

MEGA

GOAL 1.2

TEACHER'S GUIDE

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Intro

1 Listen and Discuss

Read and say what you think each text is about.



As you drive along a busy road, you notice a car without a driver! You blink to clear your eyes, and wonder whether you're losing your mind! It's the driverless car; a robotic vehicle that can travel to a predetermined destination without human intervention. All you would need to do is sit in the car and enjoy the ride! Would you do it? Would you travel in a driverless car? Is it science fiction or reality?

You are spending the night in the desert. Everyone else is sound asleep but you are still awake, enjoying the starlit sky. It's a cold but peaceful



night. None of the usual city sounds echo in the background. So you snuggle in your sleeping bag and close your eyes. All of a sudden you are startled by a high pitched sound! Someone or something is whistling! You sit up, look around but don't see anyone. Then you hear the sound again, along with a soft patter of something landing in the sand. What do you think it is? Is it a dream or reality?

They are very real and highly popular in entertainment, but they are also used in education. They are used by many colleges and institutions for educational purposes. Many businesses and industries use them to train their employees and executives. They are used



for military strategy and flight training. Astronauts train on them for a long time before they participate in real missions.

Can you guess what they are? What is your opinion about them?



You walk into a food store to buy some yogurt and cheese. You notice that the packaging is different from what you are used to. It's very attractive with bright

wrapping. A customer has just bought some frozen yoghurt in a biodegradable bag. He takes out one of the round, pearl-like shapes and bites into it as you're about to warn him not to eat the wrapping! He seems to be enjoying it. He then uses a small spoon to dip into the shell, eat the rest of the contents as well as the wrapper! Is the wrapping edible, or does the customer suffer from a condition that urges him to eat things that would normally be considered inedible? What do you think? Is it science fiction or reality?

Unit Goals

- Vocabulary**
 driverless/autonomous cars
 strange animals/desert animals
 simulators
 food packaging
 3D printing
 - Functions**
 Express, confirm opinion/
 give reasons, agree/
 disagree
 Talk about size, quantity,
 compare
 Give directions/
 Talk about a book/plot
 Carry out banking
 transactions
 - Grammar**
 Recycle familiar verb forms:
 simple present
 narrative, connectors and
- modifiers, passive forms, would, tag questions, comparatives, too – enough, would – hypothesis
 - Listening**
 Listen for specific information/
 draw conclusions
 Listen and identify language functions in discourse
 - Pronunciation**
 Recycle and use familiar stress, and intonation patterns, identify falling/rising intonation patterns

1 Listen and Discuss

- Have students look at the pictures on pages 2 and 3 quickly and make guesses about the topics.
- Put students in pairs, give them a few minutes to read each text and say what they think it is about.
-  Play the audio as students listen only. Pause at the end of each topic and let students comment and/or compare with their ideas.
-  Play the audio again as students listen and read along silently.

Warm Up

Have a discussion about some of the subjects listed below. You can write the subjects on the board and let students choose the ones they prefer. Put the students in groups and have them choose a subject or discuss in class. Give them some points or questions to help them.

1. cars in the future
(how cars are made, what they are made of, design, fuel)
2. computer games
(popular games, purpose of games, benefits, disadvantages)
3. strange animals
(habitat, appearance, special characteristics)
4. snacks
(healthy and unhealthy snacks, popular snacks, taste)
5. how things are made
(cars, appliances, furniture etc., manual work, robots, quality, materials)

2 Pair Work

A

- Go over the directions.
- Have students work in pairs to match and write each heading in the right blank.
- Write these words on the board and encourage students to work out the meaning of new words and phrases from context. Provide explanations only if students are unable to deal with them.
 - blink:** *to close and open your eyes very quickly*
 - intervention:** *get involved in something, interfere*
 - biodegradable;** *capable of breaking down into small particles, by natural processes, e.g. bacteria*
 - edible:** *eatable, fit to be eaten*
 - modification:** *a change*
 - incorporate:** *to work into something so as to form an indistinguishable whole, to blend or combine thoroughly*
 - rapid:** *fast, a fast rate of motion or activity*
- Check answers in class.

Answers

The Autonomous Car	The Whistling Rain Frog
Simulators	Tasty Wrappers
3D Printing	

B

- Read the directions. Encourage students to express their real thoughts/opinions and discuss them in class.
- Go over the phrases in *Expressing, Confirming Opinion/ Giving Reasons/Agreeing/Disagreeing* with the students. Then have them read the phrases silently and put them into groups according to their function. Encourage them to think of examples.
- Explain to students that the function of each phrase is likely to overlap in conversation, so they could use a phrase to express their opinion, give reasons and at the same time agree or disagree with someone else's opinion.

A. Expressing, Confirming Opinion/ B. Giving Reasons/C. Agreeing, Disagreeing

It could be real, couldn't it? I mean, it would be possible to (A)

I wouldn't feel comfortable/safe. Would you? (A)

They claim that autonomous vehicles will be safer because human error will no longer be an issue. (B)

So, according to this, you could print out any object on a 3D printer.

Is this a fact? (A)

I'm not sure how useful this type of thing would be. (A/C)

I think it's a great idea. If wrappers were edible there would be less waste and litter. (A/B)

They are certainly useful but they cannot replace the real thing, can they? (A)

I think they can to some extent, or they wouldn't be used for pilot training. (B/C)

It's a fact. Some countries have already decided to allow them on the road. (B)

I can't see myself crunching on a wrapper. Can you? (A/C)

- Direct students' attention to the questions at the end of each text. Have students express their opinion about the unusual things that are described in the texts, i.e. if they are real or science fiction. Remind them to justify their answers.



Before the days of the computer-aided design (CAD) and lasers, models and prototypes required days or even weeks of hard work to make and were very costly. Improvements and modifications could not be incorporated easily, often resulting in the loss of business. An 80s idea, called rapid prototyping led to the development of a type of machine, similar to an inkjet printer, that made it possible for designers to make their own rapid prototypes. The machine uses plastic, instead of ink or powder, and builds up a model one layer at a time from the bottom upward. Do you know what this type of machine is called? Is it science fiction or reality?

2 Pair Work

- A. Match each text with a heading. Compare with your partner.

3D Printing

The Whistling Rain Frog

Simulators

Tasty Wrappers

The Autonomous Car

- B. Compare your ideas/guesses about each text with your partner. Decide if the unusual things that are described are science fiction or reality. Give reasons for your answers. Use some of these phrases.

Expressing, Confirming Opinion/ Giving Reasons/ Agreeing/ Disagreeing

It could be real, couldn't it? I mean, it would be possible to

I wouldn't feel comfortable/ safe. Would you?

They claim that autonomous vehicles will be safer because human error will no longer be an issue.

So, according to this, you could print out any object on a 3D printer. Is this a fact?

I'm not sure how useful this type of thing would be.

I think it's a great idea. If wrappers were edible there would be less waste and litter.

They are certainly useful but they cannot replace the real thing, can they?

I think they can to some extent, or they wouldn't be used for pilot training.

It's a fact. Some countries have already decided to allow them on the road.

I can't see myself crunching on a wrapper. Can you?

1 Did You Hurt Yourself?

1 Listen and Discuss

In which pictures did the people hurt themselves? How can they prevent that from happening? In which pictures were the people not hurt? Why weren't they hurt?

Common Accidents



Did you hurt yourself?

No, I'm OK.

Because he was wearing a helmet and knee pads, he didn't hurt himself.

The driver wasn't injured.

Neither was his friend.

They didn't hurt themselves because they were wearing seat belts.

Ouch! I got a shock.

So did I.

They didn't turn off the electricity, so they got a shock.

How did you cut yourself?

I tried to open the can with a knife.

If you use the wrong equipment, you might hurt yourself.

Unit Goals

- Vocabulary**
Accidents and personal injuries
Accident prevention campaigns
- Functions**
Talk about accidents
Talk about cause and effect
- Grammar**
Reflexive Pronouns
Because versus *So* and *Neither*
- Listening**
Listen for specific information
- Pronunciation**
Consonant clusters
/lf/, /lt/, /nt/, /st/, /nd/
- Reading**
Unusual Accidents and Deaths
- Writing**
Write a descriptive account of an accident
- Form, Meaning and Function**
Modal Auxiliaries
Adverbs of Manner
Imperatives for Directions
- Project**
Accident prevention

Warm Up

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

1 Listen and Discuss

- Have students look at the pictures on page 68 and describe what they see in each. Elicit that each picture shows someone who either has been injured or is participating in an activity which might cause injury. Ask: ***What do you think the topic is?*** (ways that people hurt themselves)
- Ask students which accidents in the pictures they think are the most common.
-  Play the audio for the pictures on page 68, and have students point to the person who is speaking.

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

She hurt me.

She hurt herself.

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

- To check understanding, write on the board:

___ ***cut himself.***

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

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

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

-  Play the audio again and have students underline the reflexive pronouns.

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

- Discuss how accidents can be prevented. For example, say: ***If you use a helmet, you won't hurt your head.***

- Write the following examples on the board. Ask students to practice conversations like these in pairs.

A: I like to skateboard.

B: So do I.

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

B: Neither have I.

A: He didn't get hurt.

B: Neither did she.

Language Builder

To express cause and effect, a speaker can choose to say either the cause first, or the effect first, depending on what he or she wants to emphasize. For example, write on the board:

He didn't get hurt because he wore a helmet. Because he wore a helmet, he didn't get hurt.

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

1 Did You Hurt Yourself?

The Most Common Causes of Automobile Crashes

- Ask students to quickly scan the reasons in boldface and tell you the six most common causes of car crashes.
- ▶ Play the audio for page 69.
- ▶ Play the audio again, and have students circle any words or expressions that are unfamiliar.
- Elicit unfamiliar words and write them on the board. These may include *distracted*, *fatigue*, and *aggressive*. Do not explain the words, but ask students to use context to guess their meanings.
- Go over each cause. Call on students to summarize the main ideas in their own words. Ask them for context clues for unfamiliar words. For example, “**distracted drivers don’t pay attention, and take their eyes off the road.**” Ask them to guess the meaning of *take their eyes off* (don’t look at). There are several clues to help students understand *fatigue* (*drowsy, tired, fall asleep*). They can use the characteristics given for an aggressive driver to conclude what *aggressive* means.
- Other words and expressions that may be new for students include:
 - documents** = important papers
 - misjudge** = judge incorrectly
 - encounter** = meet
 - severe** = extreme or very bad
 - rude gestures** = impolite hand signals
 - verbal abuse** = very strong, unpleasant words spoken to another person

Quick Check

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

Answers

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

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

Answers

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

2 Pair Work

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

A

- Have students ask and answer questions about the people in the pictures.

B

- Have students share real accidents or injuries they have had. Make sure they switch roles.
- Monitor as pairs practice. Then call on several pairs to present for the class.

Language Builder

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

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

WORKBOOK

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



Teaching Tip

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



Additional Activity

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



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

The Most Common Causes of Automobile Crashes

An average of 20 Saudi Arabian residents die on the country's roads each day, according to a report by the Saudi General Directorate of Traffic. Approximately 1.35 million people die each year on the world's roads, or one person every 25 seconds!

- 1. Distracted Drivers:** Many accidents occur when drivers don't pay attention and take their eyes off the road. Many occur when drivers are talking on their cell phones, adjusting the radio or CD player, or reading maps or even newspapers or other documents.
- 2. Driver Fatigue:** Drowsy and tired drivers are a danger. They may misjudge traffic situations, fall asleep at the wheel, or go off the road. The most common time to encounter tired drivers is between 11 P.M. and 8 A.M.
- 3. Speeding:** Speeding increases the risk of crashing, reduces the amount of time necessary to avoid a crash, and makes the crash more severe if it occurs.
- 4. Aggressive Driving:** Here are some characteristics of aggressive drivers: They ignore the safety of others and take risks, such as by tailgating (driving too close to the driver in front), using rude gestures or verbal abuse, and not obeying traffic signs.
- 5. Bad Weather:** Heavy rain, snowstorms, sandstorms, high winds, and fog make driving more difficult. Drivers may have trouble seeing the road clearly. Drivers should slow down, and if necessary, pull off the road until the conditions improve.



Quick Check ✓

A. Vocabulary. List the verbs that refer to injuries.

💡 *hurt*

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

1. ____ The skateboarder didn't hurt himself because he had knee pads.
2. ____ Neither of the people who were working on the electronic device got a shock.
3. ____ The people in the car were hurt.
4. ____ The woman cut herself trying to open a can.
5. ____ Most road accidents are caused by the drivers themselves.

2 Pair Work

A. Find sentences that are facts about the accidents you read about. Make questions for those facts. In pairs, ask and answer the questions. See the example below.

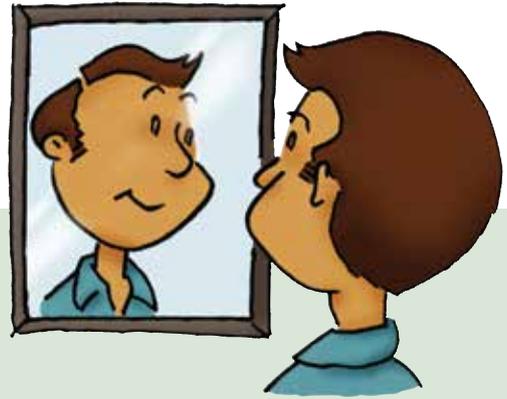
- 🗨️ How did the young man hurt himself?
- 💬 He fell off his skateboard.

B. Share experiences about accidents.

- 🗨️ I once slipped on a wet floor and broke my arm.
- 💬 So did I.

3 Grammar

Read the *Most Common Causes of Automobile Crashes* again. Find examples of: **self/selves; because/so; neither/so**. Think of how each one is used.



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

Reflexive Pronouns

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

myself	ourselves
yourself	yourselves
himself/herself/itself	themselves

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

Because versus So

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

Most accidents happen **because** people don't pay attention. He didn't turn off the electricity, **so** he got a shock.

So and Neither

So... and *Neither* both show agreement with the speaker.

So... shows agreement with an affirmative statement.

Neither... shows agreement with a negative statement.

A: I'm a careful driver.

B: **So** am I.

A: I'm not an aggressive driver.

B: **Neither** am I.

A: I hurt myself all the time.

B: **So** do I.

A: I very seldom cut myself.

B: **Neither** do I.

A: I burned myself on the stove.

B: **So** did I.

A: I didn't slip on the wet floor.

B: **Neither** did I.

A: I've been in one car accident in my life.

B: **So** have I.

A: I've never broken an arm or leg.

B: **Neither** have I.

A. Complete the sentences with the correct reflexive pronouns.

- Sarah cut _____ while she was peeling potatoes.
- The instructions on the box say: "Do it _____."
- I burned _____ when I was making fries.
- My grandfather slipped on a rug and hurt _____.
- The people injured _____ when they were escaping from the bull.
- We were interviewed for a TV show, and last night we saw _____ on Channel 9.

3 Grammar

Reflexive Pronouns

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

Everyone went home. We were all by ____.

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

She reminded ____ not to forget her dentist appointment.

I can't see ____ going to that restaurant. It's too expensive.

Because versus So

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

So and Neither

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

A: He has never been to New York.
B: Neither have I.
- Then explain that one way they can check the correct verb form with *neither* is to first make an affirmative statement. For example: ***I have been to New York.*** From this they know the correct verb form is *have*.

A

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

Answers

1. herself
2. yourself
3. myself
4. himself
5. themselves
6. ourselves

Language Builder

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

It is also commonly used as an adverb for emphasis.

For example: *I was so tired I couldn't finish my homework.*

1 Did You Hurt Yourself?

B

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

Answers

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

C

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

Answers

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

D

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

Answers

1. Neither have I.
2. So do I.
3. So did I.
4. Neither did I.
5. Neither do I.
6. So am I.
7. So do I.
8. So did I.
9. Neither am I.

Workbook

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



Teaching Tip

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



Additional Activity

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

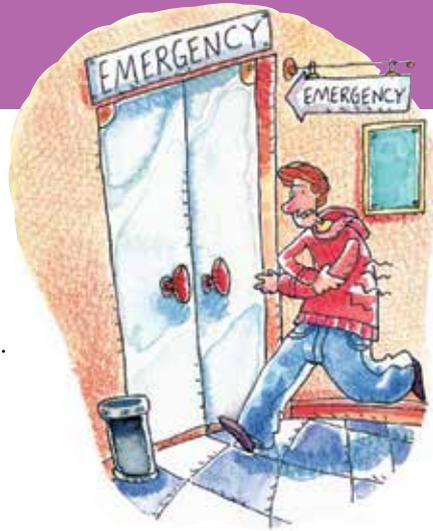
- A:** He forgot to set his alarm, so _____.
B: He forgot to set his alarm, so he was late for school.
C: He forgot to set his alarm, so he overslept.

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

- A:** Because he forgot to set his alarm, _____.
B: Because he forgot to set his alarm, he was late for school.

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

- A:** I have never been to Chicago.
B: Neither have I.
B: I like action films.
A: So do I.



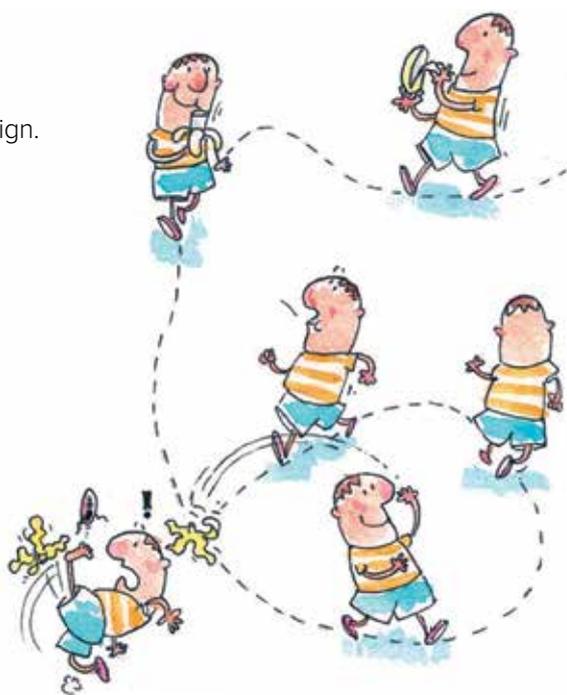
B. Join the sentences with **so** and **because**.

💡 Jake burned his arm. He went to the emergency room.
Jake burned his arm, so he went to the emergency room.
Jake went to the emergency room because he burned his arm.

1. The floor was wet. Ahmed slipped and fell.
2. Julian wasn't wearing a seat belt. He hit his head on the windshield.
3. The child got an electric shock. The child put his finger in the socket.
4. There wasn't any water to put out the fire. We had to use sand.
5. Abdullah fell off his bike. He was riding too fast.
6. I got my hands all blue. I didn't read the "Wet Paint" sign.

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

1. I didn't want to wake up late, _____ I used two alarm clocks.
2. Jerry called the emergency number 112 _____ there was an emergency.
3. I put my hand under cold running water _____ I burned myself.
4. More people turned up than I expected, _____ I cooked more food.
5. The mosquitoes didn't bite me _____ I had put on this repellent.
6. There were a lot of accidents at the intersection, _____ they installed traffic lights.



D. Show agreement with the following statements.

💡 I always wear a seat belt in the car.

1. I've never had an accident.
2. I need a new pair of sneakers.
3. I spent the evening watching TV.
4. I didn't know that Ibrahim was in the hospital.
5. I don't want to eat a lot of sugar.
6. I'm sorry to hear that Ali is moving.
7. I want to spend my vacation at the beach.
8. I once broke my arm.
9. I'm not tired even though it's midnight.

So do I. _____



1 Did You Hurt Yourself?

4 Language in Context

Match the words with the pictures. Then make sentences to describe the pictures.

1. ___ sprain/ankle 3. ___ fracture/arm 5. ___ cut/finger
 2. ___ poke/eye 4. ___ burn/hand 6. ___ break/nose



5 Listening

Listen to the child psychologist talk about household dangers for children. Mark the items he mentions.

pills	matches	sockets	refrigerator	hot liquids	bathroom	
knives	stove	doors	pots and pans	windows	superheroes	

6 Pronunciation

A. Listen. Note the common consonant clusters at the end of words. Then practice.

/lf/	/lt/	/nt/	/st/	/nd/
myself	result	accident	wrist	and
shelf	belt	restaurant	first	sand

B. Read the *Most Common Causes of Automobile Crashes* again. Find words that end with **lf**, **lt**, **nt**, **st**, and **nd**. Practice reading the sentences that contain these words aloud.

7 About You

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

1. Have you ever had an accident of any kind?
2. Have you ever broken a bone or had stitches for a cut or wound?
3. Have you ever burned yourself? How did you do it?
4. Do you think some people have more accidents than others?
5. What are the most common kinds of accidents among people you know?

4 Language in Context

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

Answers

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

5 Listening

- Tell students they will hear a child psychologist talk about household dangers for children. Ask volunteers to read aloud the items in the chart. Explain that only some of these items will be mentioned.
- Explain that when listening for specific information, it is also important to understand the general idea of the listening passage. The purpose of the listening activity is to enhance listening skills, not to allow students to listen for only some of the details and fail to absorb the main ideas.
- 🔊 Play the audio and have students mark their answers. Point out that in some cases the word in the chart isn't mentioned but a synonym is.
- 🔊 Play the audio again and have students check their answers. Ask which items they marked.

Answers

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

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

🔊 Audioscript

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

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

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

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

6 Pronunciation

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

7 About You

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

8 Conversation

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

Real Talk

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

About the Conversation

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

Answers

Answers will vary. Sample answers:

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

Your Turn

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

Language Builder

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

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

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

WORKBOOK

Assign page 51 for additional reading practice.



Teaching Tip

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



Additional Activity

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

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



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

- It was reported that a man was mowing his lawn when he went over a 60-meter (200-foot) cliff.
- Lightning struck a woman, Elizabeth Mena, while she was cooking dinner in her kitchen in Pennsylvania. She was standing near the back door, when the lightning came through the door and struck her. Luckily, she wasn't injured seriously.

8 Conversation

Read the conversation. Find words that end with **lf**, **lt**, **nt**, **st**, and **nd**.
Practice reading the conversation in pairs.



Samir: So, how did you hurt yourself?

Jasem: I fell off my bike.

Samir: Really? So did I. My motorcycle skidded on a patch of oil on the road, and I crashed into a car. The last thing I remember was flying through the air and hitting the windshield. I woke up in the hospital.

Jasem: Were you wearing a helmet?

Samir: Yes, luckily I was. That's what probably saved my life. How about you?

Jasem: I was cycling in the park, so I didn't think I'd need a helmet. I don't like wearing helmets—they're uncomfortable and unattractive. This squirrel came out of nowhere. I swerved, lost my balance, and hit a tree. I got off lightly—only a few bruises and a bump on my head.

Samir: It was your **lucky day**!

Jasem: Yeah. That's too bad you broke both legs. You're going to be **stuck in** that wheelchair for a while, **I guess**.

Samir: **Look at it this way**—if I broke only one leg, there might not be enough room for all my friends to write their names on the cast. Hey, would you like to sign your name?

Real Talk

lucky day = a day of good fortune

stuck in = caught and unable to move out

I guess = expression to show that you're not totally sure about a statement

Look at it this way = There's a different way to think about something

About the Conversation

1. How did Samir hurt himself?
2. Why was he lucky?
3. How did Jasem hurt himself?
4. Why is he sorry for Samir?
5. What does Samir say about the casts on his legs?

Your Turn

Read the conversation again. Imagine you are Samir or Jasem. Describe your accident to a friend.

9 Reading

Before Reading

Read the events. For each event, write one sentence that describes the happy or unhappy ending that the people had.



Unusual Accidents and Deaths

Many people are interested in stories of unusual accidents—some of these stories have happy endings, but some, unfortunately, have unhappy ones.

UNHAPPY ENDINGS

According to the legend, the ancient Greek playwright Aeschylus was killed when an eagle dropped a tortoise on his head. The bird was trying to break the tortoise's shell on a rock in order to eat it. Aeschylus was bald, and the eagle thought the unfortunate man's head was a good rock on which it could break the shell.

An eight-foot tall ostrich was seen weaving through heavy traffic on a Saudi Arabian highway, near Abha. One of the drivers filmed the scene and uploaded it on the internet. No one tried to stop and catch the 180-kg bird that was taller than humans and ran at almost 70 km per hour. It had probably escaped from a farm and ran into heavy traffic instead of the wild.

Some people worry about being hit from things falling from outer space. There is only one person in all recorded history who has been killed by a meteorite—Manfredo Settala. The tragedy happened in 1680.

Ahmad Ali lost his eight-year-old son in a drowning accident at a friend's house. His son had been invited to join other children at a friend's house to play and swim in the pool. According to the invitation a lifeguard was going to be present. The young boy was really excited and begged his father to let him go. So, Ahmad Ali picked him up from school and drove him to his friend's house before 1:00 p.m. That was the last time he saw him alive.

HAPPY ENDINGS

A German soldier was riding in the back seat of a World War I plane when the engine stalled as a result of an unusual gust of wind. He fell out of his seat while the plane was high above the ground. As he was falling, the plane's engine started again, and he landed back in his own seat. The pilot was then able to land the plane safely.

Bob Hail jumped out of an airplane in November 1972, but his main parachute failed to open. His backup parachute also failed. Bob dropped about 3,000 feet (900 meters) at 80 miles (128 km) per hour and hit the ground face first. After a moment, he got up and walked away with only minor injuries. It was an amazing escape.

In September 2007, Phil Lamattina escaped death when he was driving at over 300 miles (500 km) per hour in a drag race in Brisbane, Australia. Phil was racing down the track when his car became airborne, split in two, and burst into a fireball. He was knocked out, but he survived. Although he was in the midst of the ball of fire, Phil was burned only on the tip of his finger. When his brothers later showed him the video of the accident, Phil couldn't believe he was watching himself—and that he had such a lucky escape.

Railroad worker Phineas P. Gage was working with some dynamite when it exploded unexpectedly. A bar that was 3 feet (1 meter) long and that weighed 13 pounds (6 kg) went clear through his head. He remained conscious, but was unable to see out of his left eye. After a while, his sight returned, and he fully recovered.

9 Reading

READING STRATEGY Reading subheads

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

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



Play the audio while students listen with their books closed.

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

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

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

on the spot = immediately

He had a heart attack and died on the spot.

stall = when a motor stops working

The car suddenly stalled in the middle of the road.

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

airborne = in the air

The snowboarder flew off a jump and was airborne.

conscious = awake and able to understand what is going on

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



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

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

Language Builder

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

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

The engine stalled because of a gust of wind.

1 Did You Hurt Yourself?

After Reading

A

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

Answers

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

B

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

Answers

Answers will vary. Sample answers:

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

Discussion

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

Workbook

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



Teaching Tip

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



Additional Activity

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

A time when they ignored a warning and got hurt

A time when they helped someone who was injured

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



Project: Bicycle Safety

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



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



After Reading

A. Match the words with the meanings.

- | | |
|--------------------------|--|
| 1. ____ bald | a. to explode |
| 2. ____ to challenge | b. to throw with great force |
| 3. ____ to weave through | c. to get better |
| 4. ____ to hurl | d. having no hair on the head |
| 5. ____ to burst | e. to contest or fight against |
| 6. ____ to recover | f. to move through something by turning and avoiding |

B. Complete the sentences about the reading.

- The eagle dropped the tortoise on Aeschylus's head, and so _____.
- The ostrich in the traffic had probably escaped _____.
- Ahmad Ali agreed to take his son to his friend's house because _____.
- Although Bob Hail had a backup parachute, _____.
- When Phil saw the pictures of himself on the video, he _____.

Discussion

In groups, ask and answer the questions below.
Agree or disagree with your group.

- Which incident in the article do you think is the strangest or the most interesting? Why?
- Where do ostriches normally live? Why do you think this ostrich escaped? How did people react to the scene?
- Do you know anyone who avoided a bad accident? What happened?
- Why do you think people are so interested in stories about other people's disasters?
- Why do you think people risk their lives in dangerous sports like drag racing, Formula One racing, skydiving, and so on?



10 Writing

- A.** Consider the following questions and discuss with a partner.
1. How many people drive in your family? How do you feel about driving?
 2. What kind of car would you like to drive? Why?
 3. Which age group causes more accidents: teenagers, people over 25, people over 60? Why?
- B.** Read the text and highlight the words and/or phrases that give information about:

THE ACCIDENT

What happened:

When it happened:

Where it happened:

How it happened:

Who caused it:

Who it happened to:

Why it happened:

Write the words and/or phrases next to the headings.

Now cover the text and use your notes to summarize the accident in your own words.

Use *so*, *because* and *although* to connect your ideas. For example:

Although he was wearing his seatbelt, he still hit his head.

THE ACCIDENT

It was morning and my older brother was driving me to school. Suddenly, a speeding car crashed into us at an intersection and threw us into a telephone pole. I was, fortunately, wearing my seatbelt but I still managed to hit my face on the dashboard.

I was unconscious for some time and woke up as I was taken out of the car and put into an ambulance. The driver of the car that hit us was also in the ambulance. I heard him say he was 90 years old. I was 15, scared to death and likely to end up with a scarred face for life. I started yelling “Please stop driving! Stop driving!” I could not stop.

I don’t know what happened to the man, I never saw him again.

I was released from hospital two weeks later. Since then I have always been a cautious driver and advised others to be careful.



10 Writing

A

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

B

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

Answers

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

When it happened: morning

Where it happened: on the way to school

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

Who caused it: driver of the other car

Who it happened to: The writer and his brother

Why it happened: the other driver was 90 years old

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



Additional Activity

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

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

1 Did You Hurt Yourself?



- Tell students that they are going to write about an accident. Direct students to the Writing Corner. Have them read the guidelines in order to answer a few questions. For example:
Is it a good idea to use long, complicated sentences when writing an account of an accident?
Do we need to mention all the details?
How can we connect events and reasons or causes?
What is important for the reader to do as he/she reads or listens to the account?
- Have students read the last question in the Writing Corner and work in pairs to identify features of the text.
Text organization/answer:
Paragraph 1: the scene: time, setting/place, people
Paragraph 2: events immediately after the accident/the other driver
Paragraph 3: Closing statement/Outcome/effects of the accident
- Go through directions with the class. Have students study the organizer. Give them a few minutes to ask questions if they need help with anything.
- Organize students in small groups and have them brainstorm accidents that they might have witnessed, had, read, and heard about. Give them time to discuss a few of the accidents. Tell them to help each other and make notes in the organizer especially in the boxes for words. Circulate and monitor participation.
- Have students decide on an accident to write about. Allow them to help each other. Explain that they can decide to write about their own experience or use ideas and language from the group discussion to write an account. Have them complete the organizer with notes about the accident they have chosen.
- Remind them to follow the guidelines in the Writing Corner and organize their information/notes along the lines of the text about the accident on page 76.
- Have students write their first drafts using their notes. Encourage students to share what they know and help each other.
- Have students exchange drafts and make comments or suggestions. Encourage them to read more drafts if there is enough time. Ask them to use the comments and rewrite their accounts. Call on volunteers to read their accounts in class.



Additional Activity

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



Teaching Tip

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



Additional Activity

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

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



Teaching Tip

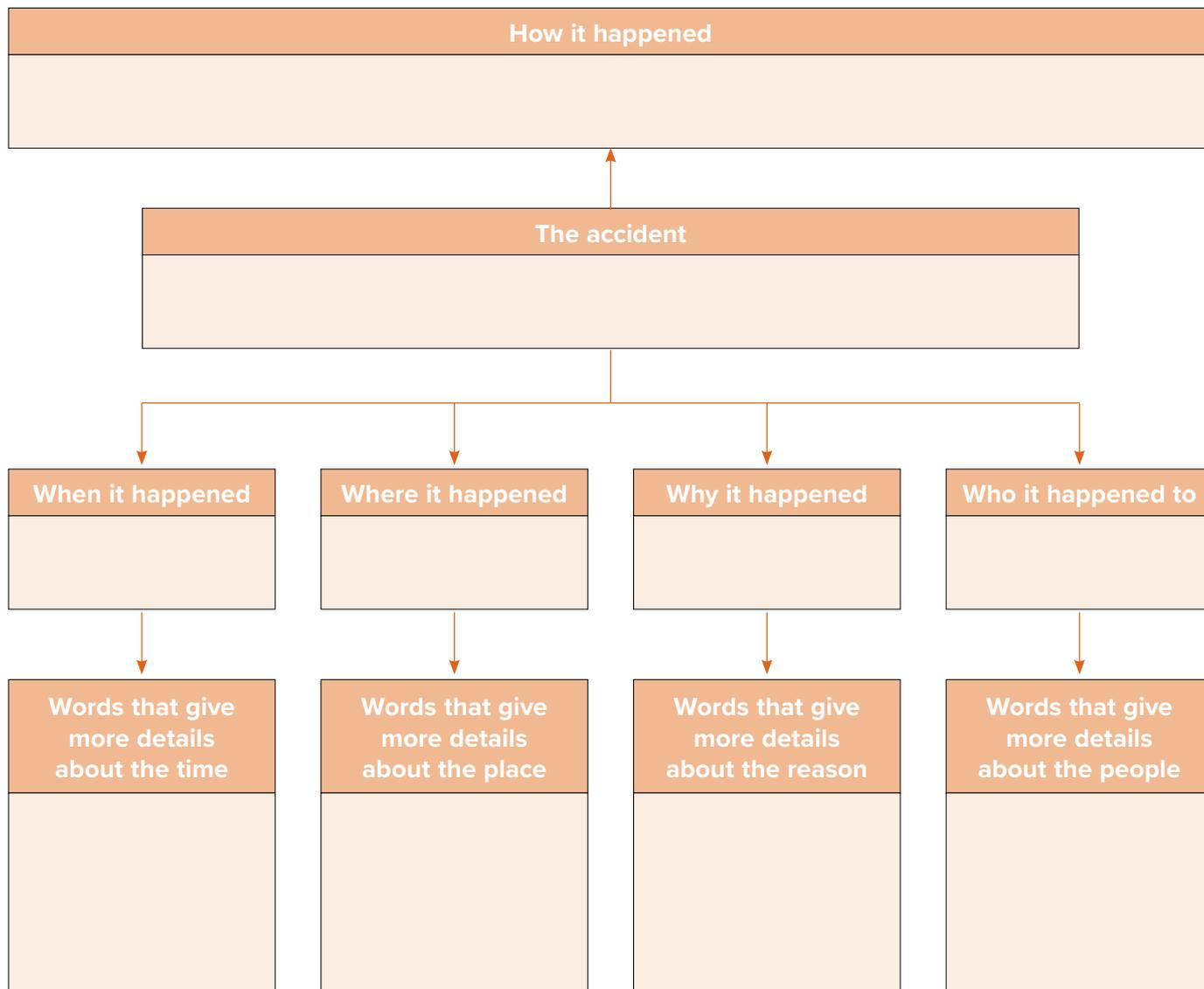
Monitor groups to make sure that they have appointed a chairperson and a secretary/note-taker. Go over the duties of the chairperson and explain that if a member of the group wants to speak they need to raise their hand to let the chairperson know. The chairperson makes a note of the people who want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

Workbook

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

C. Have you ever seen an accident? Have you recently heard or read about an accident? Write a short account of the event.

1. Complete the organizer with as much information as possible in note-form.
2. Write as many words and/or phrases as you can to describe the experience or the event.
3. Use your notes in the organizer to write an account of the accident.



Writing Corner

When you write an account of an accident and refer to an incident as an eye witness or as a participant:

- Focus on **important facts or details**, not everything.
- Do **not** use **very long**, complicated **sentences**.
- **Connect** events and reasons or causes when necessary, using: *so, because, although, etc.*
- **Help** your reader **visualize** a mental picture of the scene(s).

Now look at the text about the accident on page 76. How is it organized? What did you think of it? Why?

11 Form, Meaning and Function

Modal Auxiliaries

Use *must* to talk about laws and rules. Use *should* to give advice.

You **must** stop at the traffic lights. You **should** drive under the speed limit.

You **must not** park on the sidewalk. You **shouldn't** eat when you're driving.

Note: *Must* is stronger than *should*. It has a more formal or official tone.

Adverbs of Manner

Adverbs of manner are normally formed by adding *-ly* to an adjective. They express how something is done.

How did he drive? He drove **slowly**.

How did she walk? She walked **quickly**.

Adjectives that end in */* 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. Complete the conversations using your own words.

1. **A:** I'm afraid I'm running out of gas.

B: You should _____.

2. **A:** The sign says 80 kilometers per hour, and I'm doing 90.

B: Then you must _____.

3. **A:** I'm lost. I don't know which way to go.

B: I think we should _____.

4. **A:** I need to make a phone call. Can you please hold the steering wheel?

B: You must not _____.

5. **A:** The car won't start. There's plenty of gas. I wonder what the problem is.

B: You should _____.



B. Complete the conversation. Use adverb forms of the adjectives in parentheses. Then practice the conversation with a partner.

A: Well, my son Brian drives _____ (reckless). He doesn't stop at stop signs, and he's usually over the speed limit. He's always in a hurry.

B: My son Alexander drives _____ (good), but he sometimes drives too _____ (fast). I'm afraid he's going to have an accident one of these days.

A: Well, Brian got a ticket because he was driving too _____ (fast). He had to go to a special class for people who drive _____ (dangerous). But he still doesn't drive _____ (careful). Next time he is going to lose his license.

11 Form, Meaning and Function

Modal Auxiliaries

- Call on volunteers to read aloud the example sentences in the chart.
- Remind students that both *must* and *should* are modal auxiliaries. The form is the same for all persons (I, you, he, she, it, we, they, etc.). After the modal we use the main verb in its base form (without to).

Language Builder

Must expresses obligation, or something that is necessary and very important to do. There is no choice. For example: *I must get the brakes on the car fixed.*

In American English, *have to* is used more often than *must* to express obligation or necessity.

Must not (or *mustn't*) means that something is prohibited. This means that there is no choice. For example: *You must not jump a red light. It's illegal.*

Should is used to give advice or make a suggestion that might be important, but it gives the listener the choice to take the advice or not. For example: *You should study hard when you are young.*

Adverbs of Manner

- Have volunteers read aloud the questions and answers. Tell students that adverbs of manner tell how something is done.
- Elicit that to form most adverbs of manner we add the suffix *-ly* to adjectives.
- Say the following adverbs and have students call out the adjectives: quickly (quick); slowly (slow); correctly (correct); safely (safe); quietly (quiet).
- Then say the following adjectives and have students call out the adverbs: dangerous (dangerously); careful (carefully); bad (badly); nice (nicely); beautiful (beautifully); reckless (recklessly).
- Point out that *fast* and *hard* can be used as both adjectives and adverbs. For example:
*This is a **fast** car./He is driving **fast**.*
*This is a **hard** test./He worked **hard** to get a good grade.*
- Explain that the adverbs *hard* and *hardly* have different meanings and are unrelated. *Hard* means requiring a lot of physical or mental effort. *Hardly* means almost not, or to a very small degree.

Language Builder

Explain that to form adverbs, we can often add *-ly* to adjectives. With adjectives that already end in *-y*, we change the *y* to *i*. For example, the adverb form of *happy* is *happily*. When the adjective ends in *-e*, we drop the *e*. For example, the adverb form of *probable* is *probably*. However, when *-ly* is added to adjectives that end in *-l*, double the *l*. For example, the adverb form of *cheerful* is *cheerfully*.

A

- Have students read the first sentence (A) in the activity: *I'm afraid I'm running out of gas.*
- Ask: *What advice do you have for this person?* Elicit various responses and write them on the board. For example: *You should stop for gas.*
- Students should complete the activity alone and then compare their answers with a partner.

Answers

Answers will vary. Sample answers.

1. stop at a gas station
2. slow down
3. ask someone
4. speak on the phone when driving
5. take it to a car mechanic

B

- Have students look at the picture and describe what is happening. Write on the board:
This is Brian. He is a _____ driver.
- Ask: *What kind of driver is Brian?* Elicit possible adjectives from students to describe him and write them on the board: *good, bad, reckless, fast, dangerous, careful.*
- Ask students to call out the adverb for each adjective: *well, badly, recklessly, fast, dangerously, carefully.*
- Have students complete the task individually and then practice the conversation in pairs

Answers

recklessly, well, fast, fast, dangerously, carefully

1 Did You Hurt Yourself?

Prepositions of Place

- Focus students' attention on the pictures. Ask volunteers to read the sentence under each picture.
- Give students more examples of the prepositions using classroom objects or the students' positions in the room. For example, say: *Adel sits between Ali and Omar. Ahmed's desk is far from the board.*
- Point out some of the following details, which students often forget. We say *next to* (with the word *to*) but *near*, (NOT *near to*). Two of the two-word prepositions use *from*: *across from* and *far from*.

Language Builder

Give more details about the use of prepositions of location.

in the airport = inside the building

at the airport = in the vicinity of the airport, either in the buildings or just outside, for example in the parking lot

on the corner = a location that is a permanent situation (For example: The bus stop is on the corner.)

at the corner = a location that is a temporary situation (For example: The bus is at the corner now.)

Imperatives for Directions

- Have students look at the signs. Read the captions with the class. Ask if they ever see signs that look like this and where. Elicit examples. If students don't understand the sign next to activity C, explain that it is a sign we might see on an old-fashioned elevator.
- To check understanding of the imperatives, you might ask students to stand up and give them the commands. For example, say: *Turn right*. Check to make sure that students respond correctly by turning to their right.

C

- Read the directions to students and check they understand what kind of word needs to go in the gaps. Tell them to find words in the presentation above.
- Students should work alone to complete the gaps and compare their answers with a partner.
- Call on students to role-play their dialogs.

Answers

- | | |
|-------------|----------|
| 1. straight | 6. on |
| 2. turn | 7. Go |
| 3. to | 8. on |
| 4. from | 9. take |
| 5. on | 10. next |

Workbook

Assign pages 55-56 for more practice with the form, function and meaning of the structures in the unit.



Teaching Tip

Students sometimes ask to have a class discussion. This can be a good idea, but all discussions should be focused. With students' participation, formulate what questions to ask on a topic. For example: *What is your opinion on _____? Do you agree or disagree with _____?*

Additional Activity



Write the names of places in your school, town or city on strips of paper. Put the strips of paper in a bag or small container. Call students up to the front one by one and ask each student to pull out one piece of paper. They should read the place name on their strip of paper and ask the class for directions on how to get there. Each student can draw a map on the board as they listen to their classmates' directions. Students should start from the classroom and ask: *Excuse me, can you tell me how to get to ...?*

Prepositions of Place



The park is **across from** the school.



The bank is **between** the post office and the restaurant.



The pharmacy is **next to** the bookstore.



The bus stop is **on** the corner.



The museum is **near** the hotel.



The airport is **far from** town.

Note: To describe where we live, we can use the following prepositions:

I live **in** Jeddah. (*city*)

I live **on** the third floor. (*building*)

I live **on** First Avenue. (*street*)

Imperatives for Directions



Take a left. / Turn left.



Take a right. / Turn right.



Go straight.

C. Complete the conversations with the correct prepositions and imperatives.

A: Excuse me, where is the post office?

B: Go (1) _____ and (2) _____ left at the end of this street into Main Street.
The post office is next (3) _____ the bookstore across (4) _____ the park.

A: Thank you.

A: So, what's to see in your city?

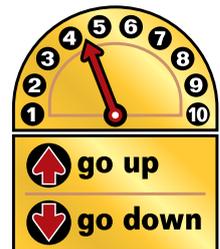
B: Why don't you visit the National Museum? It's (5) _____ Second Street.
You can take the bus. The bus stop is (6) _____ the corner.

A: That's a great idea! Thanks!

A: Excuse me, can you tell me where the accounts department is?

B: Sure. (7) _____ straight down this corridor and take the elevator to the third floor.
The accounts department is (8) _____ the third floor. When you come out of the elevator
(9) _____ a right. It's at the end of that corridor (10) _____ to the cafeteria.

A: Thanks a lot.



12 Project

According to a report by the Kingdom's General Directorate of Traffic, an average of 20 Saudi Arabian residents die on the country's roads each day. A recent survey reports that there are more than 450,000 traffic accidents every year.

1. Read the information in the box and find out more about road accidents in Saudi Arabia. Work in groups. You can try to collect information through the Internet, books and newspapers, and/or talk to adults.
2. Use the questions in the organizer to guide you. Make notes in the chart.
3. Prepare an accident prevention campaign. Think about what you are going to use such as:
 - a website
 - a blog
 - social networks
 - advertisements
 - TV commercials
 - posters
 - badges
 - lectures

Add your own ideas.



	Questions	Your answers
1	Where do the accidents happen the most?	
2	What kind of accidents?	
3	What causes the accidents?	
4	How can these accidents be prevented?	
5	What can you tell people so these accidents won't happen?	
6	What changes should be made so that these accidents don't happen?	
7	What kind of a poster can you design to inform people about the information you collected above?	

12 Project

- Organize students in groups and have them brainstorm on accidents in their country. Suggest that they think about accidents on the news, in newspapers, on the internet or accidents that they have heard people talk about. Ask them questions such as these:

**Are accidents common news items on television?
Is there always reference to one or more accidents in every broadcast?**

Which accidents are more common; accidents in the home, at the workplace or on the road?

- Give groups some time (approximately 6 to 10 minutes) to discuss. Remind them to assign tasks to different group members and to make sure there is at least one person making notes.
- Call on a student from each group to report the group's ideas for the class. Encourage the class to comment, respond or challenge what is said. Remind them to give reasons that support their ideas.
- Direct students to the picture and the blue box at the top of the Project page. Have them read the information in the box and comment. Ask them questions.

For example:

Did you know that so many people died in road accidents?

Where do you think most accidents happen?

Are they caused by younger or older drivers?

Why do you think so many accidents happen in your country?

Discuss answers in class.

- Read the directions with the class. Explain that they can use different sources of information or talk to people they know.
- Have students study the charts and suggest examples. Such as these:

	Questions	Your answers
1	Where do the accidents happen the most?	On busy roads in the city, at intersections, on highways
2	What kind of accidents?	Car crashes, accidents that involve pedestrians, car breakdown
3	What caused the accidents?	Reckless driving, speeding, engine failure, brake failure, flat tire

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

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

13 Self Reflection

- Write 'Did you hurt yourself?' on the board and elicit as many ideas and words as possible from the class. List the words on the board. Ask students to say what they associate the question with? (accidents in the home, at work, on the road etc.)
- Have students scan pages 68 and 69. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
How do most common home accidents happen?
What are they caused by?
What are some of the most common causes of automobile crashes?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 70, 71, ask them some questions. For example:
Complete these sentences:
Most home accidents happen because ...
The road was wet so ...
You should never use a very sharp knife, you might hurt ...
A: I'm a good student. B: So ...
A: I don't like... B: Neither ...
 Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 72, 73. Call on volunteers to say what the context is in this lesson, for example: common accidents
- Have students say what they remember from this section and make notes in the chart.
- Write Unusual Accidents and Deaths on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:
How many people have been hit by things falling from outer space?

Describe an amazing escape.

- Have a class discussion about unusual events and coincidences.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about stories and writing accounts of accidents or other events. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 76 and 77 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work and research. Elicit ideas from the students and have them present their experiences for the class.
Did they have difficulty making decisions in their group? Why? Why not?
Did they feel that they had the chance to present their ideas?
Was it difficult or easy to access different sources and collect information? Why? Why not?
Where did they find information? Where did they find photos?
Did they enjoy preparing the campaign?
Would they change anything if they had the chance to do it again? What?
Was there room for originality and creativity? Why? Why not?
- Allow time for students to make notes on the project section individually.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection

Things that I liked about Unit 5:	Things that I didn't like very much:
_____	_____
_____	_____

17

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:
_____	_____
_____	_____

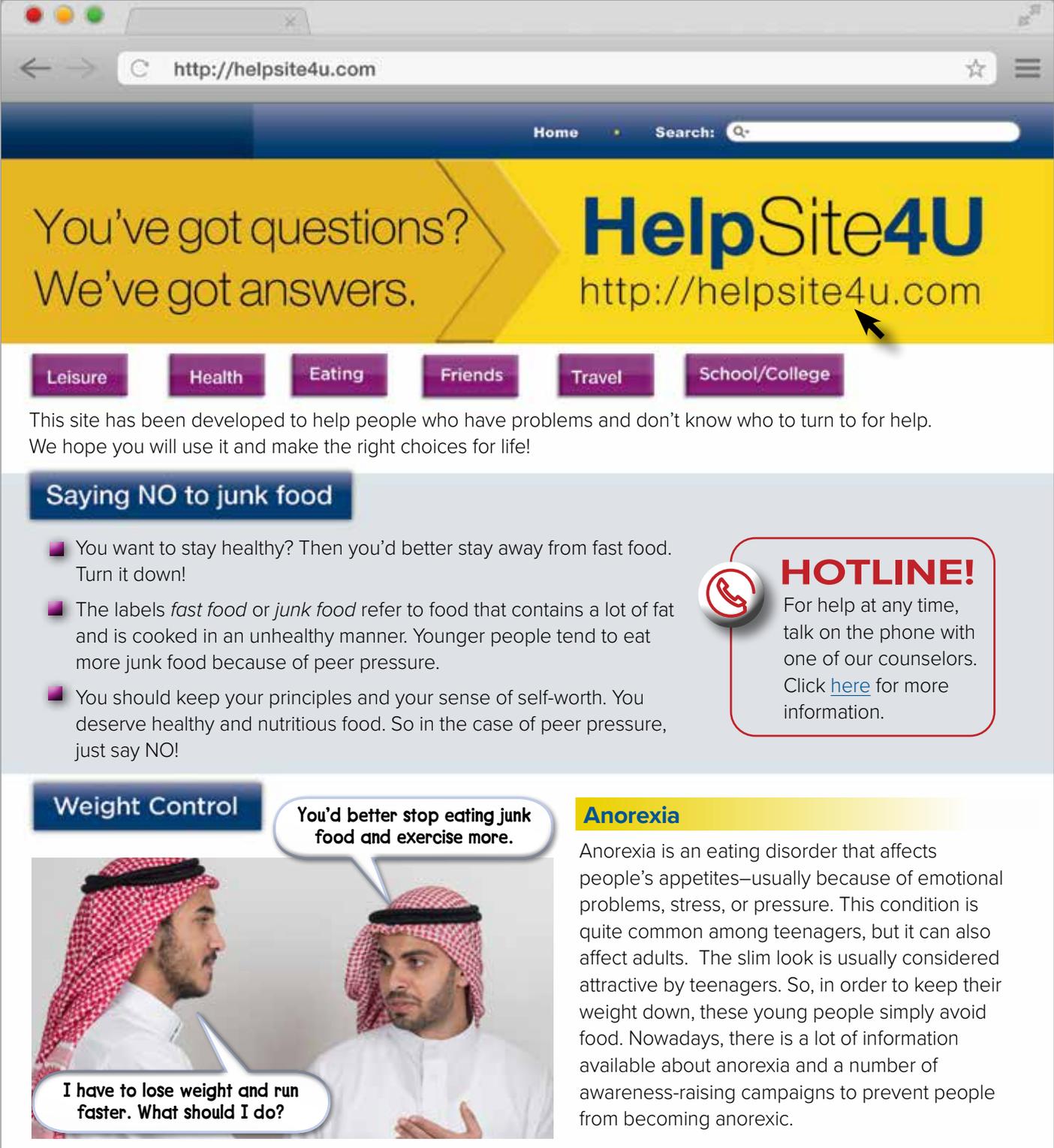
Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about accidents and accident prevention			
talk about cause and effect			
use reflexive pronouns			
use <i>because</i> versus <i>so</i>			
use <i>so</i> and <i>neither</i>			
use modal auxiliaries <i>must</i> and <i>should</i>			
use adverbs of manner			
use prepositions of place			
use imperatives for directions			

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

2 Take My Advice

1 Listen and Discuss

Do you look up web sites that give advice? What do you search for?



The screenshot shows a web browser window with the URL <http://helpsite4u.com>. The website has a yellow header with the text "You've got questions? We've got answers." and the logo "HelpSite4U" with the URL <http://helpsite4u.com>. Below the header are navigation buttons for "Leisure", "Health", "Eating", "Friends", "Travel", and "School/College". The main content area features a section titled "Saying NO to junk food" with three bullet points: "You want to stay healthy? Then you'd better stay away from fast food. Turn it down!", "The labels *fast food* or *junk food* refer to food that contains a lot of fat and is cooked in an unhealthy manner. Younger people tend to eat more junk food because of peer pressure.", and "You should keep your principles and your sense of self-worth. You deserve healthy and nutritious food. So in the case of peer pressure, just say NO!". To the right of this section is a "HOTLINE!" callout box with a phone icon and text: "For help at any time, talk on the phone with one of our counselors. Click [here](#) for more information." Below this is a "Weight Control" section with an image of two men in traditional Arab attire. One man says, "I have to lose weight and run faster. What should I do?" and the other replies, "You'd better stop eating junk food and exercise more." To the right of the image is an "Anorexia" section with text: "Anorexia is an eating disorder that affects people's appetites—usually because of emotional problems, stress, or pressure. This condition is quite common among teenagers, but it can also affect adults. The slim look is usually considered attractive by teenagers. So, in order to keep their weight down, these young people simply avoid food. Nowadays, there is a lot of information available about anorexia and a number of awareness-raising campaigns to prevent people from becoming anorexic."

Unit Goals

- Vocabulary**
Advice
Keeping fit
- Functions**
Discuss common problems
Ask for and give advice
- Grammar**
Modal Auxiliaries:
Should, Ought To, Might, Could—questions, affirmative, negative
Had Better—questions, affirmative, negative
Two- and Three-Word Verbs
- Listening**
Listen for specific information
- Pronunciation**
Stress in two- and three-word verbs
- Reading**
Breaking the habit—
Getting healthy
- Writing**
Write a letter of advice
- Form, Meaning and Function**
Quantity
Medicine
- Project**
Community resources

Warm Up

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

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

1 Listen and Discuss

- Have students open their books to pages 82 and 83 and look at the web pages. Discuss how information on a website is usually given in small chunks: banners with headlines, lists with bullets, drawings and photos, paragraphs, and links to related websites. Discuss how web designers play with the format to make the content interesting and to hold the reader's attention. Ask students if any of them have designed websites. If so, ask them what they considered when designing.
- Have students scan the websites and identify the various sections: main title, address, subtitles, etc.
-  Play the audio for page 82. Have students circle any words that are new for them.
-  Play the audio again as students follow along in their books. Then go over any new words and expressions students ask about.
- Write the following phrasal verbs on the board:
turn to, stay away from, turn down, and keep down. Ask students to find the sentences with these verbs. Elicit the meaning of these phrasal verbs in these sentences.
turn to = go to for help
stay away from = avoid
turn down = refuse
keep down = control
- Have students find the verbs used to give advice: *had better* and *should*. Also point out that imperative verbs are sometimes used to give advice. For example: *Turn them down!*

Language Builder

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

2 Take My Advice

-  Play the audio for page 83.
-  Play the audio again, and have students read along silently. Go over any new vocabulary words that students mention.
- Write the following phrasal verbs on the board: **put off**, **take up**, and **work out**. Have students find the sentences with these verbs. Elicit the meaning of these phrasal verbs in the sentences.
put off = postpone
take up = start, learn how to play
work out = exercise

Quick Check

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

Answers

Answers will vary. Sample answers:

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

B

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

Answers

Answers will vary. Sample answers:

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

2 Pair Work

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

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

Language Builder

The phrasal verb *work out* has several meanings.

I like to work out.

(*work out* = to exercise)

We need to work out how much we owe.

(*work out* = to calculate)

We need to work out where to go over break.

(*work out* = to decide)

Don't worry, everything will work out fine.

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

WORKBOOK

Assign page 57 for practice with the vocabulary of the unit.



Teaching Tip

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



Additional Activity

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



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

HelpSite4U
http://helpsite4u.com

Home • Menu • Search:

Keeping Fit

Fitness means “being in good physical condition—healthy and strong” and is usually associated with exercise. That is not the whole picture. In order to keep fit, you have to eat well, sleep well, and generally feel good about yourself.

I know I should exercise, but I keep putting it off.

You ought to take up a sport, or you could work out with me if you like.

Driving

Some tips on driving

- You should avoid:
 - driving too fast
 - driving through a red light
 - speaking on the phone while you are driving
 - overtaking other cars on a narrow road
 - racing
 - *drifting* on a busy road

Staying safe on the road

- You should always wear your seat belt, even for short distances.
- You ought to observe speed limits, especially when you drive through towns.
- Try to slow down at intersections even if you have right of way.
- You might check the route before you start, especially if you are going to a new place.

Quick Check

- A. Vocabulary.** Underline the expressions of advice on the site.
- B. Comprehension.** Answer the questions about the site.
1. Who should you call in case of a problem?
 2. What shouldn't young people do in order to keep slim?
 3. Why do some young people avoid food?
 4. What might you do in order to stay fit?
 5. What should people do to stay safe on the road?

2 Pair Work

Find facts that give advice in the HelpSite4U and make questions for them. In pairs, ask and answer the questions.

- What should I do to lose weight?
- You ought to exercise, and you shouldn't eat a lot of junk food.
- I'm feeling depressed, and I don't know what to do?
- You'd better see a psychologist or a psychiatrist.

3 Grammar

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

Use *should, ought to, might, and could* to give advice.

Ought to is stronger than *should*. *Might* and *could* are less strong.

Question (?)

Should I stay, or **should** I go?

Affirmative (+)

You **should** stay.
You **ought to** stay.
You **might** stay.
You **could** stay.

Negative(-)

You **shouldn't** go.
You **ought not to** go.

Had Better

Had better is used to give advice. It's stronger than *should* and *ought to*.

Note: *had* can be contracted to 'd.

Question (?)

Should I take this medicine?

Affirmative (+)

You'd **better** take it.

Negative(-)

You'd **better not** take it.

Two-Word- and Three-Word Verbs

The meaning of two- and three-word verbs is often very different from the words taken separately.

1. Verb + adverb particle

to **put** something **off** (postpone)
to **give** something **up** (stop doing)
to **take** something **up** (begin)
to **throw** something **away** (discard)
to **turn** something **down** (refuse)

They **put off** the meeting until next week.
He **gave up** smoking for health reasons.
I'm going to **take up** karate.
Don't **throw away** your old clothes.
The committee **turned down** my proposal.

2. Verb + adverb particle + preposition

to **get along with** someone (be friendly)
to **put up with** someone or something
(accept a bad situation)

I **get along** well **with** Fatima.
My boss is difficult to **put up with**.

Pronoun objects go between the verb and particle.

I can't find my old sneakers. Did you throw **them** away?

Nouns can go between the verb and particle or after the particle.

I threw the **sneakers** away.

I threw away the **sneakers**.

A. Complete the sentences using the verbs in parentheses with pronoun objects.

 I took off my sneakers and put them away in the locker. (put away)

- When I received the form, I _____ . (fill out)
- I finished reading the book and _____ to the library. (take back)
- His hair was too long, so he _____ for his passport photo. (cut off)
- The magazines were old. That's why I _____ . (throw away)
- When you finish using the computer, please _____ . (turn off)

3 Grammar

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

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

Had Better

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

Language Builder

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

Two- and Three-Word Verbs

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

A

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

Answers

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

2 Take My Advice

B

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

Answers

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

C

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

Answers

Answers will vary. Sample answers:

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

D

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

Answers

Answers will vary. Sample answers:

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

WORKBOOK

Assign pages 58-60 for more practice with the grammar of the unit.

Language Builder

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

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

He's trying to give up smoking. So far he has cut down on it. He only smokes a couple of cigarettes a day.

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



Teaching Tip

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



Additional Activity

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

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

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

C: You ought to work with a classmate.

D: You could talk to the teacher about it.

Activity 2: Write on the board the expression, **Don't put off until tomorrow what you can do today.** Discuss the meaning.

Ask students if they know a similar expression in their language.

B. Substitute the words in parentheses with two-word and three-word verbs.

💡 Thank you for your offer, but I'm going to have to turn down (refuse) your help.

1. I need to clean my closet and _____ (discard) a lot of old clothes.
2. We have to _____ (tolerate) our neighbors' loud voices every night.
3. I have to finish my big report. Can we _____ (postpone) our meeting for tonight?
4. Samuel wants to lose weight. He ought to _____ (begin) a sport like jogging.
He should also _____ (stop) eating sweets.
5. I have a new person who shares my apartment. Unfortunately we _____ (not have a good relationship). I have to _____ (accept) his messy ways.

C. Give advice. What would you say in the following situations? Share advice with a partner.



💡 A friend is going to travel by car in a foreign country.

You ought to take a good road map.

You'd better make sure to learn the meanings of signs.

1. A friend is looking for a hobby. Where can he go to find out more about hobbies?
2. A friend is trying to give up smoking.
3. A friend wants to lose weight.
4. A friend has very low self-esteem.
5. A friend is feeling down and depressed.

D. Write sentences using **had better**.

💡 Laura has been sick for a couple of days.
It's time she saw a doctor.

She'd better see a doctor.

1. It's getting late.
It's time you went home.
2. I haven't had a vacation for a long time.
It's time I took one.
3. The kids have been playing all day.
It's time they went to bed.
4. Our car is really falling apart.
It's time we bought a new one.

4 Language in Context

Read about Ali's lifestyle.
Give advice to deal with his stress using **should**, **ought to**, or **had better**.

- Works 10 hours a day in the office
- Takes work to do at home on the weekend
- Drinks a lot of coffee
- Spends an hour and a half in traffic on his commute
- Doesn't have time to exercise
- Rarely goes out with friends
- Hasn't had a vacation in two years



5 Listening

Three teenagers are talking to Dr. Wise about their problems. Complete the chart.

	Problem	Doctor's Advice
Harvey		
Adel		
Saeed		

6 Pronunciation

A. Listen. Note that the main stress is on the second part of the two-word or three-word verb. Then practice.

- put off** I put **off** my new diet.
- turn down** I don't want to turn **down** a friend who asks for help.
- put up with** Ahmed has put **up** with the noise for a long time. Now he has had enough.

B. Read the advice website again. Find two-word and three-word verbs. Practice reading them aloud, putting the main stress on the second part.

7 About You

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

1. What are the most common problems for the people you know?
2. Do you know people that are either easy or difficult to get along with? Why is that so?
3. Do you know anyone who eats too much junk food? How can you help?
4. Do you know anyone who suffers from anorexia? How can you help?
5. Are you weight conscious? Explain.
6. Are you concerned about your health and fitness? Explain.

4 Language in Context

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

Answers

Answers will vary. Sample answers:

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

5 Listening

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

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

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

Audioscript

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

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

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

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

Doctor: What kind of food do you eat?

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

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

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

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

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

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

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

Doctor: What have you been eating?

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

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

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

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

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

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

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

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

Answers

Answers will vary. Sample answers:

1. Harvey

Problem: He's gaining weight.

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

2. Adel

Problem: He has a problem with his skin.

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

3. Saeed

Problem: He feels weak every time he exercises.

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

6 Pronunciation

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

7 About You

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

8 Conversation

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

 Have students listen to the audio with books closed.

 Play the audio again, and have students read along silently.

Real Talk

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

About the Conversation

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

Answers

Answers will vary. Sample answers:

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

Your Turn

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

WORKBOOK

Assign page 61 for additional reading practice.

Teaching Tip

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

Additional Activity

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

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

fun facts

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

8 Conversation

Underline the two-word and three-word verbs. Practice reading the conversation with a partner stressing the second part of the two-word and three-word verbs.

Hussain: Hey, Mohammed. You look upset. What's the matter?

Mohammed: I'm feeling down. It's all these exams coming up. There's so much pressure and everyone's calling me all the time, to ask about this or that. When I'm out they're constantly calling me on my cell phone to ask for help. If I say I can't speak, they want to know what time I will be available and where I will be so they can come over or call again. Why don't they call someone else?

Hussain: You ought to talk to them and explain that they can't expect you to be free to help everyone all the time. You have work to do as well.

Mohammed: I tried talking to them, but they say I'm being selfish, and looking out for myself and nobody else. Oh, I give up!

Hussain: They probably think you don't need to study; you know it all anyway.

Mohammed: Seriously? Of course, I need to study. I don't remember everything we've done. Do you get calls from classmates?

Hussain: Sure. They're pretty nervous about calling you, so they call me first to find out what kind of mood you're in. To be honest, I would be really happy if you talked to them. I don't know what to say to them anymore.



Real Talk

feeling down = feeling depressed

look out for myself = think only about yourself and not care about other people

To be honest = an expression used to make a statement stronger

About the Conversation

1. What's Mohammed's problem with his classmates?
2. What advice does Hussain give him?
3. Why does Hussain think their classmates keep on calling Mohammed?
4. Why do the other students call Hussain?
5. How does Hussain feel? What does he want Mohammed to do?

Your Turn

Work with a partner. Prepare a conversation in which a friend asks for your advice about a problem. Present the conversation to the class.

9 Reading

Before Reading

1. Write down what you think are the main ingredients that attract people to junk food. Share your answers with the class.
2. List the factors that normally lead people to become addicted to junk food. Share your answers in groups.

Good eating habits contribute to health and fitness and make you feel strong. “What is so good about a diet of vegetables and fruit combined with lean meat, preferably chicken or fish?”, you might ask. If you are very tired, hungry, and upset there is nothing better than a juicy beef burger with fries or a giant pizza, you think. That’s probably true if your brain has gotten used to the pleasure felt when tasting junk food. But is it good for you? Does it help you stay fit and control your weight? How do you feel after you’ve had a meal? Are you sure it’s not time to break the habit?

Breaking the habit—Getting healthy

The following is a checklist to help you decide if it’s time for you or a friend to change eating habits. Just ONE “warning sign” should be enough reason to take action.

- ✓ You shouldn’t think ‘junk food’ the minute you start feeling hungry. There never is an acceptable reason for this. It is a definite sign of a habit that is on the way to becoming an addiction.
- ✓ Comfort eating is usually associated with junk food and in general, high calorie food that is also high in carbohydrates [starch and sugar] and saturated fat. If you run to the nearest fast food chain every time you feel down, you know it is out of control.
- ✓ A healthy, nutritious meal does not have to be bland and boring. When pushed you can picture appetizing dishes that do not contain fries or fatty ingredients but you still prefer to get hold of a beef burger or a pizza. You know it’s not the best food for you. You know that you are going to feel sleepy and tired after you have eaten.
- ✓ To be honest, healthy is a relative term. It all depends on what your alternatives are. There are ‘healthier’ choices you can make even at a fast food restaurant. You might, for example, order salad as a side dish instead of a second helping of fries. You could avoid condiments such as ketchup or mayonnaise, or eat a chicken burger. You know all this, you have promised yourself to do it next time you are there, but somehow it never happens. You keep on insisting that those dishes take longer to prepare.

But breaking a habit can leave you feeling down. Don’t worry, this is quite common; and it shouldn’t last very long if you stick to your decision to give up junk food.

- You ought to decide on your own if it’s best to cut down on the amount of junk food you eat, gradually over a period of time, or whether it’s best to stop altogether for some time.
- You should allow yourself some time to do it successfully
- You shouldn’t give up simply because you were with friends and joined them for dinner at a fast food restaurant, or because you helped yourself to a few fries.
- Pick up some menus from different restaurants and read them carefully, paying attention to the ingredients of each dish. Then highlight the dishes that you find interesting.
- You might go to the supermarket and wander around making a list of all the food and ingredients that you find attractive.
- If a friend insists on offering you junk food, turn down the offer and treat yourself to something nice. The important thing is to regain control and only eat junk food when nothing else is available or very occasionally for a change.
- Make a list of all the things you enjoy doing but had to give up because you gained weight or do not feel energetic enough. Decide what you would like to do again and when. Set yourself goals that are achievable and enjoyable. Treat yourself right!

9 Reading

READING STRATEGY Listing ideas about a topic

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

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

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

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

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

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

2 Take My Advice

After Reading

A

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

Answers

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

B

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

Answers

Answers will vary. Sample answers:

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

Discussion

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

WORKBOOK

Assign pages 62-63 for additional writing practice at word and sentence level.



Teaching Tip

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



Additional Activity

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

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



After Reading

A. Answer **true** or **false** according to the information in the reading.

1. ___ Eating habits can probably affect the way one's brain operates.
2. ___ Associating hunger with fast food is a sign of addiction.
3. ___ Comfort eating is associated with healthy food.
4. ___ If you cannot stop eating junk food immediately, there is no hope of ever breaking the habit.

B. Complete the following sentences based on the reading.

1. Breaking your own rules occasionally should not make you _____.
2. If a friend insists on treating you to fast food _____.
3. You should decide if it's better for you to _____.
4. If you feel tired and drowsy after you eat, then you'd better _____.
5. Breaking a habit is difficult and makes you feel down; therefore you shouldn't _____.

Discussion

1. Do you think there are other reasons for giving up junk food?
2. Do you agree with the advice in the reading?
3. Have you ever tried to change your eating habits? Was it easy or difficult? Why?
4. What advice can you give someone who wants to change their eating habits or daily routine in order to get fit?



10 Writing

A. Consider the following and discuss with a partner.

1. Do you have friends who live in another city or country? Do you write to them? Do you know anyone who does?
2. Would you like to move to another place? Why?
3. What would you miss if you moved to another town, city or country?
4. Read the letter and identify the problem.

Dear Faisal,

I hope you have had a good school year. I am sorry I haven't written sooner but it has been very busy and difficult for all of us. Moving to a different city has not been easy. I miss you and all our friends.

I have made some friends at my new school but I am still considered 'the new student' so I never get invited anywhere. I tried to invite some of my classmates during the holiday but only one turned up. The rest didn't even call to let me know that they couldn't come.

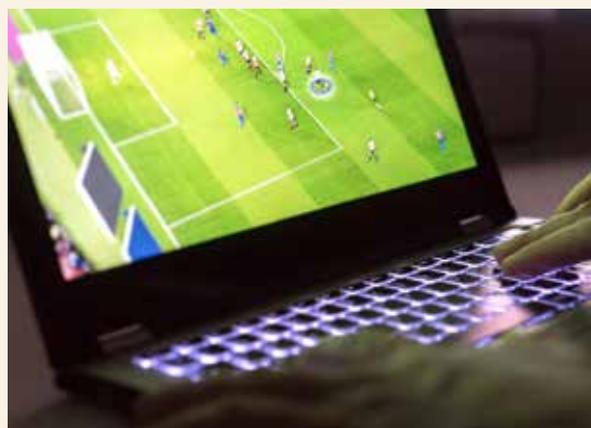
I have tried to be nice to everyone and give them and myself time to get to know each other but nothing has come of it. I have been feeling down for some time and I can't concentrate. My grades have dropped and I have gained a lot of weight because I get no exercise. They won't let me play football with them.

I feel like giving up on everything. All I do is go to school, come back home, do my homework, and play video games on my own. I don't know what to do.

If you have any tips, please write and tell me what to do and what not to do. I can't think straight any longer.

Hope to see you soon,

Nasser



10 Writing

A

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



Additional Activity

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

2 Take My Advice

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

Sample answers

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

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

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

Are they helpful?

Are they patronizing?

Is the writer judging the recipient?

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



Additional Activity

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

Workbook

Assign page 64 for additional writing practice above word and sentence level.

5. Read the letter again and make notes in the organizer.

The problem:	
The cause of the problem	Your advice or solution to the problem

6. Write your letter of advice to the person with the problem.

Writing Corner

When you write a letter of advice make sure you:

- **Repeat/echo** each problem in your own words to show the person that you have been “**listening**” and you **understand** what they are talking about.
- Put yourself in the person’s place and **acknowledge feelings**.
- **Do not judge** the person, try to **help**.
- **Do not dictate** or patronize. Show empathy with the person. Make helpful suggestions about how they can improve their situation.
- Always close on a **hopeful note**, e.g. I am sure things will get better soon; they usually do. OR I believe you will deal with this in your own wonderful way; I’ve seen you do it before.

Make sure you use words and expressions such as:

I am really sorry to hear ... / I understand how you feel/ I would feel the same way/ I don’t understand why people do this sort of thing...

I think, maybe, you should ... / How about ... ing/ Have you tried ... / I would ... but then again, you know best/ It’s hard to imagine what it feels like .../ I wouldn’t like to be in your place ...

Practice using some of this language by responding to these statements.

1. My computer crashed and all my emails were deleted. I don’t know what to do.

2. My friend wants to borrow my camera. I’ve only had it for a month and it’s a very expensive, sensitive camera that needs to be handled carefully. I don’t know what to say.

11 Form, Meaning and Function

Question Words: *How many, How much ...?*

To ask about the quantity of something we use *How much/How many ...?* We use *How much ... ?* with noncount nouns, and we use *How many...?* with plural count nouns.

Q: How much exercise do you do? **A:** I go to the gym twice a week.

Q: How many sisters do you have? **A:** I have three sisters.

Quantity Expressions: *much, many, a lot of, lots of, a few, a little*

Q: How **much** fruit do you usually eat? **A:** I eat **a lot of (lots of)** fruit every day.

Q: How **many** vegetables do you eat? **A:** I eat **a few** green vegetables every day./I **don't** eat **many** vegetables.

Q: How **much** salt do you eat? **A:** I eat **little** salt. It's not good for you./I **don't** eat **much** salt. It's not good for you.

A. Read the conversation between the doctor and Ahmed. Complete the gaps with a quantity expression. Add your own ideas.

Doctor: So, Ahmed, what's the problem?

Ahmed: I'm not feeling very well. I have a stomachache and I feel tired and dizzy.

Doctor: I see. You don't have a temperature. What's your diet like?

Ahmed: Well, I love ice-cream! I eat ice cream every day. I don't eat (1) _____ fruit or (2) _____ vegetables. I eat a (3) _____ carrots once or twice a week ...

Doctor: How much water do you drink?

Ahmed: I don't like water. I prefer fizzy drinks. I drink (4) _____ lemonade. That's my favorite!

Doctor: Hmm...I see. How (5) _____ hours do you exercise a week?

Ahmed: Oh... I don't spend (6) _____ time at the gym. I prefer ...

B. Work with a partner. Role-play the conversation in exercise **A**. Add some ideas of your own.

C. Work with a partner. Ask and answer.

1. How much do you exercise?
2. How much water do you drink?
3. Do you eat junk food?
4. How much fruit do you eat?
5. How often do you go the doctor?



11 Form, Meaning and Function

Question Words: *How many, How much ...?*

- Explain that we use *How many* to ask about the number of people or things we can count. For example: friends, brothers, riyals and so on. We use *How much* to ask about the quantity of something we can't count. For example: *family, money, exercise* and so on.
- Have volunteers read aloud the questions and answers in the presentation. Students should then work with a partner and take it in turns to ask and answer the questions about themselves. For example:
A: *How much exercise do you do?*
B: *I play a lot of football. How about you?*
A: *I go to the gym three times a week.*

Quantity Expressions: *much, many, a lot of, lots of, a few, a little*

- Before students read the presentation, write the following words on the board in two columns. Write *vegetables, carrots, bananas, egg* in the first column; and *bread, salt, milk, fruit* in the second column. Ask: How are the words in each column similar? Elicit that the words in the first column are count nouns and the words in the second column are noncount nouns.
- Explain that the words *much* and *many* mean *a lot of (or lots of)*. If a noun is in singular, we use *much*. For example: *much fruit*. If a noun is in plural, we use *many*. For example: *many vegetables*.
- Call on volunteers to read the questions and answers in the presentation. Elicit the quantity expression *a few* for count nouns and the quantity expression *a little* for noncount nouns. Then elicit the quantity words for both count and noncount nouns.

Language Builder

Explain the importance of using the indefinite article *a* with the quantity expressions *a few* and *a little*. Point out that without the article, the meaning changes. For example,
Aisha eats a few carrots every day. = Aisha eats two or three carrots every day.
Aisha eats few carrots. = Aisha doesn't usually eat carrots.

Aisha eats few carrots. = Aisha doesn't usually eat carrots.

A

- Direct students' attention to the picture of 'Ahmed' sitting on the couch. Have students describe what they see in the picture and make guesses about Ahmed's lifestyle and diet. Ask: *Does Ahmed do much exercise? Does Ahmed eat much fruit? Does Ahmed eat a lot of vegetables?* and so on.
- Tell students to read the conversation between Ahmed and his doctor and see if their guesses were correct.
- Students complete the exercise alone and then compare their answers with a partner.
- Elicit or give students the correct answers.

Answers

- | | | |
|---------|--------------------|---------|
| 1. much | 3 few | 5. many |
| 2. many | 4 a lot of/lots of | 6. much |

B

- Have students work with a partner and continue the conversation.
- Call on volunteers to role-play the conversation for the class.

Answers

Students' own answers.

C

- Have students work with a different partner and take it in turns to ask and answer the questions.
- Tell students to use quantity expressions and any other useful language from the model in exercise A.
- Call on volunteers to role-play the conversation for the class.

Answers

Students' own answers.



Teaching Tip

Encourage students as much as possible to write personalized sentences using the grammar structures and functional language presented in the lesson. This gives them practice in the form and help them understand the meaning and use. By doing this, students are much more able to apply this language in their daily life outside of the classroom.

2 Take My Advice

Words Connected with Medicine and Clauses with *When*

- Have individual students read the questions and answers. Point out the question asks about what the person usually does in certain situations. Remind students not to forget to include a subject and verb after a clause with *when*.

D

- Have two students read aloud the example conversation. Then have a student ask you the first question. Answer truthfully.
- Have students do the exercise in pairs, taking turns to ask and answer the questions. Alternatively, one student can ask about numbers 1–4 and the other student can ask about numbers 5–8.
- Tell the student who asks the question to respond with how he or she feels as well. For example:
A: How do you feel when you exercise?
B: I feel great.
A: Me too. (OR Really? I feel tired!)

Answers

Answers will vary. Possible answers.

- A:** How do you feel when you exercise?
B: I feel strong / great / happy / tired.
- A:** How do you feel when you eat a lot?
B: I feel bad / great / sick / sleepy.
- A:** How do you feel when you need to go to the dentist?
B: I feel nervous / afraid / sick / terrible / fine / OK.
- A:** How do you feel when don't sleep well?
B: I feel tired / sleepy / terrible.
- A:** How do you feel when you have a headache?
B: I feel bad / terrible.
- A:** How do you feel when you need to make an excuse?
B: I feel bad / fine / OK.
- A:** How do you feel when you travel by plane?
B: I feel excited / happy / great / relaxed / wonderful / afraid.
- A:** How do you feel when you need to say goodbye to a friend?
B: I feel sad / fine / OK.

E

- Have students work in different pairs and tell them to take it in turns to ask and answer the questions with:
What do you do when?
- Call on volunteers to role-play their short conversations in front of the class.

Answers

Answers will vary. Possible answers.

- A:** What do you do when you have a backache?
B: I stay in bed.
- A:** What do you do when you have a rash?
B: I use a cream
- A:** What do you do when you have flu?
B: I take medicine and stay in bed.
- A:** What do you do when you feel stressed and anxious?
B: I try to relax.
- A:** What do you do when you have a cough?
B: I take some a cough syrup.
- A:** What do you do when you feel tired?
B: I have an early night./ I go to bed.

Workbook

Assign pages 65–66 for more practice with the form, function and meaning of the structures in the unit.

Language Builder

Many of the adjectives in exercises D and E can be used with the verb *be*, as well as *feel*. It is common to use *be* or *feel* with: *sick, hungry, thirsty, and sleepy*.



Teaching Tip

A good way to reinforce vocabulary is to play a memory or concentration game. Use a set of index cards and a list of the target vocabulary. Write each vocabulary word on two cards. Then shuffle the cards and place them face down on the table. Each student turns over two cards and says each word. The student who makes a match takes another turn.

Before giving a test, it's a good idea to review the most important material and to give students an idea of what areas to focus on when they study. No student is able to remember everything learned during class. Reviewing for a test will allow them to prepare adequately and to really show how much they have learned.

Words Connected with Medicine and Clauses with *When*

Q: What do you do **when** you have a cold?

A: I usually take some aspirin.

Q: How do you feel **when** you exercise?

A: I feel great!

D. Work with a partner. Ask and answer the questions with *How do you feel when...?* Use the words in the box.

A: How do you feel when you lose something?

B: I feel angry and nervous.

afraid	bored	glad	nervous	sick	terrible
angry	excited	great	relaxed	sleepy	tired
bad	fine/OK	happy	sad	strong	wonderful

How do you feel when...

1. you exercise?

2. you eat a lot?

3. you need to go to the dentist?

4. you don't sleep well?

5. you have a headache?

6. you need to make an excuse?

7. you travel by plane?

8. you need to say goodbye to a friend?

E. Now tell your partner what you do in these situations. Ask and answer with *What do you do . . . ?* Use the words in the box.

A: What do you do when you have a headache?

B: I take a painkiller.

take a painkiller	take vitamins	stay in bed
take medicine	take a cough syrup	use a cream
drink warm tea or milk	relax	get some sleep



What do you do when ...

1. you have toothache?

2. you have a rash?

3. you have flu?

4. you feel stressed and anxious?

5. you have a cough?

6. you feel tired?



12 Project

1. Research and find Saudi organizations in your community that provide services. Work in groups. You can try to collect information through the Internet, books and newspapers, and/or talk to adults.
2. Write the information in the chart.
3. Prepare a poster presentation on the organization/organizations that you have researched. Try to include photos.
4. Present your finding to the class.



Name of the organization	Service the organization provides	Where it is located	When it was started	Why your community needs the organization's services

12 Project

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

they need. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete the poster in the next lesson.

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



Additional Activity

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

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

13 Self Reflection

- Write 'Take My Advice' on the board and elicit as many ideas and words as possible from the class.
- Have students scan pages 82 and 83. Use questions to help them remember. For example:
Why should people say NO to junk food?
What kind of problems can cause eating disorders?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Direct students to pages 84, 85. Have some of the students describe a problem and ask the rest of the class to listen and give advice. Discuss the grammar of the unit with the class.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 86, 87. Have them say what they remember from this section and make notes in the chart.
- Write *Breaking the habit-Getting healthy* on the board and brainstorm on language and information that students remember.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about letters of advice.
- Have students scan pages 90 and 91 and make notes as before.
- Direct students to the 12 Project page and hold a class discussion about project work. Allow time for students to make notes individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

13 Self Reflection

Things that I liked about Unit 6:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 6:	Things that I found difficult in Unit 6:
_____	_____
_____	_____

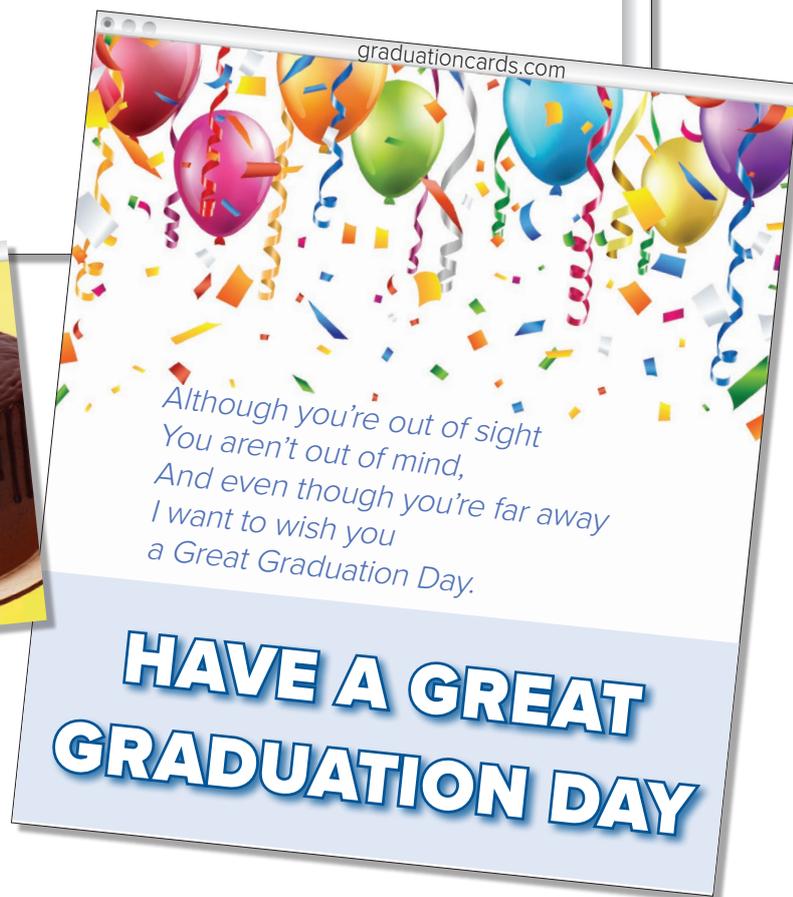
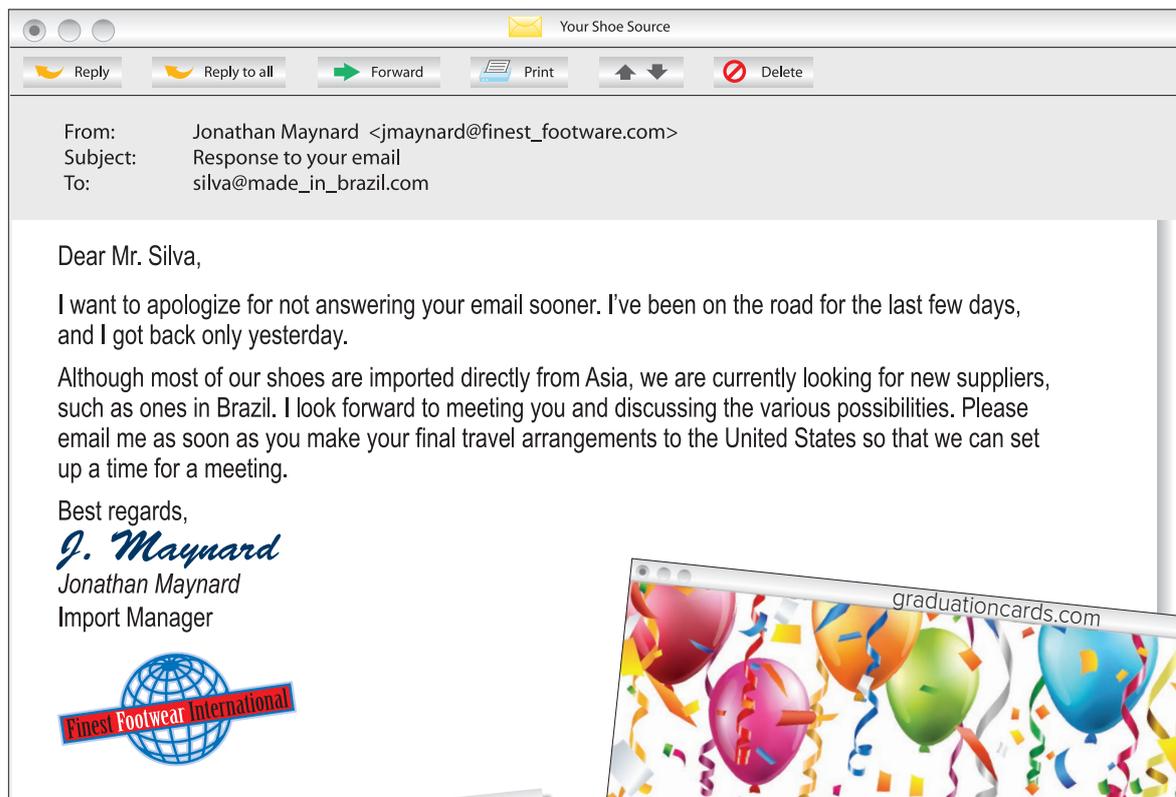
Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss common problems			
ask for and give advice			
use the modal auxiliaries <i>should, ought to, might, and could</i> in questions and in the affirmative and negative			
use <i>had better</i> in questions and in the affirmative and negative			
use two-word and three-word verbs			
use question words: <i>How many, How much ...?</i>			
use quantity expressions: <i>much, many, a lot of, lots of, a few, a little</i>			
form clauses with <i>when</i>			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

3 You've Got Mail!

1 Listen and Discuss

Read the four emails and decide what the purpose of each one is.



Unit Goals

- Vocabulary**
 Forms of communication
 Email, letters and greeting cards
- Functions**
 Make and accept an apology
 Make arrangements
 Accept and refuse invitations
- Grammar**
 Preposition + Gerund
Although, Even Though, In Spite Of, As Soon As, When So...(That)
- Listening**
 Listen for specific information
- Pronunciation**
 Short vowels /ɛ/, /æ/, /ɪ/
- Reading**
 From Smoke Signals to Email: Keeping in Touch
- Writing**
 Write an email to a friend
- Form, Meaning and Function**
Used to and Would There is/There are
 Plurals
 Definite article: *the*
- Project**
 A greeting card

Warm Up

Have a general discussion about favors. Ask students if they have ever had to refuse a favor that was asked of them. Have each volunteer talk about the favor that was asked, the person who asked it, and why he or she refused to do the favor. Students should also talk about how they handled the situation. This may lead to a discussion of *white lies*. Explain to students that white lies are untrue statements which people say because it seems best socially. For example, when a friend asks a favor, and you don't want to do it, but don't want to say so directly, you might tell a white lie. When we make up excuses, these are white lies.

Have a general discussion about accepting and refusing invitations. Ask students how they typically invite someone to do something. For example, do they text them, call, email? In the discussion of refusing an invitation, mention that white lies are sometimes used here as well. Briefly discuss the reasons why.

1 Listen and Discuss

- Have students open their books to pages 6-7. Ask them to look at the emails. Ask: **What kind of email do you receive? Do you get a lot of junk mail or spam? Have you ever received an e-card?**
 -  Play the audio as students just listen.
- Explain that determining a common theme among the items in a presentation will help them understand the purpose of the presentation. Have students scan the emails and e-card on pages 6-7 to determine what is the purpose of each one. (Each of them is expressing a desire for an action to be taken.)
- Have students discuss which words in the text tell them what the purpose of each one is.

In the first email, the phrases *I want to apologize for* (requesting a pardon) and *Please email me* (requesting an action) express the purpose.

In the second e-card, *I want to wish you a great graduation day* (expressing a wish) shows the purpose.

In the third email, the phrases *I will be out of the office* and *please contact Shawn Taylor* (requesting an action) express the purpose.

In the fourth email, the phrase *I'm wondering if you could put me up* (requesting a favor) expresses the purpose.
- Have students scan the emails and the e-card for unfamiliar words. Elicit and write them on the board to discuss their meanings as a class.
 -  Play the audio again as students read along silently.

Language Builder

Explain that the phrase *on the road* means *traveling*, and is often used in a business context. The phrase is used regardless of the means of transportation.

3 You've Got Mail!

- Have students circle the verb phrases without subjects in the emails. (*Please email me; contact Shawn Taylor; Let me know*) Explain that this structure is common in emails and informal correspondence. The subject of the sentence in the first person can be dropped even when it doesn't express an imperative.
- Explain that when apologizing for failing to do something, we use *not* between the preposition and the gerund: For example: **He apologized for getting to the meeting late. He apologized for not getting to the meeting on time.**
- Write sentence frames such as the following on the board. Have students use the correct form of the verb to complete each sentence frame.

I look forward to ___ from you. (hear)

He apologized for ___ me. (not call)

She apologized for ____. (lose my pen)

He apologized for ____. (not return the book he borrowed)

Quick Check

A

- Go over each email as a class. Ask students to read aloud the ways to start and end the emails.
- Ask students how they usually start and end theirs.

Answers

To start: Dear Mr. Silva, Hi Olivia

To end: Best regards, Your friend

B

- Have students work individually to complete this activity.
- To check answers, call on students to give the answers, and to read the line from the email that supports each answer.

Answers

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

2 Pair Work

A

- Organize students into pairs. Prior to playing the audio, briefly discuss things to apologize for and reasons to wish someone congratulations. Compile lists on the board for students to refer to.



Play the audio as students listen and repeat.

- Model the examples with volunteers, changing roles.
- Organize students into pairs to practice the conversations. Encourage them to use other expressions they may know to express *don't worry*. For example: *No problem. / It's cool. / It's OK.* Tell them to use the situation ideas listed on the board as well as others they can think of, and practice each conversation multiple times.
- Monitor students as they practice. Then call on several pairs to present for the class.

Language Builder

You aren't out of my mind means *I'm constantly thinking about you.*

Contrast this with *I am out of my mind*—an expression used to mean *I'm crazy*. For example: *I'm out of my mind for buying this jacket. It's way too expensive, but I love it.*

Workbook

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



Teaching Tip

Try to get students to go beyond the book and use real information. This keeps students interested and helps them use what they learn when they are in real situations beyond the classroom.

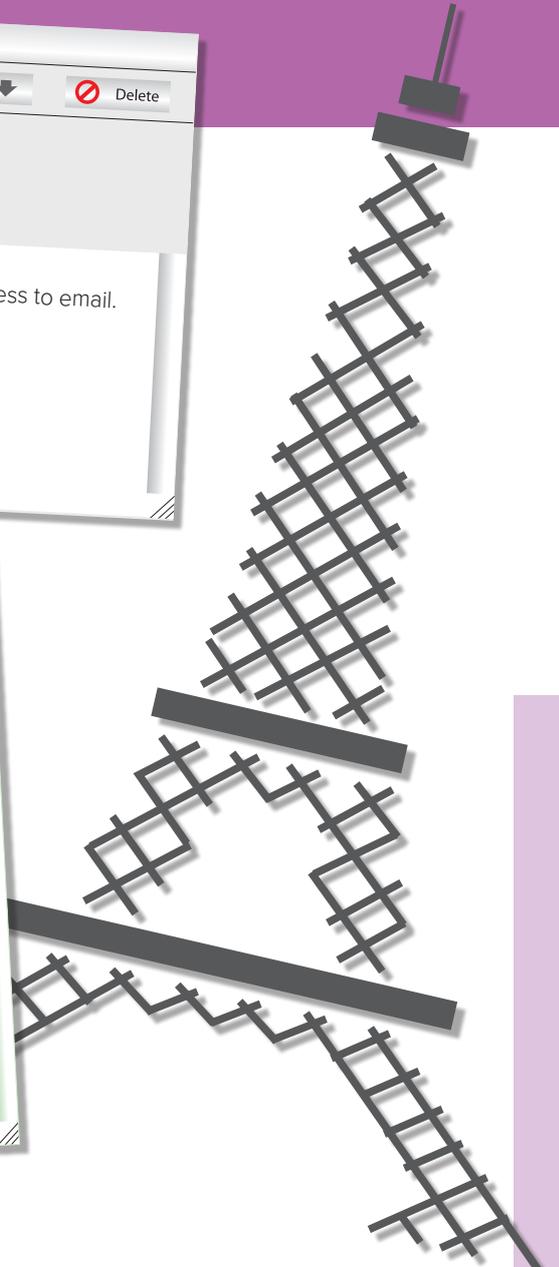
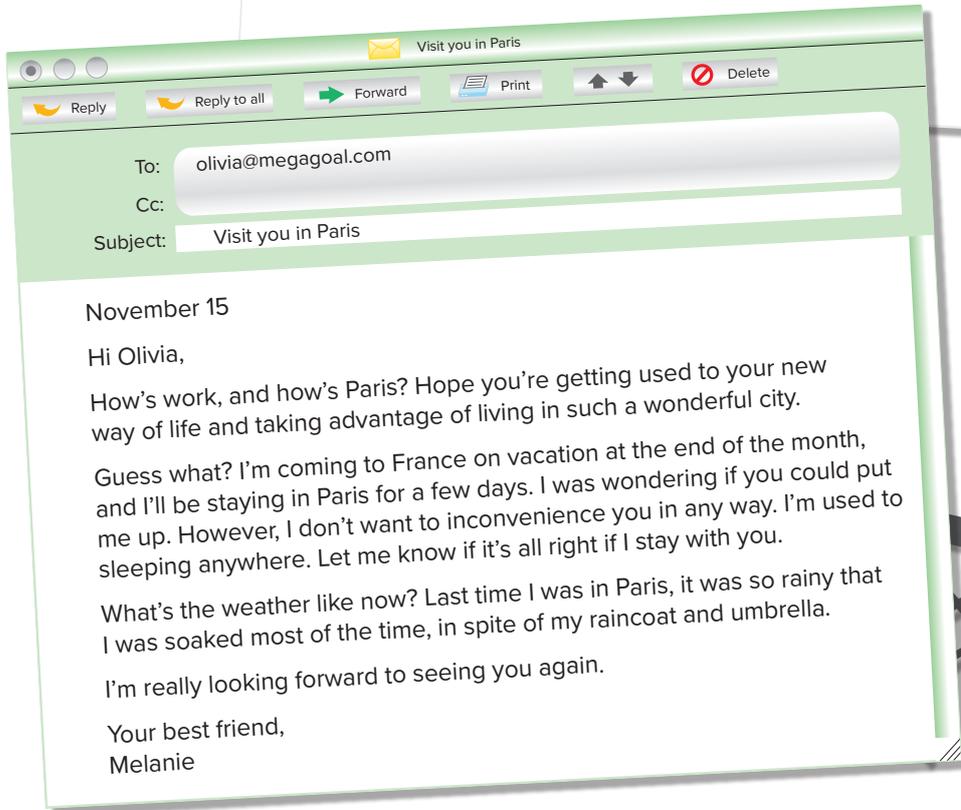
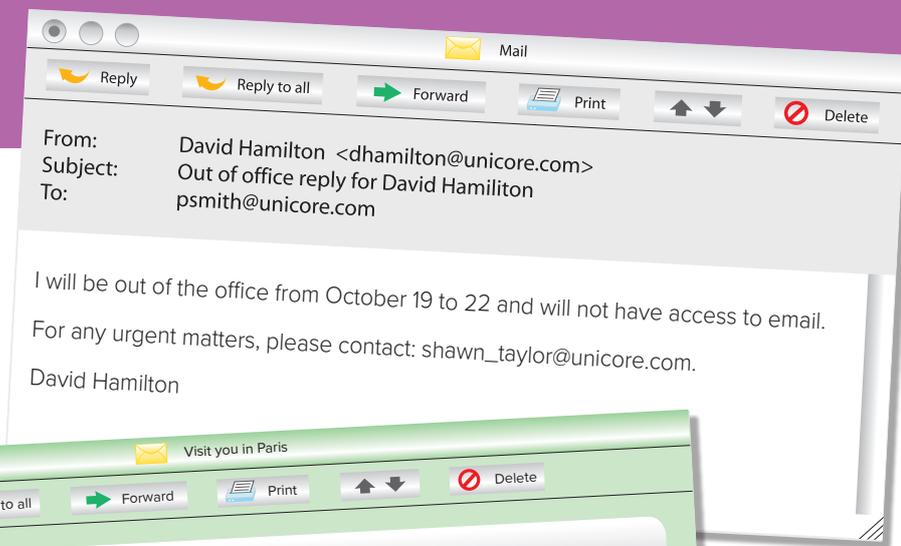


Additional Activity

Have students work in pairs to write emails inviting their partner to an activity. The partner responds, and either accepts or refuses.



Every day billions of junk emails (also called *spam*) are sent to people who don't want to receive them. A common type is UBE, or unsolicited bulk email. All of this spam is sent by only a couple hundred "spammers," who are skilled at sending the same message to many people at the same time.



Quick Check ✓

A. Vocabulary. Mark the ways to start or end letters or emails.

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

1. ____ Mr. Maynard answered the email as soon as he returned.
2. ____ Mr. Maynard's company is not interested in doing business with Mr. Silva.
3. ____ Although your friend is far away, they haven't forgotten your graduation day.
4. ____ David will answer all emails even though he's out of the office.
5. ____ Melanie is hoping to stay with Olivia even though it'll be inconvenient.
6. ____ Even though Melanie was wearing a raincoat, she got wet in Paris.

2 Pair Work

A. Apologize for something.

-  I want to apologize for not coming to your graduation ceremony.
-  Don't worry. That's quite all right.

B. Wish someone the best on a special occasion.

-  Congratulations. I wish you lots of success.
-  Thanks a lot. I'm looking forward to the new job.

3 Grammar

Preposition + Gerund

Prepositions can be followed by nouns, pronouns, or gerunds.

I apologized to **Allison**. (*noun*)

I apologized for **forgetting** her graduation day. (*gerund*)

I apologized to **her**. (*pronoun*)

Some verbs are usually followed by certain prepositions.

I **apologize for** arriving late.

I **decided against** wearing a uniform.

I **look forward to** meeting you personally.

I **insist on** paying for our lunch.

I'm **thinking of** moving to a new house soon.

I **succeeded in** getting into college.

I'm **dreaming of** going on vacation.

I **asked about** applying for a job.

Some adjectives are followed by certain prepositions.

I'm **tired of** waiting for an answer.

I'm **used to** having coffee at breakfast.

Although, Even Though, In Spite Of

Although, *even though*, and *in spite of* have similar meanings.

Although and *even though* introduce a clause that has a subject and a verb.

In spite of is followed by a noun or gerund.

Although it rained, we enjoyed the vacation.

In spite of the traffic, I arrived on time.

Even though I was tired, I couldn't sleep.

He went to school **in spite of** being sick.

As Soon As, When

These conjunctions of time are not followed by future forms of verbs even though the verbs tell us about future time. The present is used instead.

I'll tell you **as soon as** I know.

I'll call you **when** I arrive.

So ... (That)

Use **so** with an adjective or with *many*, *much*, *few*, or *little* to express result or degree.

The noise was **so loud** (that) we could hardly hear ourselves talk.

There were **so many** cars (that) we couldn't find a place to park.

Read each example in the grammar section. Find sentences in the emails that are similar and underline them.

A. Complete the sentences with **although** or **in spite of**.

- _____ her busy schedule, Maya always remembers her friends' events.
- _____ Steve had all the right qualifications, he wasn't chosen for the job.
- Our team lost the game _____ we played much better than the other team.
- We had a really good time at the beach _____ the cloudy weather.
- _____ she has a Russian last name, she was actually born in Canada.

3 Grammar

Preposition + Gerund

- Go over the material in the grammar chart. Make sure students understand that these are examples of the preposition + gerund structure, and that not all prepositions are followed by a gerund.
- Explain that some verbs are frequently followed by certain prepositions. If they are aware of this, they can often predict which preposition is likely to follow those verbs. For example: *apologize for / thinking of*.
- Point out that although *think* is usually not used in the present progressive form to express an opinion or a belief, *thinking of* or *thinking about* can be used to express that someone is considering doing something. For example: ***I'm thinking of going to see a movie tonight.*** We can also use *thinking of* or *thinking about* to mean something is on our minds. For example: ***I'm thinking about what to buy my friend for her birthday.***
- Explain that *used to* can be followed by a verb, or by a noun + verb to refer to someone else's actions. Write the following sentences on the board:
I'm not used to getting up early in the morning.
I have to wake up at 5:00 in the morning for my new job. I'm not used to waking up early in the morning.
- Ask students to say things they are *used to* or *not used to*.

Although, Even Though, In Spite Of

- Go over the material in the grammar chart.
- Explain that these have similar meanings. They are used to talk about the contrast between two ideas. For example: ***Although it rained, we enjoyed our vacation*** expresses that we didn't expect to have fun since it was raining, but in fact we did. ***Even though I was tired, I couldn't sleep*** expresses that I expected to be able to sleep because I was so tired, but in fact, I couldn't.
- Write a few sentence pairs on the board, and call on volunteers to combine them. For example:
He went to work. He had a cold.
The bus was late. She got to school on time.
He passed his exam. He didn't study hard.

As Soon As, When

- Point out that the present tense is used here even though the verbs tell about something that will happen in the future. These structures convey the idea of *right away*, or *immediately after*.
Write a few more examples on the board, such as:
I'll text you as soon as I hear from him.
I'll stop by when I finish work.
- Explain that *as soon as* and *when* 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.***

So...(That)

- Explain that *so + adjective...(that)* is used to express result. For example: ***The box was so heavy (that) he dropped it.*** Point out the word *that* is optional. It is also correct to say ***The box was so heavy, he dropped it.*** Point out that a comma is used to separate the clauses.
- Explain that *so + many, much, few, or little...(that)* is used to express degree. For example: ***There was so much food left after the party (that) we threw it away.***
- Elicit examples of sentences using *so...(that)* from students that are true about them. For example: ***I am so hungry right now that I can't wait for lunch.***

A

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

Answers

1. In spite of
2. Although
3. although
4. in spite of
5. Although

Language Builder

Explain the difference between *used to* followed by the simple form of a verb and *be used to* followed by a gerund. For example:

I used to live in L.A. (I don't live there now.)

I'm used to living in L.A. (I moved here a year ago, and now I feel at home.)

3 You've Got Mail!

B

- Direct students' attention to the picture. Tell students that the telegraph system was firstly demonstrated in 1830. Ask students if they know what the telegraph system is. For example, ask:

What was a telegraph?

Who do you think sent them?

On what occasions do you think telegraphs were sent?

- Point out that *because* is used to state a reason. For example: **Because he was late, he missed the quiz.** *Although* is used to state that even with a reason to the contrary, an action still occurred. For example: **Although he was late, he didn't miss the quiz.**
- Have students work individually or in pairs to complete the paragraph.
- To check answers, call on students to read completed sentences from the paragraph aloud.

Answers

1. But
2. During
3. in spite of
4. Although
5. as soon as
6. Because

C

- Explain that an *outing* is a short activity, often outdoors, for fun; for example, a picnic, or a trip to a zoo. Have students work alone to match the parts of the sentences.
- Call on students to read the sentences aloud.

Answers

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

D

- Give students time to work alone to write sentences about themselves.
- Have students form pairs and take turns reading their sentences. Alternatively, students can check their work by asking and answering questions. For example:

A: What are you interested in?
B: I'm interested in reading books.
- If time permits, have students ask one follow-up question, such as:

A: What kind of books?
B: All kinds.

Answers

Answers will vary. Sample answers:

1. studying abroad
2. going away on vacation
3. studying engineering
4. going to your graduation ceremony
5. speaking in public
6. doing homework every night
7. arriving late
8. waking up early in the morning
9. going to bed late at night
10. going to the beach today

Language Builder

Tired of means to be annoyed with someone or something. For example: *I'm tired of his bad attitude.*

In contrast, *tired from* and *tired after* refer to being physically tired and needing to rest. For example: *She was tired from working all day. He was tired after staying up all night to finish his homework.*

Workbook

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



Teaching Tip

Students like variety in their activities. Consider creative ways to check answers to keep students active and engaged in their learning.



Additional Activity

Activity 1: In pairs, have students talk about their future plans, using *thinking of*. Call on students to report to the class on their partner's plans.

Activity 2: With the whole class, compile a list on the board of common adjectives, such as: *tired, hungry, tall, lazy, and thirsty*. In pairs, have students write sentences in which the adjective is omitted, but the context makes it clear which adjective is needed. For example: **He was so _____ that he ate his lunch in two minutes!** Next have pairs exchange sentences and complete them. Then have the pairs form a group and read the completed sentences aloud.

- B.** Use the following words to complete the paragraph:
although, as soon as, because, but, during, in spite of



The TELEGRAPH SYSTEM

In 1830, an American, Joseph Henry (1797-1878), demonstrated the potential of William Sturgeon's invention, the electromagnet, for long distance communication. **(1)** _____ it was Samuel Morse who was able to invent a telegraph system that was practical and commercially feasible.

(2) _____ 1835 Morse was a professor of arts and design at New York University, when he proved that signals could be transmitted by wire. The system was received rather indifferently in 1838, **(3)** _____ an impressive public demonstration.

(4) _____ Morse and his associates were eager to set up an experimental line, funding was not approved until a few years later. So, **(5)** _____ Congress approved a funding of \$30,000, the construction of a line started between Washington and Baltimore.

Samuel Morse and his associates managed to raise private funds and extended their line to Philadelphia and New York. Telegraph companies started functioning in different parts of the United States. **(6)** _____ of this, Western Union soon joined, dispatching telegraphs by train. Eventually, telegraph systems were set up all over the world. It was the beginning of a new era in communication.

- C.** Match the two parts of the sentences about an outing.

- | | |
|---|--|
| 1. ___ There was so much traffic on the road | a. we weren't able to swim. |
| 2. ___ The picnic spot was so crowded | b. it took hours to get to the beach. |
| 3. ___ The water was so cold | c. we went straight to bed. |
| 4. ___ There were so many mosquitoes | d. I got a headache. |
| 5. ___ The beach was so noisy | e. we weren't able to find a good place to sit. |
| 6. ___ We were all so tired in the evening | f. the children were bitten all over. |

- D.** Complete the sentences about yourself. Then compare with a partner.

I'm thinking of _____ *studying in a foreign country* _____.



- 1.** I'm interested in _____.
- 2.** I'm excited about _____.
- 3.** I'm thinking of _____.
- 4.** I'm looking forward to _____.
- 5.** I'm not used to _____.
- 6.** I'm tired of _____.
- 7.** I apologized to my friend for _____.
- 8.** I'm not capable of _____.
- 9.** I'm used to _____.
- 10.** I decided against _____.

4 Language in Context

Make a list of things you're **used to doing** and **not used to doing** and compare with a partner.



5 Listening

Listen to the messages or conversations. Complete the sentences.

1. **a.** Mr. Kramer's assistant is apologizing for _____.
- b.** Mr. Kramer wants to _____.
2. **a.** Nawal is thinking of _____.
- b.** Sabah is looking forward to _____.
3. **a.** Omar is apologizing for not _____.
- b.** At the end, Omar is thinking of _____.
4. **a.** Raymond is making excuses for not _____.
- b.** He wants to _____.

6 Pronunciation

A. Listen to the following vowel sounds. They are sometimes called short vowels. Then practice.

/e/	/æ/	/ɪ/
send	happy	wish
get	spam	city
letters	congratulations	interested

B. Read the emails again and underline only the words that have short **e**, **a**, and **i**. Practice reading the sentences aloud without stressing the short **e**, **a**, and **i** in the words you underlined.

7 About You

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

1. Are people in your country used to sending email, letters, or cards on special occasions?
2. When did you last apologize for doing something wrong? What did you do?
3. Are you the kind of person who forgives easily? Explain.
4. When you are/were absent from school, do/did your parents write notes to your teachers explaining your absence?
5. Are you used to doing favors or asking other people for favors? Explain.
6. Do you put people up when they travel? Do you ask others to put you up when you travel?

4 Language in Context

- Look at the photos and read the speech bubbles together. Remind students that *used to* means *accustomed to*, or *in the habit of*.
- After students compile their personal lists, have students share them with a partner.

5 Listening

- Remind students that knowing what information they need to listen for will make the listening task easier. Tell them you will play the audio twice. The first time they will listen for general information. The second time they will listen for specific information.

 Play the audio through and have students listen only.

- Then have them read the conversations in the activity. Tell them to look for the specific information they need to listen for.

 Play the audio a second time for students to complete the sentences.

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

Audioscript

1. Message on a voice mail system

This is Michael Johnson. I'm calling on behalf of Mr. Kramer. I'm his assistant. Mr. Kramer is sorry, but he's not able to see you at the arranged time on Thursday. He asks if you could meet at the same time on Monday instead. Mr. Osman, would you call me at your earliest convenience so that we can confirm the new day for the meeting? My number is 972-555-9797. That's 972-555-9797.

2. Sabah's answer to Nawal's email on answering machine

Nawal. It's Sabah. It was great to hear from you. I've been so busy these few months that I'm losing touch with most of my friends. I'm glad to hear that you're thinking of visiting New York. I guess you will be staying with your aunt. Please give her my regards when you see her and tell her I still remember that wonderful meal that she cooked for us during your last visit. By the way, a wonderful exhibition is on at the Museum and your favorite gallery has a new show on with very interesting work. But they are both very popular, so we need to make sure we get there in time to beat the crowds. Email me and let me know your plans, or you can call me. My new number is 212-555-0999. I'm looking forward to seeing you soon.

3. Omar, about an invitation to a friend's house

Ted: Hello.

Omar: Hi, Ted. This is Omar. Is your brother in?

Ted: Sorry, Omar. Ron isn't home right now. He'll probably be back in a little while.

Omar: Can you give him a message please? I was really looking

forward to coming over, but I'm afraid I won't be able to make it. We have some relatives from Bahrain who are arriving tonight, and my parents asked me to keep my cousin company.

Ted: Why don't you bring your cousin along? I'm sure Ron won't mind.

Omar: That's really nice of you, Ted. I'll have to talk to my cousin first. I'll call you back to let you know. And maybe Ron will be home then; I just want to check if he needs my game console. I'd be happy to bring it over for him.

4. Raymond is giving an excuse for not doing homework.

Mr. Jenkins, please excuse me for not handing in my history project today. I was so sick that I spent all day Saturday and Sunday in bed. Although I wasn't feeling well, I tried to finish the project. The trouble was, as soon as I sat at the computer, my head start to spin, so I went back to bed. Is it OK if I hand in the project in a couple of days?

Answers

Answers will vary. Sample answers:

- a. changing the time of an appointment
 - b. change the meeting to Monday at the same time
- a. visiting New York
 - b. seeing Brenda
- a. coming to Ron's house
 - b. bringing his cousin to Ron's house
- a. handing in his history project
 - b. hand the project in a couple of days late

6 Pronunciation

A

 Have students listen to the audio twice and repeat the words. Tell them to pay attention to the sounds of the bolded vowels.

B

- Have students work individually. After several minutes as a class have students practice reading the sentences aloud.

7 About You

- Have students work in pairs to discuss and answer the questions. Have one person from each pair report back to the class. If students often work in the same pairs, make sure pairs vary who reports back.

8 Conversation

- Have students look at the pictures and predict what the phone conversation is about. Ask:

Where is he?

Who is he talking to?

How does he feel?

What is he saying?

-  Play the audio for students to just listen.
- Have students scan the conversation for two- and three-word verbs and figure out the meanings from context if they are not familiar with them.

make it = achieve a specific goal

let down = disappoint

looking forward to = excited about

insist on = demand

-  Play the audio again, and have students read along silently.

Your Ending

Go over the three possible endings. Ask students which ending they think is the most likely. Find out which ending most students would choose.

Real Talk

- Ask: **Who says No way!** (Abdullah) Ask students to find the two verb phrases Abdullah uses to support this: *I refuse to accept that* and *I insist on...*
- Point out the word order in the phrasal verb *let (them) down*.
- Explain that in this context, a synonym for *Of course you can* is *Sure you can*.
- Explain that synonyms for *frank* are *open* and *direct*.

About the Conversation

- Answer these questions as a whole class activity. Call on a student to start. That student asks the first question of another student. That student answers and then calls on another student to ask the next question.

Answers

Answers will vary. Sample answers:

- Ahmed was looking forward to going to Abdullah's graduation event.
- Ahmed has to go to a family dinner for his parents' wedding anniversary.
- He wants Ahmed to leave the dinner early.

Your Turn

- Have students work in pairs to role-play the two situations. Call on pairs to perform for the class.

Workbook

Assign page 5 for additional reading practice.

Teaching Tip

Encourage students to pay attention outside the classroom to the language they are taught. For example, tell them to notice how their peers apologize or make excuses. They will become more aware of how language is used in general.

Additional Activity

Activity 1: Arrange students in groups. Have each group plan an event, such as a class reunion. Tell them to work out all the details, such as the time and place, and then write an invitation to invite their other classmates.

Activity 2: Have students work in small groups to play a game. Students take turns. Each student says *I'm looking forward to _____* (an activity). Each activity begins with the next letter in the alphabet. For example: *I'm looking forward to apple juice with lunch. I'm looking forward to basketball. I'm looking forward to calling my friend after school.*

fun facts

Wedding anniversaries are celebrated every year, but every 5th year is considered to be an important milestone. Traditionally, gifts for these occasions are made of the following materials:

1 st = paper	25 th = silver
5 th = wood	30 th = pearl
10 th = tin	40 th = ruby
15 th = crystal	50 th = gold
20 th = china	60 th = diamond

8 Conversation

Underline the words that have short **e**, **a**, and **i**. In pairs, read the conversation aloud without stressing the short **e**, **a**, and **i** in the words you underlined.

- Ahmed:** Abdullah, thanks for inviting me to your graduation event. I was really looking forward to next Thursday night, ...
- Abdullah:** I've been planning this event for ages! You're coming, aren't you?
- Ahmed:** Well, Abdullah, I'm calling you up to explain. Unfortunately I'm not going to be able to make it.
- Abdullah:** No way! I refuse to accept that. I insist on your coming.
- Ahmed:** I'm sorry, I really am. You see, it's my uncle's wedding, and they're having the whole family over for dinner. They expect me to be there, and I can't let them down.
- Abdullah:** So, sneak out as soon as the dinner's over.
- Ahmed:** I can't just walk out like that.
- Abdullah:** Of course you can.



Your Ending

What does Abdullah go on to suggest?

- 1 No one's going to notice.
- 2 Tell your uncle you're not feeling well, and you're going to lie down.
- 3 Be straight with your uncle, and tell him you have plans after dinner.
- 4 Your idea: _____

Real Talk

No way! = used to say you won't allow something

let someone down = disappoint

Of course = used to give someone permission or encouragement

Be straight = be honest and frank

About the Conversation

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

1. What was Ahmed looking forward to?
2. Why can't he come to the graduation?
3. What does Abdullah want Ahmed to do?

Your Turn

Role-play these situations with a partner.

1. You can't come to a friend's graduation ceremony. Make up a reason and apologize for not coming.
2. Call a friend and accept an invitation to a dinner, an event, or an outing.



9 Reading

Before Reading

Read the passage and find all the sentences that talk about the different means of communication. Compare what you found with a partner.

FROM SMOKE SIGNALS



to **Email: Keeping in Touch**

From the Stone Age to the present, people have shown a desire to send messages to one another over long distances.

In ancient times, according to one story, a chain of fires on mountaintops was used to relate the news of the fall of Troy to people in Greece. In the past, native people in the Americas used smoke from fires to transmit messages. They developed a code—in which certain combinations of smoke rising had special meanings. For example, two parallel columns of smoke indicated the successful return of a war party.

The ancient Greeks established lines of signal towers at mountain-tops. At each one, a large fire was lit to transmit a signal to the next tower, and in this way, information was passed on through the land. Also, almost anything that makes a noise has been used for signaling. A kind of drum talk is still used in Central Africa today, although few who are not natives have been able to understand it. The sender uses a drum that can produce a high or low tone. Because the local dialect alternates in these tones, the sender is able to simulate speech with the drums.

In modern times, people have communicated by letter, telegraph, and telephone. But no one method has become as widespread as quickly as the use of email. The first email message took place in 1971, and according to its sender, Ray Tomlinson, it was probably the following: “QWERTYUIOP.” What was significant about that? Nothing, really. This is just the top row of keys on an English-language keyboard. Tomlinson was just testing out the system and using a nonsense message. He had no concept that he was going to start a revolution in communication.

Tomlinson was one of a group of scientists who were working on developing better computers. The scientists at his site were able to send a message to a “mailbox” on the computer on their site. Other scientists could view the messages in the mailbox. But there were other computers at other sites where scientists were working on the same project. Tomlinson’s idea was to figure out a way to deliver messages to mailboxes on those remote computers. He used the @ sign to identify messages that were headed out of the local machine to the more distant ones. That was the start of the emailing systems that we still use today.

At first, the number of people on email was small, but by the end of the 20th century, there were 263 million email boxes. In the 21st century, that figure has grown to over 4 billion, and the functions of email services in the future will become more and more diversified. And text messaging on cell phones is also increasing, so people can, in effect, be in constant touch with people who are long distances away.

9 Reading

READING STRATEGY Listing ideas about a topic

Explain to students that an article typically has a central theme. Examples are provided to support that central theme. They provide important information that contributes to a general understanding.

- Have students read the title. Have a class discussion about the meaning of the title: *From Smoke Signals to Email: Keeping in Touch*.



Play the audio as students just listen.

- Read aloud the **Before Reading** activity. Have students scan the reading for forms of communication. As they find them, add any to the list on the board that are not already there. From the reading, the list should include: *a chain of fires on mountaintops; smoke from fires to transmit messages; signal towers that people shouted from; drum talk; by letter, telegraph, telephone, email.*
- Have students scan the reading for unfamiliar words. Elicit and write the words on the board as students say them, and have them try to figure out the meanings from context. Some words that might be unfamiliar include:

parallel = extending in the same direction

dialect = variety of a language spoken by people in a geographical area

simulate = assume the likeness of

widespread = over a large area

revolution = big change

nonsense = without meaning

sites = locations



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

- Ask a few comprehension questions. For example:
 - What does the reading say about fire and signaling?** (fire was used in ancient Greece to pass information through the land)
 - How does the drummer simulate speech?** (by changing the tone)
 - Why did Tomlinson want to develop email?** (to communicate with other scientists working with him)
 - Why did Tomlinson use @?** (to signal that messages were for the distant computers)
 - Does the author of the article think email will become even more popular?** (yes)

Language Builder

Explain that to *transmit messages* means to send them from one place to another. Write on the board: **trans- = across, through**. Give examples of words with this prefix. For example:

transport = to carry across

transatlantic = across the Atlantic Ocean

transcend = to climb across

Have students use their dictionaries to find more words with the prefix *trans-*.

3 You've Got Mail!

After Reading

- Have students work individually to complete the sentences.
- Call on several students to say their answer for each sentence.

Answers

Answers will vary. Sample answers:

1. the Stone Age
2. they knew that a war party was returning and that it was successful
3. can understand the drum language
4. starting a revolution in communication
5. there were 263 million email boxes
6. being in constant touch with people who are long distances away

Discussion

- Have students work in groups to discuss and answer the questions. Have students discuss the advantages and disadvantages of the various ways of communicating and the most common and most effective ways of communication. Suggest to students to copy the chart in their notebook.
- Have each group present a summary of their discussion. Choose students other than the note-takers to report back.

Workbook

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



Teaching Tip

Encourage students to share examples from their culture if it differs from what is presented in the book. This is a good opportunity to build knowledge of, compare, and celebrate cultural differences.



Additional Activity

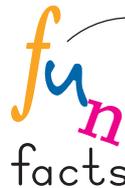
Activity 1: Have students work in small groups to devise codes for communicating. Brainstorm ideas with them first. For example, they can use numbers to represent letters of the alphabet, they can use icons to represent words, or they can design their own symbols to represent words or ideas. Have groups explain their codes and present messages for the class to decode.

Activity 2: Have students play a “telephone game” in which students in groups whisper a message from one to another until the message circles back to the person who started it. Students compare the message at the beginning and the end. This can be done as a competition in which a group receives a point for each message that is correctly relayed.



Project: Wireless Works

Wireless is a big part of daily communication nowadays. Have students research how cell phones or other electronic wireless devices work. Encourage them to make drawings or diagrams and present their findings to the class.



- Morse code sends messages using rhythm. Letters, numbers, and punctuation are represented by combinations of sounds and pulses referred to as “dots” and “dashes.” It was created by Samuel Morse in the 1840s and was widely used for radio communication in the 19th and 20th centuries. It is still used sometimes, but now there are faster electronic ways to communicate.
- Alexander Graham Bell invented the telephone. He was awarded the first U.S. patent for the telephone in 1876. Ironically, it is said he refused to have a telephone in his study because it disturbed him and disrupted his research.



After Reading

Complete the following sentences about the reading.

1. People have shown a need to communicate with one another since _____.
2. When Native Americans saw two columns of smoke, _____.
3. Although drums are used in Central Africa to communicate messages, only a few non-natives _____.
4. When Tomlinson sent his first message, he wasn't thinking of _____.
5. Although email only began in the 1970s, by the end of the 20th century, _____.
6. Nowadays, millions of people are used to _____.

Discussion

1. Think about how you communicate with different people.
2. Work in groups. Make notes in the chart below.
3. Use your notes to talk about communication in class.
4. Which are the most common and most effective ways? Why?

	Ways I communicate	Advantages	Disadvantages
With friends			
With relatives			
With other people who live far away			

10 Writing

- A. 1.** Work in pairs. Compare the emails from Mr. Maynard and Melanie on pages 6 and 7. Make notes in the chart below.
- 2.** Use your notes to report in class. Discuss differences and similarities.
- 3.** Why do you think there are differences?

Email	Page 6	Page 7
From		
To		
Greeting		
Opening lines		
Topic/information content		
Closing lines		
Signed		
Purpose of email		

- B. 1.** Read the email from Adel to his friend in the USA and answer the questions.
- Where did Adel spend the summer?
 - What time of year is it?
 - How does Adel feel about starting school again?
 - Why is he excited about the weekend?
- 2.** What does P.S. stand for? Why do we use it?
- 3.** Which email in your book is this email similar to? How do you know?



10 Writing

A

- Brainstorm emails and have students say what they remember about them. Use questions like these to help them:

What kind of communication are emails used for? Are they suitable for personal and/or professional communication?

You are writing an email to a close friend. How would you begin and end?

If you wanted to apologize for something that happened between you and a friend would you choose to send an email or would you write a letter and post it? Why?

- Read the directions. Give the students a few minutes to look at the chart and make some notes on what they remember/think is relevant for each email.
- Have students work in pairs comparing the emails on pages 6 and 7 of the unit and make notes in the chart. Tell them to have one of their books open on pages 6 and 7 with the emails and one open on page 14 with the chart.
- After several minutes, call on different pairs to report their comments for the class. Tell students to listen carefully as each pair presents, and then ask them to compare their answers and agree or disagree.

Answers

Accept student answers in different words.

Email	Page 6	Page 7
From	Jonathan Maynard, Import Manager	Melanie
To	Mr. Silva	Olivia
Greeting	Dear Mr. Silva	Hi Olivia,
Opening lines	I want to apologize for not answering your email sooner.	How's work, and how's Paris?
Topic/information content	new suppliers/new business	pending visit/ stay with friend/ weather in Paris
Closing lines	Best regards.	I'm really looking forward to seeing you again.
Your best friend,		
Signed	J. Maynard	Melanie
Purpose of email	To reply to a business proposition	To inform and ask for information



Additional Activity

Have each pair write an email that has all kinds of mistakes, mainly regarding greeting, opening and closing lines, overall style and possibly content. For example, a problematic email to a friend:

Dear Mrs. Olivia,

This is to inform you that I will be in Paris next month and I would like to stay with you.

How's work? How's everything? I've missed you. I wish you were closer.

Anyway, I hope you will be in Paris when I come over. I also hope that you won't be too busy with work. so we can spend some time together.

I would very much like to update you on developments at home.

Best regards,

Melanie

Please note that the highlighted sections are not appropriate for an email to a friend.

Have pairs exchange "wrong" emails spot the problems, edit them and return them to the authors to check.

B

- Direct students to the picture at the bottom of page 14. Give them a couple of minutes to look at the photo and elicit answers about what they see. Ask questions such as these to help them:
 - Who is in the picture?**
 - How old do you think they are?**
 - What are they wearing?**
 - What are they holding?**
 - Where do you think they are? What are they about to do?**
- Read the directions for 1. Have students turn to page 15 to read and listen to the email.

3 You've Got Mail!

- Play the audio and have students listen and follow in their books. Give them a few minutes to discuss their answers in groups.
- After a few minutes call on students to present their answers for the class. Ask the rest of the students to listen and challenge or accept the answers.
- Read the directions for 2 and 3. Have students read the email again and discuss answers with their partner.
- Call on students to report their answers in class.

Answers

1.
 - Adel spent the summer in the USA.
 - It's early autumn.
 - He doesn't feel very happy because he has to get up early, spend the whole day at school and do homework.
 - He is excited about the weekend because his father has promised to let him drive the jeep in the desert.
2. PS stands for: postscript. Postscript is writing added after the main letter.
3. This email is similar to the email on page 7, from Melanie to Olivia because:
The greeting is: Hi Brian
Opening line: How are you doing? I Did you have a good summer?
The content has to do with what the two friends share and what is special in their lives.
Closing: Give my best to your family
Signed: Adel (first name)
 - Tell the students they are going to write an email to a friend.
 - Organize students in groups and ask them to think about ways to:
 1. greet a friend
 2. close and sign a letter
 - Call on a student from each group to report the group suggestions.
 - Have students think about a letter between business people who don't know each other and think about ways to:
 1. greet
 2. close and sign a letter
 - Call on a student from each group to report the group answers.
 - Direct students to the Writing Corner and ask them to read the guidelines/tips and compare with their answers. Supplement and/or modify their answers.

- Read the directions. Give students a few minutes to study the chart and decide who they are going to write to, in class, and what they are going to write about. Remind them to use the chart to make notes.
- Have students write their email. Have each student read and make changes to his/her own emails and "send it" to the person it is addressed to in class.

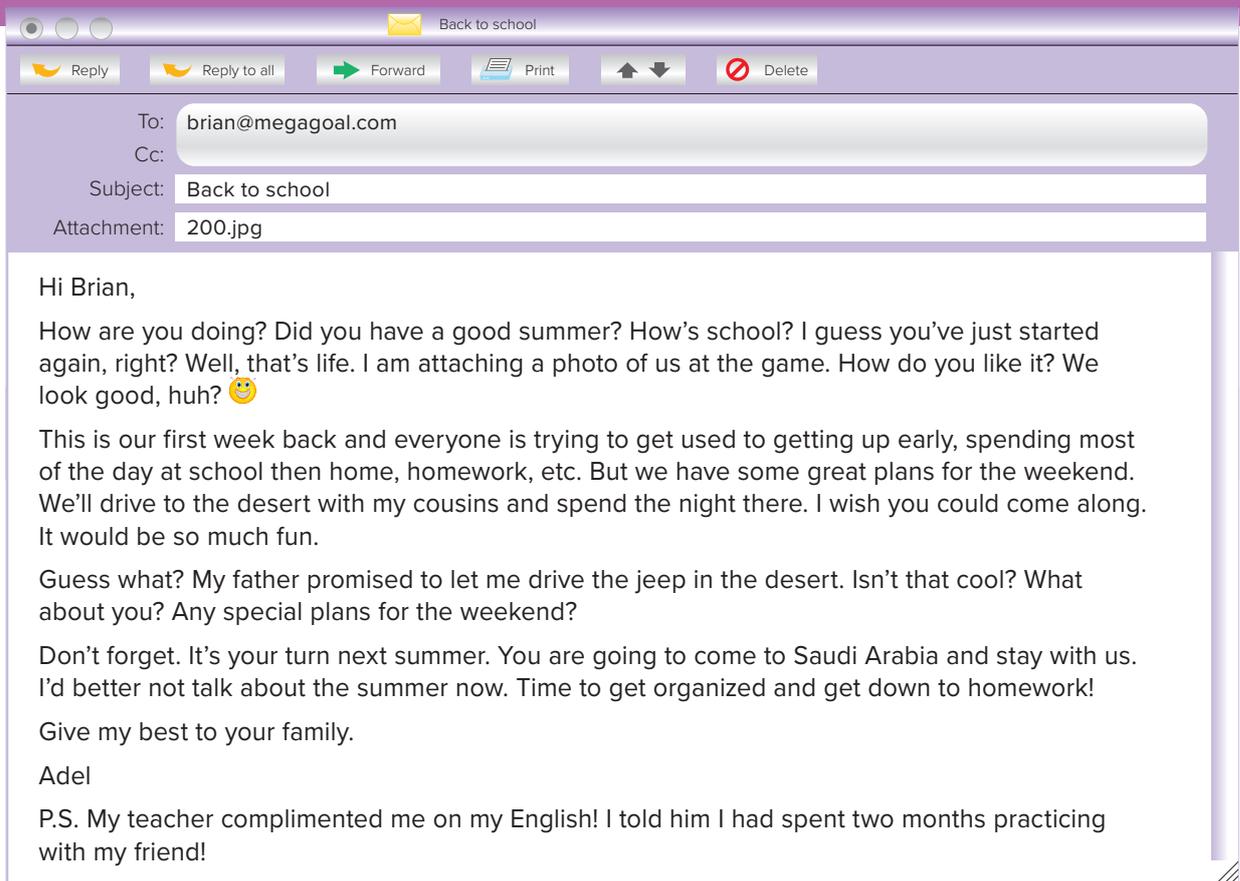


Additional Activity

Allow 5-10 minutes for students to communicate in class by "email" in part of the lesson for a number of lessons. In the time set, have them write an email, pass it on to the person it is addressed to and have them reply. Reduce the time allowed for writing and replying gradually to simulate real email writing conditions.

Workbook

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



1. You want to write an email to a friend.
2. Decide who you are going to write to and what you are going to write about.
3. Complete the chart with your notes. Then use your notes to write the email.

Email	My notes
My greetings:	
My opening words:	
My reasons for writing this email:	
My closing words:	
Attached documents:	

Writing Corner

When you write an email to a friend:

- **Greet and sign your letter in an informal manner, e.g. Hi/Hello/Dear + first name and Best/Best wishes/See you soon/Take care + your first name.**
- Write as if you were speaking to him/her, i.e. use contracted forms, emoticons, or abbreviations.

When you write to a business/professional contact:

- **Address and sign the letter more formally, e.g. Dear Sir/Madam/Dear Mr/Mrs. + last name and Kind regards/Best regards/Sincerely.**
- Do not use contracted or abbreviated forms.

11 Form, Meaning and Function

Simple Past with *Used to*

Use *used to* for past states, habits and situations that are no longer true.

Morse, the inventor of the telegraph system, **used to be** a professor at New York University. He **used to teach** arts and design.

People **used to communicate** by telegraph. Telegraph companies **used to dispatch** telegraphs by train across the United States.

Yes/No Questions (?)

Did you **use to have** a blue car?

Did they **use to play** football every week?

Answer

Yes, I did. I sold it three years ago.

No, they didn't. They used to play tennis.

Used to and *Would*

We can also use *would* in place of *used to* for past habits but we cannot use *would* for past states.

In ancient times, people **would shout** messages to the next tower in order to pass on information through the area. People **used to have** very powerful voices in those days!

INCORRECT: People would have very powerful voices.

Information Questions (?)

How did people in the Americas **use to transmit** messages?

Why did people **use to shout** from signal towers?

What did you **use to do** when you were young?

Answer

They used smoke signals.

They wanted to pass on messages.

I used to ride my bike in the park.

A. Complete the paragraph with the correct form of the verbs in parentheses. Use ***used to***, ***would*** and ***didn't use to***.

My grandparents often tell me that life before the Internet was very different to how it is nowadays. When my grandfather was young, he _____ (1. have) a computer, laptop, tablet or even a cell phone!

He told me that in those days, people _____ (2. speak) to people on a phone that was fixed to the wall of the house. People _____ (3. use) their phones to take digital images.

They _____ (4. take) photos with a camera that needed a special roll of film. They _____ (5. print) the photos on a special kind of paper and put them in a photo album.

Moreover, people _____ (6. find) information in books, and they _____ (7. use) actual paper maps to get to places! They also _____ (8. read) paper newspapers which a paper boy _____ (9. deliver) to their house. My grandfather said it was just like getting a printed Internet on their doorstep every morning!

These days it is much quicker to find information and stay in touch, but life before the Internet sure sounds amazing!



B. Work with a partner. Talk about what your grandparents ***used to*** and ***didn't used to do***.

11 Form, Meaning and Function

Simple Past with *Used to*

- Read out the example sentences in the presentation and have students follow in their books.
- Elicit or say that *used to be* describes a past state (or situation) which is no longer true. The auxiliary *didn't* (followed by *use*) is used in negative sentences. 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.

Used to and Would

- Point out that we can substitute *used to* for *would* when we talk about past habits but not when we talk about past states.
- Call on a volunteer to read out the example sentence and elicit which is a past habit ('shout messages') and which is a past state ('have powerful voices').
- Recall the question words we use for asking open-ended questions: *How, Why, What, When*. Ask: *How did people use to transmit messages?* (They would shout messages to the next tower. OR They used to use smoke. OR They used smoke.)
- Have volunteers read the information questions and answers in the last part of the presentation.

A

- Ask students to first read the paragraph and get the general idea (the gist) by ignoring the gaps. Ask: *What is the paragraph about?*
- Students should work alone to complete the gaps and then compare their answer with a partner.
- Ask for a volunteer to read the completed paragraph aloud for the class.

Answers

1. didn't use to have
2. used to (would) speak
3. didn't use to use
4. used to (would) take
5. used to (would) print
6. used to (would) find
7. used to (would) use
8. used to (would) read
9. used to (would) deliver

B

- Ask students to work with a partner and take it in turns to ask and answer about their own families.
- Ask for volunteers to share their stories (or their partner's stories) with the class. Ask students to listen to the stories and write down one question they would like to ask to learn more information.
- Students then ask and answer questions using the structure *used to/would*.
- As students ask and answer, make a note of any errors with form or meaning of the target language. Write the errors on the board and correct them as a class.

Answers

Students' own answers.

Language Builder

Explain that we often use the idiom *stay in touch* when someone leaves on a trip which will either take them far away geographically or for a long period of time. If you ask someone to 'stay in touch,' it means that you want the other person to remain in contact through letters, emails, telephone calls and so on. Another way of saying 'stay in touch' is *keep in touch*. 'Keep in touch' is used in exactly the same way as 'stay in touch.'

3 You've Got Mail!

Language Builder

Explain that *there's* is a contraction for there is. There is no contraction for *there are*.

There is/There are

- Ask volunteers to read aloud the example sentences in the presentation.
- Point out that singular nouns follow the structure *There is*; and plural nouns follow the structure *There are*.

Plurals

- Direct students' attention to the list of nouns and ask students to form three of four sentences of their own using *There is/There are* + a regular noun (singular or plural) from the list in the presentation.

Definite Article: The

- Explain that the definite article *the* comes before singular and plural nouns: *the student, the students*.
- Have students read the first example sentence in this part of the presentation. Explain that we use *the* for specific objects or people that have already been introduced or are known. However, point out that we do not use *the* with plural nouns when talking in general: *Teachers work at schools*.
- Have students read the next examples and explain that we use *the* for objects that are one of a kind and for oceans, seas, rivers, mountain ranges, deserts, and groups of states: *the Earth, the moon, the Red Sea, the Arabian desert, the Amazon, the Alps, the Gulf States*.

C

- Read the directions with the class. Remind students to pay particular attention to the use of: *There is/are* and how to form plurals.
- Have students work alone to make the sentences and then check their answers in pairs. Ask them to take turns to read aloud their sentences.
- Call on volunteers to read their sentences for the class.
- Ask students if the picture is a typical scene of places around their school, town or city.
- Ask volunteers to describe similar scenes to the class and ask the class to listen and guess which place in their school, town or city is being described.

Answers

Answers will vary. Possible answers.

1. There is a man watching the news on TV.
2. There's a man speaking on a cell phone.
3. There are two men catching up on personal news. They are eating lunch.
4. There are two men reading some magazines.

D

- Read the directions with students and ask them to focus on the plural nouns presented in the lesson. They should talk about the different ways we communicate using as many plural nouns as possible.
- Call on volunteers to share their ideas with the class.

Answers

Students' own answers.

Workbook

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



Teaching Tip

Activities which allow students to identify with the language presented in the unit on a personal level facilitate language learning. Exercises B and D ask students to talk about their personal experiences using the target language. In this way students are more likely to retain the new structures and understand the use and meaning more deeply. Sharing a little personal information also allows the class to build trust and encourages students to contribute to class discussion, which facilitates learning. This is an especially important task type in the first unit as building confidence early on in the language course will allow for a more productive start.

There is/There are

Singular nouns

There is a phone message for you.

Plural nouns

There are lots of unanswered emails in my inbox.

Plurals

Regular nouns

For most regular nouns we add **-s** to form the plural. If the noun ends in **-s**, **-ch**, **-sh**, **-o**, or **-x**, we add **-es**. For regular nouns that end in **-y**, we usually drop the 'y' and add **-ies** for the plural. For regular nouns that end in **-f** or **-fe**, we change the ending to **-ves**.

letter—letters
card—cards
email—emails

inbox—inboxes
business—businesses
watch—watches

city—cities
company—companies
story—stories

leaf—leaves
wife—wives
life—lives

Note: If the noun has a vowel before the final **-y** then we add an **-s**: boy—boys; day—days; donkey—donkeys, etc.

Irregular nouns

man—men
woman—women

child—children
tooth—teeth

foot—feet
mouse—mice

deer—deer
fish—fish

Definite Article: *The*

Use the definite article *the* before singular and plural nouns when we know what or who we are referring to.

The children at the local school got some new computers.

Use the definite article *the* for objects that are one of a kind: **the** Internet, **the** sun, **the** Masmak Fortress, **the** Holy Qur'an.

- C.** Look at the picture. Write sentences to describe the different ways people communicate. Compare with a partner.

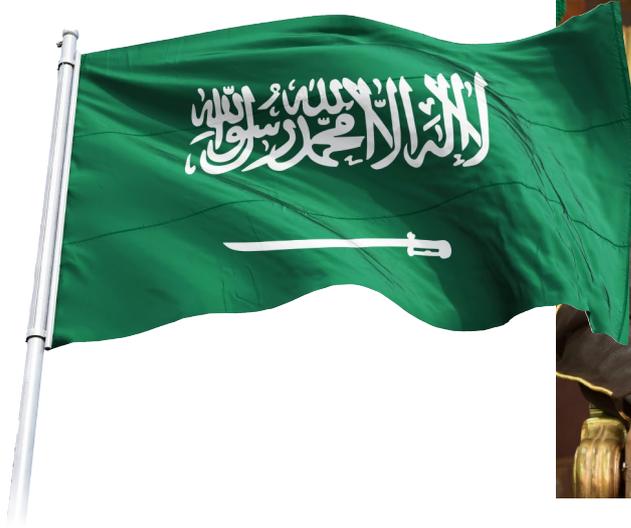
💡 *There is a man writing an email on a computer.*

- D.** With a partner, talk about how you stay in touch with family and friends. Is this the same or different to when you were younger? Why?



12 Project

1. Design a greeting card for Saudi Arabia National Day.
2. Think about events and emotions on that day and complete the chart with your notes.



	Occasion
My notes	Saudi Arabia National Day
Actions on that day (verbs)	
Naming words on that day (nouns)	
Describing words for that day (adjectives)	
Emotion words on that day	

3. Write 2 to 3 sentences/messages about Saudi Arabia National Day using some of the ideas/words you listed above.
4. Design your card. Search and find suitable photos/pictures or draw your own. Make sure that your photo/drawing is related to your sentences.
5. Choose the sentence or sentences that you are going to include and write them on your card.
6. Decide who you are going to send your card to.

12 Project

- Organize the students into groups. Have them brainstorm on things they do to celebrate the Saudi Arabia National Day.
- Call on groups to report and compare ideas.
- Read the directions with the class. Have groups study the chart and suggest examples in class. Make sure students are clear about what they need to do. Explain that they are supposed to talk about what they do on that day or what they see other people do and make notes in the first column of the chart; things that they see, buy or give to people and make notes in the second column of the chart; what things and people are like on that day and make notes in the third column and how they feel or what feelings are associated with the day and make notes in the last column.
- Give them some time to reflect, discuss and complete the chart. Monitor participation and help when necessary. Allow groups to help each other with words if they want. Encourage students to use dictionaries in class in order to check, confirm, find words they need.
- Call on groups to present their ideas for the class. Ask a student from each group to come to the board and list words that are mentioned.
- Read the directions for 3. Have students think about messages that can be used as greetings or messages that can be used on posters or banners. For example, a message that they would write on a banner to use in class.
- Allow time for the groups to write their messages. Circulate and monitor participation and help when necessary.
- Call on a student from each group to write the group message on the board.
- Read the rest of the directions with the class. Allow time for the groups to design their cards. Remind them to assign tasks to different members of each group depending on abilities and skills.
- Have them choose the sentence or sentences that they are going to include and decide who they are going to send the card to.
- If there is access to the Internet and materials needed to make the cards, have the groups create and complete the cards in the lesson. If not, allow them to make decisions and coordinate tasks in preparation for the next lesson. Allow students to complete their cards in the beginning of the lesson.
- Post all the cards on the wall or the board and have students read them and decide which one they like best.



Teaching Tip

When students are working on a culture-specific topic, they will inevitably want to translate things they say in their mother tongue and attempt to transfer emotions and wishes as closely as possible. You will therefore, need to be prepared to answer questions on how to express sentiments and wish people well in English. Point out to students that it is not always possible to transfer feelings, wishes and other culture-specific messages and meanings into another language as closely as they might wish. The best that can be expected in such cases is a reasonable approximation of the original/source text.

13 Self Reflection

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

Additional Activity

Collect data from the last part of each unit, i.e. Self Reflection to identify favorite things. Tell students to collect pictures and other material on favorite things to add to a cumulative, group or class poster. Use a large sheet of paper or cardboard for the class or each group. Have students divide the space available into 6 sections, one for each unit. Use the space allotted for the unit at the end of Self Reflection to write and/or stick pictures and/or draw.

Teaching Tip

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

13 Self Reflection

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

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

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss email and letter format and etiquette			
make and accept an apology			
wish someone success			
make arrangements, accept and refuse invitations			
use the construction preposition + gerund			
use <i>although, even though, and in spite of</i>			
use <i>as soon as</i> and <i>when</i> ;			
use <i>so...(that)</i>			
use <i>used to</i> and <i>would</i>			
use <i>there is/are</i> + singular and plural nouns			
use the definite article: <i>the</i>			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

4 Wishful Thinking

1 Listen and Discuss

Read the texts below. Find the sentences that say exactly what each person wishes for.

WHAT PEOPLE ARE SAYING

Wishes vary from person to person. Find out how some of our readers answered the following questions.

Q: If you could only take one thing with you to a desert island, what would you take?

A: I would take my cell phone. I'd be able to keep in touch with my family and friends around the world, and I wouldn't get lonely.



Saeed, 23



Ahmed, 17

Q: If you could be a historical figure, who would you be?

A: I'd like to be Omar bin Abdul Aziz, a Muslim Caliph. I would create one of the greatest empires with no poverty the world has ever known.

Q: If you had a close encounter with an extraterrestrial, what question would you ask?

A: I'd ask if I could travel with the ET. I would like to find out about life in the universe.



Bob, 16



Steve, 15

Q: If you could choose a place to live, which city or country would you choose?

A: If I could choose a place to live, I'd go to Hawaii. The weather's great the whole year round, and the surfing is fabulous.

Q: If you could change your looks, what changes would you make?

A: Actually, I'm quite happy the way I am. I wouldn't make any changes.



Hameed, 20



Leonard, 19

Q: If you could travel through time, would you go to the past or to the future?

A: I would go to the future to see what new technologies people will be using.

Unit Goals

- ◎ **Vocabulary**
 Personal dreams and wishes
 Winning money as a prize
- ◎ **Listening**
 Listen for specific information
- ◎ **Functions**
 Make wishes
 Talk about imaginary situations
 Talk about probability and improbability
 Talk about predicaments
 Give advice to solve problems
- ◎ **Pronunciation**
 Reductions
- ◎ **Reading**
 Money: A Blessing or a Problem?
- ◎ **Writing**
 Write a description of a day in the life of a quiz show winner
- ◎ **Grammar**
 Conditional Sentences with *If*-Clause:
 Imaginary Situations
 Conditional with *Might* and *Could*
 Verb: *Wish*
- ◎ **Form, Meaning and Function**
 Count/Noncount nouns
 Expressions of quantity: *some, any, no*
 Words connected with shopping habits
- ◎ **Project**
 TV quiz shows

Warm Up

Use sentences in the present perfect with *ever* to ask students about things they've wished for. For example: **Have you ever wanted to be taller or shorter? Have you ever wanted to have more money? Have you ever wanted to be very talented at something?** Have students answer with *Yes, I have* or *No, I haven't*. Encourage students to give additional information. For example: *Yes, I have. I wish I could speak Italian.*

Language Builder

Explain that when the verb in the *if*-clause is in the past tense, we use *would* or *could* in the other clause. For example:

If we leave now, we'll be on time for class.

If we took the bus instead of walking, we would be on time for class.

1 Listen and Discuss

- Discuss the meaning of the verb *wish*, and have a class discussion about the differences between the verb *wish* and the verb *hope*. Discuss that although some wishes come true, *wish* often refers to something that is not expected to happen. On the other hand, *hope* indicates that the event might happen. For example, write on the board:

I wish I had a better job.

I hope I get the job I applied for last week.

- Explain to students that looking at the verb tenses in the questions and answers on this page can help them understand the meaning better. Although some of the situations described are plausible, most of them are highly unlikely or impossible. To help students understand this, have them scan page 20 to find the word in each question that indicates an action that has not yet happened: *if*. Lead students to understand that if the *if*-clause in each question refers to a situation that is unlikely to happen, or impossible, then the response for each question is also unlikely or impossible.

 Play the audio for page 20 as students read along silently. Have students find sentences that tell what each person wishes for. Call on volunteers to share their answers with the class.

 Play the audio again as students follow along in their books. Have students circle any words that are new for them. Then go over any new words and expressions students ask about.

- Write on the board sentences with *if*-clauses, such as the following.

If I had a sailboat, I _____ sail around the world.

If my brother won the competition, he _____ be extremely happy.

Have students fill in the blanks with *could* or *would*. Point out that for some sentences, both *would* and *could* are logical answers. Have students discuss the difference in meaning. (*would* shows intent; *could* shows ability)

- Explain that the *if*-clause can come at either the beginning or the end of a sentence. The meaning is the same. For example:

What would you do if you had a lot of money?

If you had a lot of money, what would you do?

4 Wishful Thinking

The Most Common Wish

- Direct students' attention to the text. Ask:
How much is the cash prize Prof. Richard Berkowitz and James Bruce Bussel have won? (SAR 750,000 (\$200,000))
How many prizes are given? (5)
- ▶ Play the audio for page 21, and have students read along silently.
- Ask a few comprehension questions. For example:
Which prize did Shaikh Sulaiman Al-Rajhi win? (the 2012 Prize for Service to Islam)
Who won the Arabic Language and Literature Prize? (Prof. Ali Hilmi Ahmad Moussa and Dr. Nabil Ali Muhammad)
Which prize did Prof. Alexander Varshavsky win? (the Science Prize)
What kind of achievements are required for one to qualify? (achievements that benefit mankind across the globe)
What do you think winners will do after the awards ceremony? (answers will vary)

Quick Check

- ▶
- Ask students to match the words from each column to form expressions from page 20.

Answers

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

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

Answers

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

2 Pair Work

- ▶
- Organize students into pairs. Tell them to take turns asking and answering all of the questions on page 21. Tell them to take notes on their partner's answers so they can report back about their partner.
- ▶ Play the audio for the quote and ask students to repeat.

- Monitor students as they practice. Then have students form groups to share what they found out about their partners.
- ▶
- ▶ Play the audio for the conversation and ask students to repeat.
- Have students work with new partners. Tell them to take turns asking and answering about their wishes. Encourage them to use their own ideas as well as the ideas on pages 20-21. Point out that they should use *yes/no* questions rather than questions with *if*-clauses. However, their *yes/no* answers should include *would* as in the example.
- Call on students to tell the class one of their wishes.
- ▶
- Have students work alone to make their list, and then compare with a partner.
- Call on volunteers to compile a list on the board. As a class, decide the top three most common wishes.

Language Builder

Keep in touch means to *stay in communication*. For example: *I keep in touch with my school friends.*

To lose touch or *be out of touch* with someone means to *no longer be communicating*. To change this, someone will try to *get in touch* again.

Workbook

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



Teaching Tip

Rather than asking comprehension questions, tell students you want them to ask questions of the class. Asking their own questions reinforces for them how much they understood and also shifts the classroom to being more student-centered.



Additional Activity

Tell students they are going to live on a desert island and can take five things. Each student decides on five things. Students then form groups, share their lists, and negotiate which five things they would take as a group.

THE MOST COMMON WISH

“I wish I could win a big prize.”

The King Faisal International Prize is awarded to individuals, whose achievements benefit mankind across the globe. Shaikh Sulaiman Al-Rajhi, a world leading philanthropist, was awarded the 2012 Prize for Service to Islam, while Prof. Adnan Bin Muhammad Al-Wazzan won the Prize for Islamic Studies.

Prof. Richard Berkowitz and James Bruce Bussel won the Prize for Medicine. The cash prize of SAR 750,000 (\$200,000) was split between them. Prof. Ali Hilmi Ahmad Moussa and Dr. Nabil Ali Muhammad, from Egypt, shared the Arabic Language and Literature Prize and Prof. Alexander Varshavsky won the Science Prize. Laureates also receive a gold medallion, and a handwritten certificate.



Quick Check

A. Vocabulary. Match to form new words or expressions.

- | | |
|--------------------|--------------|
| 1. desert ____ | a. round |
| 2. keep ____ | b. the prize |
| 3. close ____ | c. in touch |
| 4. whole year ____ | d. island |
| 5. split ____ | e. encounter |

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

- ____ Saeed would take his cell phone to a desert island.
- ____ Steve would like to be a Roman emperor.
- ____ Bob would ask an extraterrestrial about life on other planets.
- ____ If Ahmed could live in any place in the world, he'd live in Hawaii.
- ____ If Hameed could, he would change the way he looks.
- ____ Leonard would like to find out about future technologies.

2 Pair Work

A. Give your answers to the questions in the article.

If I could take only one thing with me to a desert island, I'd take my smartphone.

B. Find sentences that are wishes in the texts you read. Make questions for those wishes. In pairs, ask and answer the questions. See the example below.

-  Do you wish you had a lot of money?
-  Yes, I do. Then I would be able to travel.

C. List some common wishes, and compare your list with a partner.

3 Grammar

Conditional Sentences with *If*-Clause: Imaginary Situations

Use conditional sentences to talk about imaginary or hypothetical situations in the present. Use the simple past in the *if*-clause. *Would* is often used in the main clause.

If I **found** a million dollars, I **would keep** it. I **wouldn't take** it to the police.

The contraction of *would* is *'d* and is used with all subjects: *I'd, you'd, he'd, she'd, we'd, they'd*.

They'**d** be happy if they had time to take a vacation.

Conditional Sentences with *Might* and *Could*

Might can replace *would* in conditional sentences to express possibility.

If I had extra money, I **might take** a vacation to Hawaii.

Could can be used in the *if*-clause. It means "if someone were able to."

If I **could travel** anywhere, I'**d go** to Tahiti.

Could can also be used in the main clause. It means "would be able to."

If we had more time, we **could play** another game of tennis.

Verb: *Wish*

Use *wish* for things you want to happen but probably won't.

wish

<i>in the present</i>	I don't have much time.	I wish I had more time.
	I have to study today.	I wish I didn't have to study today.
	I'm not rich.	I wish I was/were rich.
	I can't go to the mall.	I wish I could go to the mall.
<i>in the future</i>	He won't lend me his car.	I wish he would lend me his car.

Note: *Was* is usually used in informal spoken English with *I*.

I wish I **was** a millionaire.

Read each example in the grammar section. Find sentences in the texts you read on the previous pages that are similar and underline them.

A. Match the sentence parts.

- | | |
|---|-------------------------------|
| 1. If I were a very rich person, ____ | a. I'd tell him to cut taxes. |
| 2. If I saw someone who was stealing in a store, ____ | b. I might live with my aunt. |
| 3. If I had more experience, ____ | c. I'd travel to New Zealand. |
| 4. If I could say something to the president, ____ | d. I wouldn't have to work. |
| 5. If I had to leave my home, ____ | e. I'd apply for the job. |
| 6. If I could choose any destination, ____ | f. I'd call the police. |

B. Work with a partner. Make sentences that start with the *if*-clauses in exercise A and end with your own ideas.

3 Grammar

Conditional Sentences with *If*-Clause: Imaginary Situations

- Go over the material in the grammar chart. Explain that we use this form to talk about hypothetical situations in the present. Point out that we use the simple past in the *if*-clause, and *would* in the main clause. Write sentences on the board and have students identify the verbs. For example:

If I bought a sports car, I would drive it on weekends.

If he had some extra money, he would buy a new jacket.

If he had more time to relax, he'd be happier.

- 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.

Conditional with *Might* and *Could*

- Explain that *might* can replace *would* to express possibility. For example:
If I had more time, I might take up painting.
If I were taller, I might be a pro basketball player.
- Explain that *could* in the *if*-clause means *if someone were able to*. Write examples on the board. For example:
If we could buy anything, we'd get a sailboat.
If I could visit any city, I would go to Paris.
If I could meet someone famous, I'd meet ____.
Ask students for additional examples.
- Explain that *could* in the main clause means *be able to*. Write examples on the board and call on volunteers to complete the blank. For example:
If I had more energy, I could run farther.
If we had more food, we could invite them for dinner.
If I had more money, I could ____.
- Have students make more sentences with *If I had*.

Verb: *Wish*

- Go over the material in the grammar chart. Call on one student to read from the left column, and another from the right. For example:
A: I don't have much time.
B: I wish I had more time.
- 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.)
I can't go to the football game this weekend. (I wish I could go to the football game this weekend.)
My friend won't lend me any money. (I wish my friend would lend me some money.)
- Call on students to make statements such as those above. For each statement, call on another student to restate it using *wish*.

A

- Have students work alone to match the sentence parts. Call on students to read their sentences for the class.

Answers

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

B

- Have students work alone to write their sentences. Then call on several students to read aloud how they completed each sentence.

Answers

Answers will vary.

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.*

4 Wishful Thinking

C

- Have students work in small groups to discuss what they would do in each situation. Point out that while some of the situations are unlikely, others are possible.
- Call on groups to share their answers with the class. Make sure several students from each group present so that there is full participation.
- Have a class discussion about some of the situations.

Answers

Answers will vary. Sample answers:

1. If someone took my shopping cart by mistake, I'd just say, "Sorry. That's my cart."
2. If I were in a hotel and I saw a famous writer at a nearby table, I wouldn't bother the celebrity and ask for an autograph.
3. If I lent a friend some money, I'd politely ask for the money back.
4. If I lent a friend a dress for a special occasion and the friend returned it with a spot, I wouldn't say anything. I'd just take the item to the dry cleaners.
5. If I saw someone cheating on a test, I might tell the teacher.

D

Problem Solving

- Have students work in groups to discuss how they might resolve each of the problems in the city. Go over the example first and ask students to say which verb forms are used. (*were / would build*) Encourage students to agree and disagree with one another, and work together to come up with a possible solution that satisfies all of them.
- For each problem, call on groups one at a time to share their ideas with the class. Encourage groups to discuss each other's ideas. Provide on the board a few structures for politely agreeing and disagreeing. For example:

That's a good idea, but...

That might work, but another idea is...

That sounds like a good idea.

That's a great solution!

Language Builder

A *dream profession* is a profession someone would have if they could do anything. The expression *Follow your dreams!* is used to encourage someone to do what they want to do. When someone presents an unrealistic goal, a friend might respond, *You're dreaming!* or *Dream on!*

Answers

Answers will vary. Sample answers:

If I were mayor,

- ...I'd put more buses on the road.
- ...I'd have more recycling bins on the streets.
- ...I'd pass laws against pollution by factories.
- ...I'd have more police officers on the street.
- ...I'd limit access to the downtown area to buses and taxis.
- ...I'd have built new schools.
- ...I'd build a new city hospital.
- ...I'd improve the telephone service.
- ...I'd have the garbage picked up more often.
- ...I'd build a sports complex.
- ...I'd have a library in every neighborhood.
- ...I'd encourage builders to build more houses and apartment buildings.

E

- Have students work alone to complete the sentences, and then compare answers in pairs. Point out that more than one form may be correct in some cases.

Answers

Answers may vary.

1. didn't/wouldn't eat too much junk food
2. knew how to surf
3. would let me go out tomorrow night
4. weren't raining
5. had enough money to buy a present
6. didn't have to wear a uniform to school

Workbook

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



Teaching Tip

Encourage students to write personalized sentences using the grammar points to help them understand the functional meaning and apply these structures in their daily life outside of the classroom.



Additional Activity

Have students work in groups to discuss one problem they know of in your school or community. You might first brainstorm a list of problems for students to choose from. Ask them to consider various solutions, and then report to the class.



C. Discuss the following situations in a group. What would you do?

1. Someone took your shopping cart by mistake in the supermarket.
2. You're in a hotel and you see a famous writer.
3. You lent a friend some money, but the person didn't return it.
4. You lent a friend a dress or a suit for a special occasion. When he/she returned it, it had a big stain on it.
5. You saw someone cheating on a test.



D. Problem Solving

Work in groups. Pretend your city has the following problems, and you are the government official in charge of solving them. What would you do?

💡 *If I were mayor, I would build a rail system to connect various parts of the city.*

- | | | | |
|----------------------------|-----------|------------------------|----------------------|
| poor public transportation | crime | poor health services | few sport facilities |
| no recycling facilities | traffic | poor telephone service | few libraries |
| old schools | pollution | too much garbage | expensive housing |

E. Use the verb **wish** to complete the sentences. In some cases, more than one verb form can be correct.

Your best friend is a wonderful person, but he/she talks too much.

💡 I wish that my best friend didn't talk so much/wouldn't talk so much.

1. Your friend eats too much junk food and you think it's unhealthy.
I wish my friend _____.
2. A friend asked you to go surfing, but you don't know how to surf.
I wish I _____.
3. Your parents won't let you go out tomorrow night.
I wish my parents _____.
4. It's raining again.
I wish it _____.
5. You want to buy someone a present, but you don't have enough money.
I wish I _____.
6. You have to wear a uniform to school, and you don't want to.
I wish we _____.

4 Language in Context

1. A rich businessman offers to pay for three things you want because you received the highest grades in the school district. What would you ask for?
2. Compare your wants with members of the class and select the funniest one.



5 Listening

- A. Listen to the conversation and make notes in the chart below.

	Wish	Why?
Gina		
Lyn		
Sahar		

- B. Listen again. Try to figure out the reasons for the people's wishes, and complete the second column of the chart. Share your ideas in small groups. Then report in class.

6 Pronunciation

- A. Listen. Note how **would + you** and **could + you** are reduced in questions. Then practice.

What **would you** do? What **could you** do?
 Where **would you** go? Where **could you** go?

- B. Read the people's wants and wishes again. Underline the **would you** and **could you** word groups. Practice reading the sentences aloud.

7 About You

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

1. Do you ever wish you were someone else?
Who? Why?
2. If your house were on fire, what would be the first thing you'd try to save?
3. If you lived on a desert island, what would you miss most from civilization?
4. If you lived away from your country, what would you miss the most?
5. Have you ever had a wish come true? (Or, do you know anyone who has?) What was the wish?
6. What advice would you give someone in order to become rich?

4 Language in Context

- Have students work alone to write down their three wishes. Then discuss them as a class.

5 Listening

- Tell students they will hear a long listening passage. Knowing what information they need to listen for will make the listening task easier. Have them look at the chart. Explain that they will listen twice. The first time they will listen to find out what the people wish. The second time they will listen to find out why.
-  Play the audio twice and have students write notes. Instead of writing in the chart, students can take notes on a piece of paper as they listen, and then use their notes to fill in the chart.
-  Play the audio a third time for students to check their answers. Play a final time, as needed.

Audioscript

- Gina:** Look at all those children. Look at us! We're so lucky. We've always had what we needed; a home, food, clothes, school, presents, friends. And to think that we find something to complain about all the time.
- Lyn:** Well, Gina. It's the way of the world, I'm afraid. But you're right. We shouldn't complain. I wish we could do something to help as well.
- Sahar:** How about starting a campaign? I've always wanted to do that. We could start a campaign at school and we could also ask our families to help.
- Gina:** I think that's the coolest thing I've heard you say. Way to go, Sahar! Let's do it. I wish I could be as clever.
- Sahar:** Oh, come on Gina. It's not clever; so many people do it all the time. But thanks anyway.
- Lyn:** OK. So, let's think about what we need to do. If I could paint, I'd make a poster, but I can't draw a straight line. Right, Gina?
- Gina:** You're not so bad Lyn. I can try but I wish I had the right kind of materials. You know, poster paints and glossy sheets of paper...and ...
- Lyn:** I know, I'll ask my father. They keep a stock of material at the company. Maybe they'll want to contribute.
- Sahar:** So, are we going to ask for sponsors? We should make a list of people that are worth contacting; and we need to write a letter or some informational material to give them. I wouldn't just hand out money to people just because they asked me for it. I wish we had some money ourselves; then we wouldn't have to ask anyone.
- Gina:** Yes, well, so do I and I am sure Lyn feels the same. Sahar, would you like to draft something and then we can all discuss and finalize it. Please don't say no. I would do it if I

could but I can't write; I wish I could. You're such a talented writer. You know how to present things to people.

Sahar: Thanks, but I am not so sure. Can we do it together, Lyn? I would feel so much better if we did this together.

Lyn: Yes, sure, no problem. When? Now?

Sahar: Why not? The sooner the better...

Gina: I wish we could change the world, this minute...

A

Answers

	Wish
Sahar	She wishes they had money so they wouldn't have to ask anymore.
Gina	She wishes she were so clever.
Lyn	She wishes she could do something to help.
Gina	She wishes she were a talented writer.
Gina	She wishes she had the right kind of materials.

6 Pronunciation

A

-  Have students listen to the audio twice and repeat the questions. Then practice in pairs.

B

- Have students work individually. After several minutes, as a class have students practice reading the sentences.

7 About You

- Have students work in pairs to discuss the questions about hypothetical situations. Monitor students as they talk, but do not make corrections.

8 Conversation

- Ask students what they know about game shows. They should know that game shows are programs on TV or radio in which players answer questions or play games of skill or chance to try to win money or prizes. Game shows are popular in many countries. Ask students to share with the class game shows they like.

 With books closed, have students listen to the audio twice.

- Have students scan the conversation to underline the *would you* and *could you*, and expressions that are unfamiliar. Write on the board: **Some people really have all the luck.** Have students use the context to tell you what this expression means.

 Play the audio again, and have students read along silently.

Real Talk

- Ask who *this guy* is in the conversation. (Explain that Yousef doesn't really know, or it isn't important.)
- Ask: **Who says to me?** (Michael) Explain that *for me* would have the same meaning.
- Ask: **Who says You wouldn't know...?** (Yousef) Explain that it's common to make this type of question to show disbelief.
- Ask: **Who says I'd have a ball.** (Yousef) Ask students what other expressions they use or have heard that mean *have a good time*.

Your Ending

- Discuss the possible endings. Call on students to tell you what they think Yousef would say next. Ask them to give reasons.

About the Conversation

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

Answers

Answers will vary. Sample answers:

1. A guy won a million-dollar prize on a TV game show. A family won \$100 million as a prize.
2. Michael says that he wouldn't know what to do with so much money.
3. Yousef would give one third of the money to his family on the condition that they wouldn't ask for money ever again. He would spend one third on traveling to places he's always dreamed of visiting.

Your Turn

- Have students work in pairs to role-play the conversation. Each pair decides which ending to use.
- Then have pairs create their own conversation about what they would do if they won a lot of money.
- Call on pairs to present for the class.

Workbook

Assign page 15 for additional reading practice.



Teaching Tip

Managing a multi-level class can be challenging. You want to move quickly enough to keep the interest of the faster learners, but you don't want to move too quickly for the slower learners. Look for clues to help you assess the most beneficial way to organize students for group activities. In some cases, mixing proficiency levels may work best, while at other times students might benefit more from working with classmates at a similar proficiency level.



Additional Activity

Present the following situation for students to discuss in groups: They won a lot of money on a TV game show; for example, 100 million dollars. They decide to use one third of it to help their community. Have them use the list of problems in exercise **D** on page 23 to decide which problems they want to spend the money on and how much. Have groups present their ideas to the class.



The "Price is Right" is a TV game show that has been around for over 50 years. On it, the contestants try to guess the correct price of everyday items like cars and appliances. The person who is the closest, without going over, wins. The rules have changed some over the years, but to win you have always had to be a good shopper!

8 Conversation

Underline the **would you** and **could you** word groups. In pairs, read the conversation aloud making sure to reduce the pronunciation of **would you** and **could you**.

Yousef: Some people are really interested in participating in a TV game show. I read about **this guy** who won a million-dollar prize on a TV game show.

Michael: Well, I read about a family that won 100 million dollars as a prize. Now **to me**, that would be a real problem. I wouldn't know what to do with so much money.

Yousef: **You wouldn't know** what to do with so much money? You have to be crazy to say that. If I won that kind of cash, I'd know exactly what to do. I have it all planned out.

Michael: What would you do then?

Yousef: I'd divide the amount into three. I'd give one third to my family. Another third I'd spend on traveling to places I've always dreamed of visiting; I'd buy a house for myself, and a new car, and I'd **have a ball**.

Michael: And what would you do with the rest?



Your Ending

What do you think Yousef's answer would be?

- ① I'd probably give it to charity.
- ② I'd invest the money in the stock market and try and make more money.
- ③ I'd give it to you, of course.
- ④ Your idea: _____

Real Talk

this guy = informal way to say "this person"

to me = in my opinion

You wouldn't know...? = echo question, to confirm what was said (here, to show disbelief)

have a ball = have a good time

About the Conversation

1. Who won some money? How did the people win it?
2. What would Michael do with 100 million dollars?
3. What two things would Yousef do with 100 million dollars?

Your Turn

Role-play the conversation with a partner. Use your endings. Use the answers in [About the Conversation](#) for ideas.

9 Reading

Before Reading

Winning money as a prize could bring the winner problems. Do you agree or disagree? Give reasons. Make a list of problems you think might be mentioned in the article below. Then scan the article and see if it mentions the same problems.

MONEY: *A Blessing or a Problem?*

There's a great deal of truth in the saying "A fool and his money are soon parted." For some people, winning millions is the answer to their problems, but the reality is more like a nightmare for others. The money can strain relationships with family, friends, and neighbors, and can even eventually end in bankruptcy. It's often very hard for a winner to handle the pressure and all those millions.

Most prize winners are not used to having money and making financial decisions. They are vulnerable and become easy prey to people who want to take advantage of them. Winners may lose large sums on investments they know nothing about, or they might go in with a partner who may not know how to run a business.

William "Bud" Post won \$16.2 million. "I wish it never happened. It was totally a nightmare," says Post. He tried to help his family, but things didn't work out. A brother was arrested for trying to kill him, hoping to inherit part of the money. Post went into a car business and a restaurant with his children, but the two ventures were failures. He eventually went broke, and now he lives on \$450 a month and food stamps.

For many people, sudden money can cause more than financial disaster. The most notorious case of poor use of prize money in recent times is that of Michael Carroll, who won £9.7 million (\$17.1 million) at the age of 20. Michael spent almost his entire fortune in 18 months on four homes, a holiday villa in Spain, two convertible BMWs and two Mercedes Benz cars, several quad bikes, and a stake in a football team. Sometimes money can make people insane, but that isn't the case with Michael Carroll. He was a nuisance before, and decided to continue being a

nuisance. Michael has been in constant trouble with the law, and has paid thousands of dollars in fines for vandalism. Reports say that he is nearly broke.

But not everyone is like Michael and Bud. Bob Bradley, an 83-year-old great-grandfather, won \$6.17 million in May 2006. Besides giving a huge amount to children's charities, Mr. Bradley has spent his fortune helping to make the dreams of his family and friends come true. He has rejected flashy cars, expensive vacations, and a move to a luxury mansion in favor of handing out his jackpot to others. He said: "I haven't kept any money for myself. I can just give my family all they ever wanted. I've had my life more or less, so this win is for their benefit."

So if you ever win a big prize, seek an advisory team to help you make important financial decisions—and a good psychiatrist to help you keep your sanity.



9 Reading

READING STRATEGY Finding the main idea

Explain to students that the main idea of a reading is often presented in the first paragraph. It is helpful to read the introduction and then pause and predict what the whole reading is about.

- Have students read the title and look at the photos. Have a class discussion about the meaning of the title: *Money: A Blessing or a Problem?*
- Have students read the introduction (the first paragraph) only. Ask what the main idea of the paragraph is. (Winning a money prize can be very stressful.)
- Discuss the **Before Reading** question about the kinds of problems they think money would bring. List their ideas on the board. Now ask students to predict what the reading is about.
- Explain that the reading mentions what happened to several people who won a prize. Ask students to read the article and compare their list with the problems mentioned in the article.
- 🔊 Play the audio as students follow along in their books silently. Ask students to tell you the names of the winners.
- Write these questions on the board:
 - Who won?**
 - How much did he or she win?**
 - What did he or she buy?**
 - What happened to him or her?**
- Have students work in pairs. Tell them to read the article on their own. Have them pause after they read about each winner and answer the questions on the board. Encourage them to use the context to help each other with new vocabulary.
- 🔊 Play the audio again as students follow along in their books silently.

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

bankruptcy = legal status of having no money

vulnerable = easily harmed

sums = amounts

inherit = receive property from someone who has died

advisory team = group that gives advice

sanity = ability to think in a normal way

- Ask students to draw some conclusions about the reading. Have them support their answer. Ask:
 - Does the author think winning a big prize is, in general, a good thing or a bad thing?**
 - Based on this reading, would you want to win a big prize?**

Language Builder

Compare the two meanings of *used to* in the following sentences:

He used to have a lot of money. (in the past)

He spent it foolishly because he wasn't used to having a lot of money. (accustomed to)

Now he is poor.

4 Wishful Thinking

After Reading

A

- Have students work alone or in pairs to underline the words and expressions that refer to money. Elicit and compile a list on the board.

Answers

winning millions, bankruptcy, financial decisions, investments, went broke, spent his fortune, fine

B

- Have students work alone to complete the exercise. Remind them to use their own words.
- Have students work in pairs to compare answers. Then call on volunteers to read their answers aloud.

Answers

Answers will vary. Sample answers:

1. Post tried to help his family, but his brother tried to kill him. He invested money in businesses but they failed.
2. Carroll spent his fortune in 18 months. He bought things like a Mercedes and a villa in Spain. He was in trouble with the law and paid fines.
3. Bradley gave huge amounts of money to charity. He didn't buy things for himself. He gives money to make the dreams of his family and friends come true.

C

- Have students work alone to list the most common problems experienced by winning money as a prize. Then have students compare answers in groups.

Answers

Answers will vary.

Discussion

- Have students work in groups to answer and discuss the question. Have them refer to examples of what people did in the reading, and how they would help them protect their money.
- Have students copy the chart in the notebook. Ask one person from each group to summarize their discussion for the class.

Workbook

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



Teaching Tip

In the language classroom, having students make presentations to the class as often as possible builds language skills as well as confidence.



Additional Activity

Activity 1: Have students work in pairs to create role plays about the winners in the reading. One student is one of the winners and the other student is a friend or family member of the winner.

Activity 2: Have students work in small groups to create a game show. They write the rules and decide on the prizes, and then present the game to the class.



Project: Survey

Have students work in groups to write a survey about what people wish for. Have each student interview at least three people outside of class, and then report their findings to the group.

fun

- Statistics show that seventy percent of all big prize winners squander away their winnings within a few years.
- One New York woman was lucky enough to win one million dollars, twice. The first time she won, the odds of winning were 1 in 5.2 million. Four years later, when she won again, the odds were 1 in 705,600.



After Reading

- A.** Underline words and expressions in the reading that refer to money.
- B.** In your own words, write how the different prize winners handled their fortunes.

1. Bud Post _____

2. Michael Carroll _____

3. Bob Bradley _____

- C.** Make a list of the most common problems experienced by the prize winners. Compare your answers with a partner.

Discussion

- 1 Read the article again and make notes about how each person spent and lost his money.
- 2 Work in pairs/groups. Think about how you might have helped them protect their money. Make notes in the chart.
- 3 Discuss your ideas in class. Decide on the best idea.
- 4 Do you think Bob Bradley used his money well? Why? Why not?

Prize winner	How he lost his prize money	How you would help him protect his money
Bud Post		
Michael Carroll		
Bob Bradley		



10 Writing

- A. 1.** Have you ever watched a quiz show on television? What did you think of it?
- 2.** Would you ever participate in a quiz show? Why? Why not?
- 3.** Read the answers given by the winner of a popular quiz show, *Top Quiz*, and match them with the right questions. Write the number of the question in the blank. Listen and check.

Interviewer: Congratulations! You're the big winner.

Simon: Thank you, thank you. I'm very excited.

Interviewer: _____

Simon: You know, I've been too busy to think about it. So I guess, no, it hasn't. But I'm sure it will.

Interviewer: _____

Simon: I'm only a guy who was on a quiz show. No more, no less. I don't feel like a celebrity. I'm just a regular person.

Interviewer: _____

Simon: Well, my friends and family kept pushing me to join. I wasn't so sure. I mean, I didn't think I was all that good at anything. But in the end, I thought, why not? What have I got to lose?

Interviewer: _____

Simon: Yes, you could say I was. But I didn't watch it all the time. If I had anything better to do and had to be away, I was away. I guess I'm a big fan now!

Interviewer: _____

Simon: I don't think anything can prepare you for something like this. I was in a bit of a shock at first but it didn't take that long to get used to things. It felt really good.

Interviewer: _____

Simon: Yes, I did actually. If you remember, there was this young man, Weber, who was a real whiz kid. I thought that was it, for a moment. I didn't think I could make it. But as it turned out he's got a way to go. He's quite young. But ... I wouldn't want to compete with him in ten years' time.

Interviewer: _____

Simon: The whole experience. It was something I'll remember for the rest of my life. Even if I hadn't won, I would still feel that way, because it's all so unique, working with all these wonderful people, knowing that thousands of viewers watch you on every show.

Interviewer: _____

Simon: Right now, I need some time to settle down and think. I know one thing, for sure, though; I will not be watching any shows for a while. I'd like to go somewhere and rest and then probably decide if I'm going to go back to college or start my own business.

Interviewer: Any last words?

Simon: I would like to thank everybody for giving me this opportunity—my family, my friends, the people on the show ...

If you could pick one thing from *Top Quiz* to take away as special, besides your million dollars, what would it be? **1**

How does it feel to be a celebrity? **2**

Did you have any rough moments during the show? **3**

Has it sunk in yet? **4**

How did you decide to sign up? **5**

How did it feel to be on the show? Was it what you had expected? **6**

Were you a fan of the show before you joined? **7**

What are your plans for the future? **8**

- 4.** How would you feel if you won in a quiz show? Why?
- 5.** Would you want the reporter to ask you different questions? Which ones?
- 6.** Role-play the interview in pairs. Give your own answers.

10 Writing

- Organize students into pairs. Direct their attention to the picture. Give them a few minutes to discuss what they see. Give students some questions to help them. For example: **Who do you think the person in the picture is? Where do you think he is? Why? What does he do? How do you know? Are there any clues in the picture that helped you guess?**

- Have volunteers report answers/ideas for the class.

A

- Read the directions for 1 and elicit answers from students. Have students decide on a quiz show that they are familiar with and comment on it.
- Have students work in pairs discussing question 2.
- Call on pairs to report their answers. Ask the rest of the class to listen to the answers of each pair and make notes, to find out how many people like, dislike or are indifferent to quiz shows.
- Read the directions for task 3. Point to the questions along the right side of the interview. Have students read through the questions and then read the interview and match questions and answers individually. Ask students to compare their answers with their partners.
- Play the audio and have students listen and check their answers. Discuss difficulties and options regarding questions and answers.

Answers

Questions: 4, 2, 5, 7, 6, 3, 1, 8

- Read the directions for 4. Have students discuss their views in pairs. Ask pairs to team up with other pairs and find out how other people feel.
- Have students go through the interview in pairs and think about the answers. Ask them to say which questions they would answer differently if they were in the position of the winner.
- Call on pairs to report their ideas in class.
- Read the directions for 5. Have pairs think about all the questions and decide which ones they wouldn't like if they were winners. Ask them to replace them with their own questions. Circulate and monitor participation; help when necessary.

- Have pairs rehearse their version of the interview. Tell them to change as many as of the questions as they like and give their own answers.
- Call on pairs to act out their version of the interview for the class.



Additional Activity

- Have pairs change partners and repeat the interview with different partners. Ask them to mingle and have interviews with more students.
- Have pairs prepare questions for an interview with participants who had to leave/who lost. Combine pairs and allow them to interview each other.

4 Wishful Thinking

B

- Read the directions and organize students in pairs.
- Have them think about celebrities they know and imagine some things about their lives. Tell them to put themselves in that celebrity's place and answer the questions in 1.
- Read directions 2 and 3. Give students time to study the chart before they make notes.
- Direct students to the Writing Corner and read through the points. Brainstorm descriptive vocabulary relevant to a celebrity lifestyle and write it on the board.
- Using their notes and the vocabulary on the board, tell students to write their descriptions. Circulate and monitor. Encourage students to help each other with grammar and vocabulary.
- Combine pairs and have them exchange descriptions. Have students read each other's descriptions and make suggestions for improvement.
- Students then review and correct their descriptions based on their classmates' comments.
- Call on volunteers to read out their descriptions to the class.

Workbook

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



Teaching Tip

Whenever possible, take the time to elicit students' personal reactions to things like conversations, readings, and listening activities, in addition to focusing on the language.

When working in groups encourage students to help one another with accuracy and fluency. Tell students to help each other with vocabulary and grammar by supplying missing words or structures or correcting any mistakes they hear.

Give students some tips for giving effective feedback to their classmates. For example,

- Feedback should be positive as well as negative. Start by pointing out the good things.
- Make constructive suggestions, not negative comments.
- Avoid saying things like "This is bad." or "I don't like this."
- Ask questions about things you don't understand.
- Don't be too picky. Just focus on a few important items.

B. Write a description of a day in your life as a famous quiz show winner. Imagine your new celebrity lifestyle and answer the questions:

1. Where do you live? What do you wear?
2. What do you do? Where do you go? How do you get there?
3. Who are your friends? Are they new friends or old friends?
4. What is your relationship like with your family?
5. Has your success changed your life for the better or the worse?
6. Make notes in the chart.
7. Use your notes to write your description.
8. Exchange and read each other's descriptions in class.

	Description of your celebrity lifestyle	Positive and negative aspects of your celebrity lifestyle
the place where you live		
your possessions e.g., house, clothes, car, etc		
your daily routine		
your relationships with family and friends		

A Day in My Life As a Quiz Show Winner

Wearing the latest designer sunglasses, I call my driver to come and collect me from my huge house where I have lived since winning 'Top Quiz.' ...

My house is beautiful. It has seven bedrooms and three bathrooms. The only disadvantage is that there are always tabloid newspaper reporters waiting at the end of the driveway ...

I ask my driver to take me downtown in my luxurious car, I make my way to a 5-star restaurant to meet friends ...

Writing Corner

When you write a description of a person or someone's lifestyle:

- Use a lot of descriptive vocabulary to get your reader interested in the person and their lifestyle. Paint a picture with words to illustrate what kind of person you are describing, such as: huge, luxurious and so on.
- Use present tenses to describe the person, their friends and family and their activities.
- Use paragraphs to describe different aspects of someone's lifestyle. You could organize your description into different parts of the day, the places the person visits, their feelings throughout the day and how they change and so on.
- Mention the negative aspects of the person's lifestyle as well as the positive aspects.
- Conclude your description by summing up how the person generally feels about their life.

11 Form, Meaning and Function

Count/Noncount Nouns

Count nouns name things that you can count: one Saudi riyal, two Saudi riyals, etc. They have singular and plural forms.

Singular Count Nouns

a coin
a wish
a prize



Plural Count Nouns

two coins
three wishes
four prizes



Noncount nouns name things that you can't count: *money, news, information, advice, rice, tea*. They don't use *a/an*. They don't have plural forms.

Expressions of Quantity: *Some, Any, No*

Use *some* in affirmative statements. Use *any* in negative statements and in questions.

Use *some/any* with noncount nouns and with plural nouns.

Questions (?)

Is there **any** pollution?
Are there **any** sport facilities?

Affirmative (+)

There is **some** pollution.
There are **some** sport facilities.

Negative (-)

There isn't **any** pollution.
There aren't **any** sport facilities.

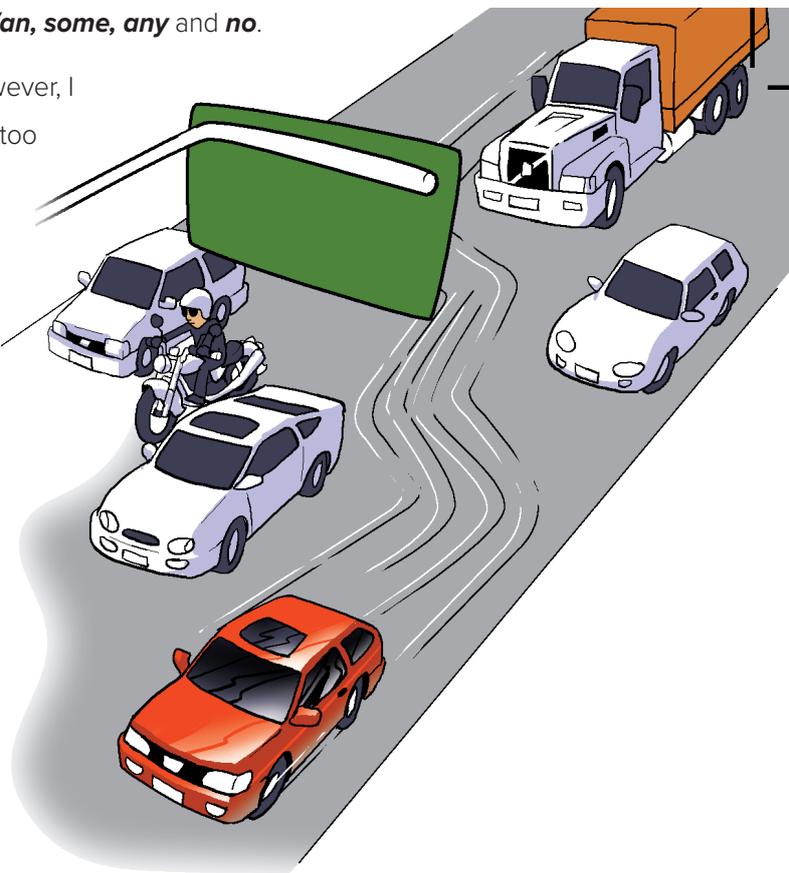
Use *no* with noncount and plural nouns in affirmative sentences to give a negative meaning.

There is **no** crime. = There isn't **any** crime.

There are **no** recycling facilities. = There aren't **any** recycling facilities.

A. Read the description of a city and circle the quantifiers *a/an, some, any* and *no*.

My family moved to this city when I was 10 years old. However, I don't like living here and I wish we would move. There is too much traffic and air pollution. There is a lot of garbage on the streets. There are no recycling facilities and there isn't anywhere to play sport either. I suppose there is some good public transportation but there isn't a subway system. There are some good schools but they are very old. There are no libraries and there isn't even a book store downtown. There is a big supermarket near my house but my mother complains that it is very expensive. The roads are not very good and there is nowhere to ride my bike. I wish we hadn't moved here. I wish I lived somewhere else!



B. With a partner talk about what is good and bad about your city. Use *there is/are* and quantifiers.

11 Form, Meaning and Function

Count/Noncount Nouns

- Go over the material on the page and point out when we add -s and -es to the singular count noun to form a plural count noun.
- Ask students to look around the classroom and add some more examples of singular nouns. Write them on the board and ask students to find the equivalent plural form.
- Ask volunteers to write the plural form on the board and correct any spelling errors as a class.
- Ask a volunteer to read out the list of noncount nouns and write them on the board: *money, news, information, advice, tea*.
- Ask students to work together in pairs and add more noncount nouns to the list. For example, *furniture, pollution, sugar, coffee, meat* and so on.

Expressions of Quantity: Some, Any, No

- Explain that we use the quantifier *some* in affirmative statements and *any* in negative statements and in questions.
- Ask for three volunteers: One volunteer should read the first example question. The second volunteer should read the affirmative response; and the third volunteer should read the negative response.
- Follow this procedure for all three examples on the page.
- Write on the board: *Is there any furniture in this classroom?* Ask students to respond with an affirmative and negative response. For example: *There are some chairs. There aren't any beds*
- Point out that we can substitute *no* for *any* in the following sentence structure: *There are no beds*.

A

- Ask students to first read the paragraph once to understand the general topic. Ask: *What is the paragraph about?*
- Students should complete the activity alone and then compare their answers with a partner.

Answers

My family moved to this city when I was 10 years old. But, I don't like living here and I wish we would move. There is too much traffic and air pollution. There is a lot of garbage on the streets. There are **no** recycling facilities and there isn't anywhere to play sport either. I suppose there is **some** good public transportation but there isn't **a** subway system. There are **some** good schools but they are very old. There are **no** libraries and there isn't even **a** book store downtown. There is **a** big supermarket near my house but my mother complains that it is very expensive. The roads are not very good and there is nowhere to ride my bike. I wish we hadn't moved here. I wish I lived somewhere else!

B

- Ask students to make some notes about what is good and bad about their city. Students should then compare their notes with a partner using full sentences with *There is/are* and the quantifiers, *a/an, some, any,* and *no*.
- Ask volunteers to share their opinions with the class.

Answers

Students' own answers.

Language Builder

Brainstorm a list of words around cities and write them on the board. For example: *traffic, pollution, subway, libraries, road, drive, ride*, and so on. Ask students to create a word building chart with the headings: noun, verb, adjective, adverb. Students should then put the words in the correct column. Students complete the chart with the equivalent part of speech for each new word. Tell students to put a dash (-) if there is no adjective, verb or noun for a particular word. For example: *traffic, (-), (-), (-); pollution, pollute, polluted, (-)* etc. If done regularly, this kind of word building activity helps expand students' vocabulary very quickly as well as promote good study skills.

4 Wishful Thinking

Words Connected with Money, Shopping Habits and Prices

- Tell students to read through the vocabulary items in the box and circle any words with which they are unfamiliar.
- Ask volunteers to read out the words they have circled and write them on the board. Have another student in the class volunteer the meaning by putting the word in a sentence of his/her own.
- Direct students to the questions and responses below the vocabulary chart. Have volunteers choose a question to read aloud to the class. Another volunteer should give the appropriate response for each question asked.

C

- Tells students to read the conversation and then complete the gaps with a bold vocabulary word taken from the presentation above.
- Have students compare their answers. Have volunteers read the conversation aloud to the class.

Answers

1. help
2. looking
3. size
4. small/medium/large
5. much
6. wool
7. discount
8. Saudi Arabian Riyals (SAR)
9. cash
10. credit card

D

- Read aloud the situation and brainstorm ideas as a class. Write the ideas on the board.
- Direct students' attention back to the bold vocabulary in the presentation and ask them which vocabulary they think will be useful to complete this activity. Students should highlight the vocabulary they think will be useful.
- Tell students to compare their highlighted vocabulary items with a partner and then write the conversation together.
- Ask for volunteers to role-play their conversations for the whole class.

Answers

Students' own answers.

Workbook

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



Teaching Tip

Role-playing different scenarios is a good opportunity to build knowledge of, compare, and celebrate cultural differences. Encourage students to share examples from their culture if it differs from what is presented in the book. Role-play raises energy levels in the classroom and it is also a very good learning strategy: Students have the opportunity to practice the new language in a real-life simulation, which helps them to retain the new language and facilitate the learning process.

Words Connected with Money, Shopping Habits and Prices

Some words that we commonly use when we talk about shopping habits and prices are:

Item	Material	Size	Price
sweater	wool		\$30
pants	50% cotton and		SAR 209
thobe	50% polyester	small	SAR 150
sandals	cotton	medium	\$125
bracelet	leather	large	SAR 720
dress	gold		a 20% discount
shoes	silver		



Can I help you, sir?

What **size** are you?

Are these **pants cotton**?

Excuse me, **how much** is this **sweater**?

How much are these **leather sandals**?

Can I see the **gold** bracelet?

How would you like to pay?

Yes, please. **I'm looking for** a thobe.

I'd like to **try on** a **medium**.

They are made from **wool**.

It's **\$95**, sir.

We have a **15% discount** on those.

They are **SAR 110**.

Yes, of course. Here you are.

I'd rather pay **in cash / by credit card**

C. Read the conversation in a shop. Complete with a **bold** vocabulary word from the chart above.

Shop assistant: Can I (1.) _____ you, sir?

Man: Yes, please. I'm (2.) _____ for a sweater for my nephew.

Shop assistant: What (3.) _____ is he?

Man: He's a (4.) _____.

Shop assistant: Ok. We have a blue one and a red one in that size.

Man: How (5.) _____ are they?

Shop assistant: The blue sweater is made from 100% (6.) _____ and it is SAR 130. The red one is made from wool and cotton. We have a 20% (7.) _____ on the red one. It's now (8.) _____ 85.

Man: Great. My nephew prefers red, so I'll take the red one.

Shop assistant: Would you like to pay in (9.) _____ or by (10.) _____, sir?

Man: I'd like to pay in cash, please.

D. Read the situation below and write the conversation. Work with a partner. Then role-play the conversation for the class.

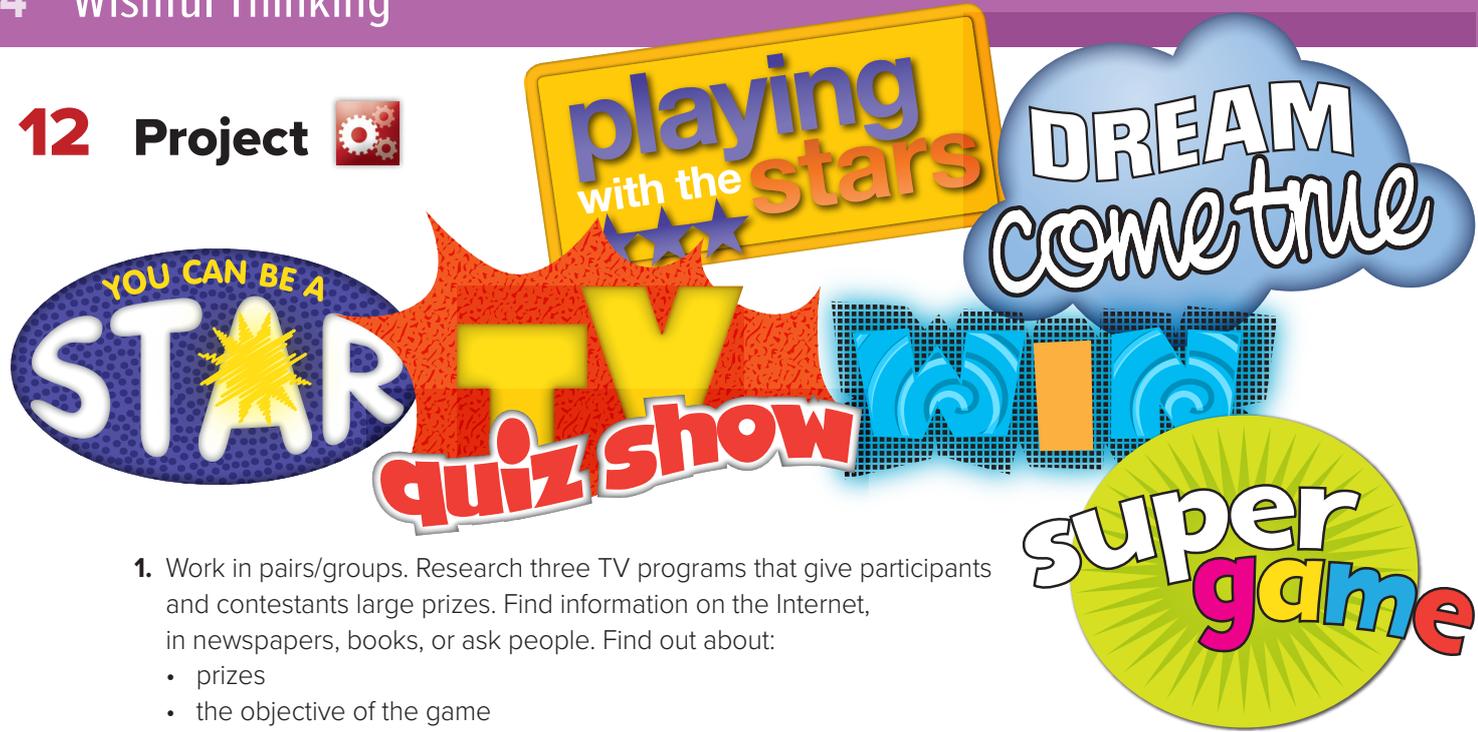
Sabah is attending a wedding on the weekend. She wants to buy a new outfit. Complete the conversation with ideas of your own.

Shop assistant: Can I help you, madam?

Sabah: Yes, please. I'm looking for ...



12 Project 



1. Work in pairs/groups. Research three TV programs that give participants and contestants large prizes. Find information on the Internet, in newspapers, books, or ask people. Find out about:
 - prizes
 - the objective of the game
 - the rules of the game
 - winners
 - losers

2. Make notes in the chart. Use your notes to make a PowerPoint or poster presentation in class.

TV Program	Largest Prize	Who won it?	Object of the game		
			What does a contestant have to do during the game?	How does a contestant win?	How does a contestant lose?
1					
2					
3					

12 Project

- Brainstorm on TV programs that students watch. Elicit the names of the programs and write them on the board.
- Have a class discussion about the programs and why students like them or not.
- Direct students to the program logos/visuals on page 32. Ask them to work in pairs and say what type of shows they might be from.
- Call on volunteers to report in class and compare ideas/suggestions with other groups.
- Organize students in groups depending on the programs they watch.
- Read the directions and have each group choose a program to focus on and brainstorm on the points listed in 1, i.e. prizes, game objective, rules, winners, losers. Tell them to make notes.
- Call on students to report their information in class. Allow groups a few minutes to make their final choices about the programs that they are going to work on.
- Have students study the chart and use it to make notes as they work in their groups.
- If students do not watch many game shows, allow them to include a different type of show.
- Write the names of the shows that each group has chosen on the board.
- Have students work in groups discussing what they know about the programs. Circulate and monitor participation. Encourage students to be creative.
- Ask students to assign tasks to group members. Remind them to research the programs they have chosen on the Internet and/or magazines and other publications and collect information.
- Have groups decide on whether they are going to prepare a poster or PowerPoint presentation.
- Have students design their presentation and prepare a draft. Encourage them to trial part of their draft within the group, comment and edit.
- Remind students to find or draw visuals to include in their poster or Power Point presentation.
- Have students write brief texts about the areas they have discussed. Tell them to use some as captions for photos.

Teaching Tip

Remind the students in each group that they will be presenting the programs to an audience i.e. the rest of the class that might not know much about them. Ask them to try and elicit information about the program from the class/audience to find out how much they know and modify their presentation accordingly.

Additional Activity

Have students suggest their own version of a television program. Ask them to make notes about things that they would like to change to improve the program.

13 Self Reflection

- Wishful Thinking. Write the title on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 20 and 21. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
 - What would you take to a desert island?**
 - If you could move to a new place, which place would you move to?**
 - If you could change something in your life, what would you change? Why?**
 - What is the most common wish in the world?**
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 22, 23, ask them some questions. For example:
 - What would you do if you had a million to spend?**
 - If you didn't have to go to school, what would you do?**
- **Make 2 wishes.**
Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct them to the Unit 2 Checklist and ask them to complete it gradually as they go through the different parts of the unit.
- Direct students to pages 24, 25. Call on volunteers to say what the context is in this lesson, i.e. wishes and dreams.
- Have students say what they remember from this section and have them make notes in the chart.
- Write 'MONEY: A Blessing or a Problem?' on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
 - Convey the meaning in your own words: "A fool and his money are soon parted."**

Say which is right:

Most prize winners are used to having money and making financial decisions.

Most prize winners are not used to having money and making financial decisions.

Sudden money can cause financial disaster.

Sudden money cannot cause financial disaster.

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about interviews. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 28 and 29 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and explain some of the benefits of this kind of work. List some aspects of project work on the board. For example:
 - Personalization**
 - Creativity**
 - Natural language use**
 - Focus on meaning**
 - Research/collecting information**
 - Using other knowledge**
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection

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

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

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
make wishes and talk about imaginary situations			
talk about probability and improbability			
talk about predicaments			
give advice to solve problems			
use conditional sentences with an <i>if</i> -clause in imaginary situations			
use conditional sentences with <i>might</i> and <i>could</i>			
use the verb <i>wish</i>			
use count and noncount nouns			
express quantity using: <i>some, any, no</i>			
talk about money, shopping habits and prices			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

1 Did You Hurt Yourself?

Page 77

A

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

B

- | | | |
|--------------|------------|-----------|
| 1. equipment | 3. injured | 5. helmet |
| 2. avoid | 4. obey | |

Page 78

C

I <u>myself</u>	you and I <u>ourselves</u>	it <u>itself</u>
they <u>themselves</u>	he <u>himself</u>	she <u>herself</u>
we <u>ourselves</u>	you <u>yourself</u> (singular)	you <u>yourselves</u> (plural)

D

- | | | |
|-------------|-------------|---------------|
| 1. myself | 4. myself | 7. themselves |
| 2. yourself | 5. himself | 8. himself |
| 3. himself | 6. yourself | 9. ourselves |

Page 79

E

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

F

- | | | |
|------------|------------|------------|
| 1. so | 4. so | 7. because |
| 2. because | 5. so | 8. so |
| 3. because | 6. because | |

Page 80

G

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

H

Answers will vary. Sample answers:

- Neither have I.
I haven't eaten anything all day, so I can eat a lot at the restaurant tonight.
- So did I.
I went to bed late last night because I watched a movie on TV.
- So did I.
I visited my uncle last weekend because I wanted to give him a present for his retirement.

4. Neither do I.
I very seldom cut myself because I'm careful.
5. So do I.
I always brush my teeth before I go to sleep, so I don't have to go to the dentist.

Page 81

- I**
1. F 2. T 3. T 4. F 5. T

Page 82

J

Answers will vary. Sample answer:
The driver was trying to find his cell phone
He was not watching the road and didn't see the truck coming toward him
He could have dropped what he was holding and focus on the road.

- K**
- Answers will vary. Sample answer:
- I think he probably hurt himself./He must have hurt himself badly. Maybe he didn't survive?
 - He probably suffocated./He must have suffocated due to lack of oxygen.

Page 83

- L**
- Answers will vary. Sample answers:
- He is fastening the baby in the child seat.
 - If he doesn't take safety measures the baby might get hurt.
 - The child seat should be placed on the back seat of the car
 - They should ensure the child locks are activated.

Page 84

M

Answers will vary.

Page 85

- N**
- must pay attention to the road
 - mustn't fall asleep at the wheel
 - must ask the driving instructor for advice
 - mustn't sit in the front seat
 - must fasten her seat belt
 - mustn't tailgate
 - mustn't run across the street

- O**
- should wear
 - Should the baby sit / The baby shouldn't sit
 - should stop
 - shouldn't ride
 - shouldn't talk
 - should

- P**
- | | | | |
|----------|--------------|--------------|------------|
| 1. well | 4. patiently | 7. carefully | 10. hard |
| 2. badly | 5. Luckily | 8. clearly | 11. easily |
| 3. late | 6. fast | 9. safely | |

Page 86

- Q**
1. across from 2. next to 3. between

- R**
- Answers will vary. Possible answers.
- It's across from the bank hotel. It's between the subway station and the pharmacy.
 - It's next to the bank. It's across from the mall.
 - It's between the pharmacy and the bookstore. It's across from the bank.

- S**
- far from
 - near
 - straight
 - Take
 - across from
 - between

2 Take My Advice

Page 87

- A**
- | | | |
|------------|-----------------|--------------|
| 1. fitness | 3. lose control | 5. turn down |
| 2. avoid | 4. hungry | 6. pressure |

Page 88

- B**
- | | | | |
|-----------|--------------|-------------|-------------|
| 1. should | 3. might | 5. should | 7. ought to |
| 2. could | 4. shouldn't | 6. ought to | 8. might |

Page 89

C

Answers will vary.

Page 90

D

- | | | |
|---------------|--------------|----------------|
| 1. give up | 4. get along | 7. put up with |
| 2. put off | 5. turn down | |
| 3. throw away | 6. take up | |

E

- | | |
|---------------|--------------------|
| 1. give up | 4. turned down |
| 2. threw away | 5. gets along with |
| 3. put off | 6. take up |

F

- | | |
|-------------------|--------------------|
| 1. put it off | 4. throw it away |
| 2. put up with it | 5. throw them away |
| 3. throw it away | 6. put up with you |

Page 91

G

1. Eppie Lederer
2. Pauline Phillips
3. Jeanne Phillips
4. Margo Howard / Eppie Lederer's

Page 92

H

Answers will vary. Sample answer:

Hello,

Please don't worry. Email your friend and ask him/her to scan the pages you need and send them to you.

Hi,

Why don't you go ahead and tell me what you are having difficulty with? Just tell me which are the relevant pages in our Math book so I can check. I will call as soon as I work things out and help you myself.

Hello,

No need to be desperate. You left it on the shelf with the science books when Sabah turned up. Don't you remember? Anyway, I picked it up and put it in my bag. I'll give it to you tomorrow morning at school.

Page 93

I

Answers will vary. Sample answers:

Nouns: father, son, university, course, problem, decision, prospects, salary, perks, cost, size, location

Verbs: consider, think about, change, make a choice, decide.

Adjectives: careful, the best, suitable, challenging, well-paid, exciting, fast, large, spacious

Answers will vary. Sample answers:

You'd better think carefully about what you want to do.

Why don't you decide according to your skills, background and preferences?

I would advise you to search for a small flat near the university.

You should prepare for the interviews. I would be very happy to help you rehearse.

You ought to buy a car that is reliable, and not the fastest.

You don't need a spacious house until you have your own family. You'd be better off buying a smaller flat.

Page 94

J

Answers will vary.

Page 95

K

- | | | |
|-----------|----------------|----------------|
| 1. much | 9. little | 17. often/much |
| 2. little | 10. often | 18. lot |
| 3. few | 11. lot | 19. often |
| 4. lot | 12. many | 20. often/much |
| 5. much | 13. much/often | 21. few |
| 6. much | 14. few | 22. little |
| 7. lot | 15. lot | |
| 8. much | 16. many | |

Page 96

L

Answers will vary. Possible answers.

1. take cough syrup
2. use a skin cream
3. stay in bed, take medicine/painkillers
4. relax, drink warm tea or milk
5. take painkillers
6. take vitamins, relax

M

Positive: excited, fine/OK, glad, great, happy, relaxed, strong, wonderful

Negative: afraid, angry, bad, bored, nervous, sad, sick, sleepy, terrible, tired

N

Students' own answers

3 You've Got Mail!

Page 97

A

Answers will vary. Samples answers:

1. I wonder if he is mad at me.
2. It thought they were spam!
3. I need to call him and apologize for my last email.

B

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

C

Answers will vary. Samples answers:

1. I don't have access to my email
2. I think about you all the time
3. I really needed to relax
4. you could put me up?
5. my vacation in New York City

Page 98

D

- | | | |
|-------------|----------|-------------|
| 1. of/about | 5. of | 9. to/for |
| 2. for | 6. in | 10. to |
| 3. to | 7. about | 11. against |
| 4. of | 8. on | 12. about |

E

1. to
2. of
3. about
4. of

Page 99

F

Answers will vary. Sample answers:

1. to sleeping late on the weekend
2. in starting our vacation early
3. against giving a test tomorrow
4. of going to the gym every day
5. about going to the dinner on Saturday
6. of getting a new computer
7. on cooking dinner for us
8. in winning the championship this year
9. about driving my brother's car to school
10. of riding his bike across the country

G

- | | | |
|----------------|----------------|-------------|
| 1. Although | 4. Although | 7. although |
| 2. in spite of | 5. although | 8. Although |
| 3. in spite of | 6. In spite of | |

Page 100

H

- | | | | | |
|------------|---------|--------|-------------|---------------|
| 1. hear | 3. get | 5. get | 7. start | 9. are |
| 2. arrives | 4. take | 6. go | 8. finishes | 10. Graduates |

I

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

Page 101

J

- | | | |
|------|------|------|
| 1. F | 3. F | 5. T |
| 2. T | 4. F | 6. T |

Page 102

K

Answers will vary. Sample answers:

1. My favorite form of communication is emailing because it is reliable and fast.
2. Yes, I do. I have to communicate fast for professional reasons.
3. I never write letters./I write letters once or twice a month to people who don't have email.
4. I usually call family members or arrange to see them.
5. I call, text message, email or communicate Face-to-face.

L

Answers will vary. Sample answer:

1. I would call and if he didn't answer I would text him.
2. He could text message or email.
3. I would send a telegram
4. I would prefer to talk to him Face-to-face

Page 103

M

Answers will vary. Sample answers:

Actions: monitor weather, watch, call, notify, warn, alert, prevent, evacuate, threaten, protect

1. Weather changes are monitored closely so that damage by storms can be prevented.
2. The controller watches the screen very carefully so that accidents can be avoided.
3. Large screens are used so that conditions can be shown clearly over a broad area.

Page 104

N

Answers will vary.

Page 105

O

- | | |
|-----------------------|------------------|
| 1. used to send | 4. used to use |
| 2. used to have | 5. used to carry |
| 3. didn't use to have | 6. used to write |

P

- Did Fahd use to check his email all the time?
- Did people use to leave messages on telephone answering machines?
- Did students use to write on paper/in books/on tablets?
- Did you use to go to bed early?

Page 106

Q

- | | |
|--------------|--------------|
| 1. There are | 5. There is |
| 2. There is | 6. There are |
| 3. There is | 7. There is |
| 4. There is | 8. There is |

R

- | | |
|--------|--------------|
| 1. The | 6. – |
| 2. The | 7. – |
| 3. the | 8. the |
| 4. – | 9. the |
| 5. – | 10. A or The |

4 Wishful Thinking

Page 107

A

- | | | |
|---------------|-----------|------------------|
| 1. leader | 3. empire | 5. desert island |
| 2. technology | 4. prize | |

B

Answers will vary. Sample answers:

- Scientists use technology like satellites to study the universe.
- The man is stressed out because of work. He wishes that he were on a desert island. He wouldn't be lonely there.
- The man participated in a game show on television, and he won a very large prize.
- King Abdul Aziz Al Saud was a historical leader. He was responsible for the unification of Saudi Arabia.

Page 108

C

- were not (weren't)
- would be
- asked
- would not answer (wouldn't answer)
- did not have (didn't have)
- would help
- would believe
- did not say (didn't say)

D

- If I had the cash right now, I would buy a cell phone.
- If Larry wanted a summer job, he would apply for the job at the library.
- If Ahmed didn't have an English test next Sunday, they'd go on vacation with us.
- If my shirt had holes in it, I'd buy a new one.
- If I liked baseball, I'd go to the game with you.

Page 109

E

Answers will vary. Sample answers:

- If I could be the leader of my country, I'd work to improve the environment.
- If I won a large cash prize on TV, I could travel to every country in the world.
- If I lived on a desert island, I could surf and swim all the time.
- If I met an extraterrestrial, I might ask about life on other planets.
- If I had more time, I could watch more TV.
- If I worked for a charity, I might build houses for homeless people.
- If I found 5,000 riyals on the street, I might try to find who lost it.
- If I lived in a foreign country, I could teach English.

F

- Tommy wishes that he didn't have to pay the municipal fees on his house.
- Charles wishes that he was good enough to play professional basketball.
- Kevin wishes that his friend would listen to him.
- David wishes that he didn't have to do homework every night.
- Joanna wishes that she could see her parents this year.
- Maria wishes that there wasn't so much traffic in the city.

Page 110

G

Answers will vary. Sample answers:

- the traffic wasn't so bad
- it wasn't so noisy at the restaurant
- he didn't have a lot of homework
- he was 18
- her computer wasn't so slow
- it wasn't so hot today
- there was something good on TV tonight
- she didn't have a fever

Page 111

H

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

Page 112

I

Answers will vary. Sample answers:

J

- If she didn't have a toothache she wouldn't need to see the dentist.
- Asma wouldn't do so well at school if she missed classes.
- Adel would go to a picnic with his friends if he hadn't to study over the weekend for his test.
- They would go to their house in the country more often if they didn't need to work so hard.
- If there wasn't such a huge range of models I would know which laptop to choose.

Page 113

K

Answers will vary. Sample answers:

- If I had some time off I'd go on a trip.
- If I had enough money I'd invite my friend to come along.
- I wish I had the time and the money to do it.
- I wish my friend could accompany me

Page 114

L

Answers will vary.

Page 115

M

- | | |
|-----------------------|---------------------|
| 1. <u>C</u> shopper | 6. <u>N</u> produce |
| 2. <u>C</u> bargain | 7. <u>C</u> spice |
| 3. <u>C</u> price | 8. <u>C</u> carpet |
| 4. <u>C</u> market | 9. <u>N</u> jewelry |
| 5. <u>N</u> livestock | 10. <u>N</u> fish |

O

Riyadh is **(1.)** a shopper's dream, and boasts **(2.)** some of the world's most beautiful modern shopping malls, with designer boutiques and brand names. There aren't **(3.)** any bargains to be found in the upmarket malls, but if you head for the traditional souqs in town, you'll find many bargains there. Haraj is **(4.)** a secondhand market just east of the city. Al-Bat'ha District is home to **(5.)** many traditional markets. Whether you are looking for electronics and watches, jewelry, perfume, furniture, car accessories, bicycles, or food—they sell it all at low prices.

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P

Interviewer: I'm from Teenage Express magazine. We're doing a survey of teenage shopping **(1.)** habits. Do you mind answering a few questions?

Faisal: Not at all. What do you want to know?

Interviewer: Do you **(2.)** shop online?

Faisal: No, I never shop online.

Interviewer: Why not?

Faisal: I don't trust the security features on the Internet.

Interviewer: What about your friends?

Faisal: Very few shop online or **(3.)** make payments via the computer.

Interviewer: And do you like to **(4.)** buy designer clothes?

Faisal: Not really. I like clothes that aren't too
(5.) expensive and that are comfortable.

Interviewer: And in general, what do you **(6.)** spend
 most of your money on?

Faisal: I spend my **(7.)** money mostly on food,
 video games, and... electronic stuff.



Students' own answers