be upset.
7. If I work all the time, I might make a lot of money.
8. If the sun sets, it gets dark.
9. If my family eats dinner in a restaurant, we will spend a lot of money.
10. If I go to the beach, I might go surfing.

G

Answers will vary. Sample answers:

1. I'd rather read a book than watch TV.
2. I'd rather hang out with my friends than surf the Internet.
3. I'd rather work less and enjoy my free time than work a lot and be tired all the time.



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4. I'd rather save my money than buy a new camera.
5. I'd rather travel and make new friends than stay home and work.
6. I'd rather study and pass a test than not study and fail a test.
7. I'd rather live in a small town than live in a big city.

H

- | | |
|----------------|---------------|
| 1. Going | 9. eating |
| 2. meeting | 10. Going out |
| 3. to leave | 11. laughing |
| 4. to stay | 12. speaking |
| 5. to like | 13. to make |
| 6. hanging out | 14. to speak |
| 7. talking | 15. to write |
| 8. to join | |

I

Answers will vary. Sample answers:

1. polite to; be sure to
2. rude to; try to
3. common to; be sure to
4. a good idea to; Remember to
5. wrong to; Be sure to

J

Answers will vary. Sample answers:

1. Be sure to throw the ball straight.
2. Remember to aim the ball at the center pin.
3. Don't forget to wear your helmet.
4. Try not to go too fast on your bike!

K

Answers will vary. Sample answers:

Cuisine: taste new dishes at least once; follow table manners

Language: learn to speak the language; don't be afraid to make mistakes

Gestures: avoid rude gestures; ask politely if you don't understand

L

Answer will vary. Sample answer:

How to Deal with Culture Shock

Assimilating into a new culture can be difficult. Here is some advice on how to best deal with culture shock. First, make sure to learn as much as possible about traditions and respect the local customs. The food might be very different, but you should try new dishes at least once. Watch what others do while eating and follow their table manners. It's important to practice speaking the language, so don't be afraid to make mistakes. Try to avoid using rude gestures. When you don't understand a gesture, it's best to ask someone what they mean. Finally, be patient and you'll learn how to fit in.



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1 Photocopiable Activity

Exercise 1

Write sentences using the adverbs/expressions of frequency.

1. boys / play / football / in the park (often)

💡 *The boys often play football in the park.*

2. I / send / emails / to my friends (hardly ever)

3. we / eat / dinner / at a restaurant (occasionally)

4. where / you / go / on vacation? (usually)

5. Faisal / talk / to his cousin / on Skype (once in a while)

6. he / work out / at the gym? (regularly)

Exercise 2

Write questions for the answers. Use **How often**, **How much**, or **How long**.

1. _____
I normally spend two hours on my homework every day.

2. _____
They usually go grocery shopping twice a week.

3. _____
She seldom gets her hair cut. That's why it's so long.

4. _____
He spends about eight to ten hours at work every day.

5. _____
She uses too much oil in the salad dressing.

Exercise 3

Fill in the blanks with the correct word. Use the correct form for verbs.

chat	download	access	addict	spend
solve	challenging	overdo	hate	enjoy

My brother is a cyber (1) _____. He just got a new smartphone, so now he can (2) _____ the Internet whenever he wants. He uses it to (3) _____ online with his friends and to (4) _____ the latest games. The more (5) _____ the game is, the more he (6) _____ it. He (7) _____ hours on this one game where he has to (8) _____ a mystery. My parents (9) _____ that he spends so much time online and tell him not to (10) _____ it.

2 Photocopiable Activity

Exercise 1

Put the words in the correct order and write sentences..

1. was / Arab / in / Prince / first / the / travel / Sultan / to / space

🔦 *Prince Sultan was the first Arab to travel in space.*

2. was / and / Prince / in / the / born / Riyadh / raised

3. trained / be / a / he / U.S. / in / pilot / was / to / the

4. Saudi / to / did / university / Arabia / go / he / in ?

5. Ministry / to / work / he / for / Information / used / the / of

6. the / shuttle / he / flew / in / space / aboard / 1985

7. days / spend / space / in / he / many / how / did ?

Exercise 2

Tick the words that match.

	effort	competition	award	donation	appointment	email	team
make	✓			✓			
win							
join							
receive							
beat							

Choose 2 combinations of words and write sentences.

1. _____
2. _____

Exercise 3

Answer the questions. Then ask and answer with a partner.

1. Where were you born and raised? _____
2. What games did you use to play as a child? _____
3. Did you use to live in another town or city? _____
4. When did you first use a computer? _____
5. What are three things you didn't use to do? _____

3 Photocopiable Activity

Exercise 1

Fill in the blanks with an appropriate tense of the verb in parentheses. For some blanks more than one answer is possible.

1. Please, wait here! I (be) _____ back in a minute!
2. I (attend) _____ a conference in London next week.
3. What (do) _____ if you miss your flight?
4. Maybe they (spend) _____ a week on the island.
5. He (study) _____ engineering when he finishes high school.
6. I have an appointment. I (see) _____ the dentist on Tuesday.
7. We probably (not finish) _____ the project tonight.
8. Do you think it (rain) _____ tomorrow?

Exercise 2

Answer the questions about purpose. Use the prompts.

1. Why is Imad going to Canada? (study / physics / university)
He's going to Canada to study physics at university.
2. Why did Farah and Amal go to the shopping mall? (buy / new shoes)

3. Why does Faisal need to go to the consulate? (get / student visa)

4. Why did you stay up late last night? (finish / homework)

5. Why are you surfing the Internet? (find / information / hotels)

Exercise 3

Fill in the blanks with the appropriate word(s).

safety	boarding pass	identify	remove	departure
gate	vaccination	carry-on	baggage	flight

1. In some countries, you need a _____ to protect you against disease.
2. You should put liquid containers in your checked _____.
3. You should be at the airport two hours before _____.
4. Put a name tag on your suitcase to _____ it.
5. Your _____ should be small enough to fit under the seat.
6. You must _____ coins and keys from your pockets.
7. Check the departure board for the _____ number of your flight.
8. Check your _____ for your seat number.
9. Listen carefully to the _____ instructions on board the plane.
10. Have a safe and pleasant _____!

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4 Photocopiable Activity

Exercise 1

Fill in the blanks with **something**, **anything**, or **nothing**.

1. There isn't _____ in the refrigerator, so I'm going shopping.
2. I made _____ special for dinner tonight. I hope you like it.
3. There's _____ better than a home-cooked meal.
4. I don't like _____ on the menu. Let's go somewhere else.
5. There's _____ to drink except water.
6. He always eats _____ nutritious for breakfast.

Exercise 2

Put the foods into the right categories.

dates bread yogurt lemon milk onion beef couscous potato lamb butter
shrimp pineapple squid rice cereal cheese cucumber bean mango

Meat/Seafood	Dairy	Grains	Fruit	Vegetables

Exercise 3

Complete the conversation with **any**, **a little**, **a few**, **a lot of**, **enough**, **much**, or **many**. For some blanks more than one answer is possible.

A: Do you need (1) _____ help?

B: Yes. I'm making salad and (2) _____ sandwiches for lunch. How (3) _____ cucumbers and tomatoes are there?

A: Well, there are (4) _____ tomatoes, but we don't have (5) _____ cucumbers. There are (6) _____ onions—the bag is full.

B: How (7) _____ oil is there?

A: Just (8) _____. There isn't (9) _____ for the salad. We'll need to buy some.

B: How (10) _____ bread do we have? Is there (11) _____ for the sandwiches?

A: We have (12) _____ bread. I bought (13) _____ loaves at the bakery this morning.

B: Great. There's (14) _____ leftover chicken, but not (15) _____ for all the sandwiches. I'll boil (16) _____ eggs, too. Is there (17) _____ mayonnaise?

A: No, the jar's empty. I'll go to the store and get some.

B: OK. Don't forget to buy (18) _____ cucumbers and some oil. Oh, please get

وزارة التعليم (19) _____ coffee, too. Do you have (20) _____ money?

5 Photocopiable Activity

Exercise 1

Choose one word from each box to complete the sentences.

microwave digital portable air
credit color printing paper electric

conditioner press oven lightbulb
phone camera television card computer

1. Before the electric lightbulb was invented, people used lamps and candles.
2. With the invention of the _____, we no longer need rolls of film.
3. Before _____, the picture on the screen was black and white.
4. The _____ allows you to heat food and liquids quickly.
5. Many people prefer to use a _____ instead of cash.
6. Before the _____ was invented, books were written by hand.
7. The laptop is a _____ that you can take with you anywhere.
8. With the invention of the _____, we can stay cool all year long.

Exercise 2

Complete the dialogue with the present perfect, the present progressive, or the simple past tense of the verb in parentheses.

A: Hameed, is that you?

B: Adnan? I _____ (1. see) you since graduation! How _____ (2. you / be)?

A: Great! _____ (3. it / be) that long? So, what _____ (4. you / do) these days?

B: You won't believe it. I _____ (5. teach) English at our old high school.

A: Really? So, you finally _____ (6. get) your degree in English. Do you remember Mr. Carson? He _____ (7. have) such a sense of humor.

B: Actually, he _____ (8. still / work) there. He really _____ (9. help) me a lot since I _____ (10. start). What about you?

A: I _____ (11. study) architecture here in Riyadh. That reminds me, I have to get to class. Let's meet for coffee sometime.

B: Sure. What _____ (12. you / do) Thursday afternoon?

Exercise 3

Answer the questions. Then ask and answer with a partner.

1. What is something you haven't done in a long time? Why?

2. Who is someone you haven't seen in a long time? Why?

3. Where is somewhere you haven't been in a while? Why?

4. Have you ever traveled to another country? Where?

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6 Photocopiable Activity

Exercise 1

Look at the chart. Use the comparative, the superlative, and (**not**) **as...as** to compare the means of public transportation. Use the adjectives: **fast**, **expensive**, and **frequent**.

	bus	tram	metro	taxi
speed	60 minutes	50 minutes	25 minutes	35 minutes
fare	\$2.30	\$2.30	\$4.50	\$32.00
frequency	every 10 minutes	every 30 minutes	every 10 minutes	any time

1. *The bus is just as frequent as the metro , but the metro is much faster than the bus.*

2. _____
3. _____
4. _____
5. _____
6. _____

Exercise 2

Write indirect questions. Use **Do you know...?** or **Could you tell me...?**

1. What is the cost of living like in Saudi Arabia?
💡 *Could you tell me what the cost of living is like in Saudi Arabia?*

2. What is the most efficient public transportation in the city?

3. Where can we park our car?

4. How do most people commute to work?

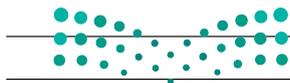
5. When did they renovate the museum?

6. How much is the train fare to the suburbs?

7. What are they doing to reduce pollution in the city?

Exercise 3

Write a paragraph describing the features of an ideal city.



7 Photocopiable Activity

Exercise 1

Complete the tag questions. Then answer the question.

1. People speak English in Australia, don't they ?

 *Yes, they do. Most people in Australia speak English.*

2. Alexander Bell didn't invent the television, _____ ?

3. They have built a bridge between KSA and Bahrain, _____ ?

4. The 2008 Olympics weren't held in Athens, _____ ?

5. Cairo is the capital city of Egypt, _____ ?

6. You don't need a visa to travel to the United States, _____ ?

Exercise 2

Find the word.

1. You cut the grass with it _____

2. You use it to sweep the floor _____

3. You put it under a tea cup _____

4. You use it to cut bread _____

5. You water the garden with it _____

6. You put litter in it _____

7. You hit nails with it _____

8. You use it to climb _____

Exercise 3

Fill in the blanks with the correct word.

twins	coincidence	able	similar	born
separated	similarities	alike	heredity	grow

Identical (1) _____ are brothers or sisters who were (2) _____ at the same time and look exactly (3) _____. Most people are not (4) _____ to tell them apart. Scientists study orphan twins who were (5) _____ to find out whether environment or (6) _____ plays a more important role in human development. They have found that twins who (7) _____ up in different environments often have (8) _____ behavior and interests. As a result, some scientists believe that the (9) _____ twins share are not a (10) _____.

8 Photocopiable Activity

Exercise 1

Rewrite the sentences using adverbs of manner for the underlined words.

1. Were the children safe when they arrived home?



Did the children arrive home safely?

2. You should always be polite when you speak to your elders.

3. Maha is a quick learner, but she is a slow reader.

4. It's easy to communicate with others when you are fluent in English.

5. Ahmed is a hard worker, and he is good at his job.

6. Be careful when you cross the street. There are some dangerous drivers.

7. He is a fast and reckless driver.

Exercise 2

Choose one word from each box to complete the sentences.

steering	seat	brake
signal	speed	gas
windshield	road	rearview

pedal	limit	light
wheel	mirror	belt
wipers	tank	sign



1. You should drive with both hands on the steering wheel.

2. You can see the traffic behind you in the _____.

3. You should always fasten your _____ when traveling in a car.

4. Before turning, you must always turn on the _____ in advance.

5. He stepped hard on the _____, and the car stopped suddenly.

6. Before a long journey, it's a good idea to fill up the _____.

7. Slow down! The _____ in the school zone is 30 km/h.

8. He didn't see the _____ and missed the exit for the highway.

Exercise 3

Write 5 things that drivers **should**, **shouldn't**, **must**, or **mustn't** do while driving.

1. 

2. _____

3. _____

4. _____

5. _____

9 Photocopiable Activity

Exercise 1

Complete the sentences with **who**, **that**, or **which**.

1. The security guard _____ was on duty said he heard a noise.
2. Do you know the people _____ own the bakery?
3. We stayed at a comfortable four-star hotel _____ was by the sea.
4. The team congratulated the player _____ scored the winning goal.
5. Have you ever heard a parrot _____ can talk?
6. The new restaurant _____ opened in the mall serves Italian cuisine.
7. There is a prize for the student _____ writes the best essay.
8. Where is the book _____ I was reading?

Exercise 2

Use the prompts to make sentences with the past progressive.

1. I / answer / last question / when / teacher / tell us / stop writing



I was answering the last question when the teacher told us to stop writing.

2. what / you / do / when / I / call you / last night ?

3. Dad / work / garden / while / Mom / prepare / lunch

4. boys / play football / park / when / start / pour rain

5. Imad / watch TV / while / he / do / his homework ?

Exercise 3

Fill in the blanks with the appropriate word.

persuasive	talkative	patient	reliable	efficient
pessimistic	optimistic	lazy	honest	polite

1. Sabah can look after the children. She's very _____.
2. The _____ passenger offered his seat to the old man.
3. You'll just have to be _____ and wait your turn.
4. The salesman was very _____ and convinced them to buy the car.
5. I am _____ about my results. I think I did very well on the exam.
6. The taxi driver was so _____ and never stopped chatting.
7. The _____ customer returned the extra change to the cashier.
8. Saad felt too _____ to cook dinner, so he ordered pizza.
9. It's a well-organized company with _____ and hardworking staff.
10. Ali is _____ about getting the job because the interview didn't go well.

10 Photocopiable Activity

Exercise 1

Use the prompts to make sentences with the gerund.

1. do / should avoid / late / your homework / you / at night

 *You should avoid doing your homework late at night.*

2. enjoy / my / with / hang out / I / friends / on the weekend

3. give up / Adel / because / his arm / break / play tennis / he / have to

4. start / if / eat / lose weight / exercise / and / stop / junk food / you / want to

Exercise 2

Make two-word verbs to complete the sentences.

put	give	take
turn	clean	mess

away	back	up
down	over	off

- It's really hot in here. Would you mind _____ the heat?
- The new manager is going to _____ the office next week.
- He forgot to _____ the headlights, and now the battery in the car is dead.
- You can borrow my bike, but _____ it _____ in the garage when you're done.
- I've done the laundry, so could you please _____ your clothes?
- I won't lend him my things because he never _____ them _____ to me.
- Have you finished _____ your room yet?
- Try not to _____ the kitchen while you're cooking.

Exercise 3

Complete the conversation using the present perfect.

A: _____ (1. **you / decide**) what you're going to do after graduation?

B: No, I _____ (2. **not / make**) up my mind yet. It's such a big decision.

A: Well, _____ (3. **you / think**) about going to college?

B: Sure. My father _____ (4. **suggest**) studying architecture, and my mother _____ (5. **tell**) me that I should get a degree in business administration.

A: So, which do you prefer?

B: Actually, I _____ (6. **always / be**) interested in computers.

A: _____ (7. **ever / you / take**) a career aptitude test? I _____ (8. **hear**) it can help you find out what talents you have and what you may be good at.

B: Thanks, that sounds like a good idea. What about you? _____ (9. **you / choose**) a career?

A: _____ (10. **just / decide**) to study psychology. I _____ (11. **always / like**) helping others. And from our conversation, I _____ (12. **just / realize**) that I'd enjoy being a career advisor.

11 Photocopiable Activity

Exercise 1

Read the texts about the city's plans to build a new shopping mall. Do you agree or disagree with the city's plans? Discuss with a partner.

Reasons For

The city does not have a central shopping mall, so people must go downtown to shop. It is expensive and difficult to find parking downtown, and the public transportation is slow due to traffic. The new mall will be located on the outskirts of the city and will have lots of free parking. There will be a wide variety of stores, services, and family entertainment all available under one roof. Most importantly, the new mall will generate many new jobs and business opportunities.

Reasons Against

Conservationists are against the city's plans because they interfere with the environment. The location for the new mall is a forested area, which is home to many species of wildlife. The trees will be cut down, destroying the natural habitat. Some birds and animals may die, while others will be forced to find a new home. Also, many store owners downtown are afraid that they may lose business.

Exercise 2

Write conditional sentences. Say what will/may happen if they build the new mall.

For

1. *If they build the new mall, people won't have to go downtown to shop.*
2. _____
3. _____
4. _____

Against

5. _____
6. _____
7. _____
8. _____

Exercise 3

Rewrite the sentences using **would rather**.

1. Hameed likes playing video games more than reading books.

2. I prefer to learn English rather than learn French.

3. Do you prefer to live in the city or in the country?

4. I want to save some money. I don't want to spend it all now.

12 Photocopiable Activity

Exercise 1

Complete the sentences with the infinitive or the gerund.

1. We couldn't afford _____ (stay) at a luxurious hotel.
2. The porter offered _____ (carry) our suitcases to the room for us.
3. Do you feel like _____ (take) a vacation in the mountains this year?
4. When he's in Paris, Ali hopes _____ (visit) the Eiffel Tower.
5. They didn't expect _____ (wait) so long in line for the museum.
6. I enjoy _____ (travel) and _____ (learn) about other cultures.
7. Omar promised _____ (send) us a postcard from Spain.
8. Much as I like _____ (travel), I can't imagine _____ (live) in another country.

Exercise 2

Rewrite the sentences using a gerund as the subject.

1. It's customary to eat with chopsticks in many Asian countries.

💡 *Eating with chopsticks is customary in many Asian countries.*

2. It is impolite to play with your chopsticks.

3. Is it common to tip waiters and taxi drivers in America?

4. It is polite to apologize when you bump into someone.

5. It makes a bad impression if you are late in Germany.

6. Is it a good idea to make a reservation in advance?

7. It is common to take an afternoon nap in some Mediterranean countries.

Exercise 3

Match the words with the definitions.

- | | |
|----------------------|--|
| 1. _____ custom | a. to make necessary changes |
| 2. _____ to exchange | b. to express an opinion |
| 3. _____ surname | c. on time |
| 4. _____ punctual | d. feeling created by someone's behavior |
| 5. _____ to adjust | e. movement of the body to express an idea |
| 6. _____ to comment | f. family name |
| 7. _____ impression | g. to give and receive |
| 8. _____ gesture | h. tradition or common practice |

SUPERGOAL 3 Audio Track List

CD1

Track	Unit	Student Book Section
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CD3

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