MEGA

GOA 2.2

TEACHER'S GUIDE

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MegaGoal 2.2 Teacher's Guide

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Scope and Sequence

	Unit Title	Functions	Grammar
1	Working 9 to 5 Pages 2–15	Talk about jobs Ask for favors, make requests and ask for information Express obligation, necessity and lack of necessity	Subjunctive I'd like you + infinitive / I want you + infinitive Tag questions
2	Going Green Pages 16–29	Evaluate how "green" you are Discuss ways to be environmentally responsible Make suggestions Express preferences with <i>I'd rather</i>	Gerunds after verbs Infinitives after verbs Simple present tense versus present progressive Conditional sentences with present and future forms
3	There's No Place Like Home Pages 30-43	Talk about your home Describe things you are looking for Words connected with directions for places Expressing requests, offers, promises, warnings; making decisions	Adjective order Too and enough Discuss quotes and feelings about home
4	The Sporting Life Pages 44–57	Talk about the Olympics Talk about sports and athletes Encourage and express confidence in someone Explain steps in a process or game	Gerunds as subjects Superlative + present perfect Present Perfect Progressive versus present perfect simple Time expressions: How long? Adverbs of manner Comparative forms and structures with adjectives and adverbs
	EXPANSION Units 1–4 Pages 58–64	Language Plus: Idioms with colors Tools for Writing: Common errors w Writing: Write about cultural meanin	vith prepositions gs of color, symbols, customs or gestures

Listening	Pronunciation	Reading	Writing
Listen for specific information about a survey on job satisfaction	Syllable stress on words ending with -tion, -cian, and -sion	You Do <i>What</i> For a Living?	Write about an unusual job that you might like to have Research and write a presentation on Great Jobs and Careers (Project)
Listen for specific information about glass recycling	Thought groups	Living Off The Grid	Write a letter to a newspaper Design and make posters promoting "Going Green" in your school
Listen for specific details about renting an apartment	Stress on two-syllable nouns and verbs	Vision 2030 Kingdom of Saudi Arabia	Write a description of a home Research and write about different types of houses in the world; prepare a poster or PowerPoint presentation (Project)
Listen to profiles of Olympic athletes for specific details	Voiced and voiceless th	A Country Born on Skis	Write an email giving complex instructions on a sport or other recreational activity Research and write about the most popular Olympic sporting events; prepare a poster (Project)

Language Review Reading: Can You Believe They Believed It? Writing: Write about a hoax

Philosophy of the Program

MegaGoal is a dynamic American English series for international communication that takes students from pre-intermediate to high-intermediate level. It is specifically designed for teenagers and young adults. With eye-catching art and high-interest topics, **MegaGoal** is easy and enjoyable to teach and to learn from.

The goal of **MegaGoal** is to make the learning of English fun, motivating, and success-oriented by way of a carefully graded progression that builds students confidence, and helps them reach the point at which they can use English to express themselves meaningfully about things that matter to them.

The methodology of *MegaGoal* integrates the four skills of speaking, listening, reading, and writing. The earlier levels focus on speaking and listening, but reading and writing are increasingly prioritized as students progress through the series. *MegaGoal* also puts an emphasis on grammar, particularly using grammar in communicative activities.

MegaGoal is designed to appeal to a visually-oriented generation. The visuals aid in presenting and reinforcing language at the same time that they engage student attention. The vocabulary and structures are introduced gradually and recycled systematically. And the tone of the book is humorous—to make the learning process more enjoyable.

Organization of Materials

Each level in **MegaGoal** has the following components:

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

MegaGoal has enough material of classroom instruction for a whole academic year. The program is flexible, and it can be used with groups that have one, two, or three hours of instruction a day. It can also be used with groups that have only two or three hours a week.

The Components

Student Book

The overall organization of the Student Books in the series is:

	Number of Units	Pages per Unit
Books 1.1-1.3	4 Units	14 pages
and 2.1–2.3	1 Expansion	6–10 pages

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

Teacher's Guide

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

These unit-by-unit teaching notes include:

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

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

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

Workbook

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

	Number of Units	Pages per Unit
Books 1.1-1.3	4 Units	10 pages
and 2.1–2.3	1 Expansion	6–10 pages

Activities in the Workbook focus on reinforcement of vocabulary and grammar. Some units also include a reading. In every unit there is a free writing activity based around a photograph. Students should be encouraged to brainstorm as many words and phrases as they can in connection with the photograph. Encourage students to write full sentences when appropriate. Answers will vary according to the students own ideas, opinions and experiences. Each unit ends with a writing activity, often in the form of personal writing. The Expansion units cover vocabulary, grammar, and writing.

The Workbook Answer Key is found at the back of this Teacher's Guide.

Audio Program

The audio program for each level includes the following material:

- Listen and Discuss (Listen and Repeat in the Intro level) (opening presentation)
- Pair Work model conversations
- Listening
- Pronunciation
- Conversation
- Reading
- Writing
- Chant-Along

The audioscript for the Listening activities appear at point-ofuse in the Teacher's Guide.

Testing Program

The Test Bank provides a databank of testing items from which teachers can create customized tests within minutes. Test items reinforce vocabulary, grammar, listening, conversation, reading, writing, and speaking. Teachers can choose to use the items as they are, or teachers can edit, add, delete, and rearrange items.

IWB Software & ActiveBook

MegaGoal has two brand new and innovative digital components: the Interactive Whiteboard Software for classroom use and the ActiveBook for self-study. Through a variety of interactive applications the content of the books comes to life on the board in class or on the computer screen at home in a way that enhances the learning and teaching process.

Learning Center

The Learning Center incorporates and extends the learning goals of the Student Book with interactive practice on the computer. A flexible set of optional activities correlated to each unit builds students' skills.

Student Book Units

Each unit follows a regular pattern:

- Language—vocabulary, structures, and functions—are presented and used in context.
- Grammar points are presented in chart form and practiced.
- Additional functional language is presented in the context of **Conversations** and role plays.
- A **Reading** expands the unit theme.
- A Writing activity calls on students to use the language they've learned.
- Form, Meaning and Function activities expand students' knowledge of structures and functional language.
- A Project allows students to perform a task and produce a product that calls on them to apply the language and vocabulary they've learned.

Here is a detailed list of the sections in the Student Book. In some units, the order of some elements may vary. In the Intro level, some sections vary as appropriate to students' language abilities.

Presentation

The opening two pages of every unit contain the presentation called Listen and Discuss. This section introduces the unit theme, the communicative context, the grammar points, and the key vocabulary. Students discover meaning from context—by the use of visuals and with help from the teacher.

Quick Check

This section, which appears on the opening two pages, includes a Vocabulary and a Comprehension activity that check how well students understood the content of the presentation. The questions are usually in simple formats: matching, yes/no, short answers. Students can do the activities independently, in pairs, or even in small groups. Answers can be checked as a class, in pairs, or in small groups.

Pair Work

This section, also on the opening two pages, gets students involved in personalized communication right away. It allows students to actively use the language and grammar from the presentation in speaking activities. Students typically ask and answer about the content of the presentation pages, or they give personal information relating to the content.

Grammar

The Grammar section consolidates the grammar points and the communicative functions they convey. Students receive explicit instruction on key grammar points in chart format and with example sentences. The charts are then followed by activities and exercises that reinforce the points presented. The Grammar charts can also serve as a convenient built-in reference section for students as they use English throughout the program.

Listening

In this section, students listen to perform tasks. The listening activity can take a variety of formats. The content of the listening often simulates an authentic context: radio ads and programs, messages on telephone answering machines, interviews, personal conversations, and so on.

Pronunciation

Students' attention is focused on specific sounds of English in the Pronunciation section. Typically students listen and repeat sounds, first in the context of words and then in sentences.

Conversation

The Conversation section contextualizes the language as it is used in everyday situations. It is accompanied by the Real Talk feature that develops vocabulary and everyday expressions. The Conversation also includes functional language; for example, the language for agreeing and disagreeing, changing topics, expressing thanks, expressing surprise, making suggestions, or complimenting. One of the unique features of *MegaGoal* is the multiple-ending Conversations, which appear regularly in the Student Book. Students choose the most appropriate ending for a Conversation or make up their own ending.

Your Turn

Your Turn is a role-play activity in which students are encouraged to act out dialogs related to the Conversation. They use personal information or take on made-up roles.

Sometimes the Your Turn activity is in the format of a class survey. This activity allows students to use the language of the unit in simulated everyday conversations.

About You

The purpose of the questions in the About You section is to help students improve their oral fluency. Students talk about themselves, putting into practice what they have learned. Students' attention is engaged as they communicate basic personal information in English.

Reading

The Readings throughout the book expand on the unit topic, and relate to students' age and interests. They take a variety of formats: newspaper and magazine articles, puzzles, humorous stories, etc. Sometimes new vocabulary is introduced. The Teacher's Guide presents reading strategies and skills for students to apply to the reading; for example, using prior knowledge, discovering meaning from context, scanning, making inferences, and drawing conclusions.

Writing

The Writing sections in the series cover writing sentences, paragraphs, letters, and brief reports. Writing is also integrated into many of the Projects. The writing assignments in the Student Book sometimes use the readings as models, asking students to write about themselves or topics that relate to them personally. Writing is also developed through assignments in the Workbook.

Form, Meaning and Function

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

Project

Each unit includes a task-based activity in which students typically cooperate to perform the task. They may make a tourist brochure, design their dream house, interview people and report back, and so on. The Project relates to the unit theme and requires students to use all the language they have acquired. In addition, the Project offers further writing practice.

Student Book Expansion Units

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

- Language Review: activities that recycle the vocabulary and grammar of the previous set of units
- **Reading:** a thematic reading that challenges students
- Writing
- Project
- Chant-Along: a chant that enables students to expand their language in a pleasant way (in Level 1 only.) The chant expands on a theme or the language covered in the units before it. The chant, and its related activities, foster additional conversation and discussion as well as acquisition of new vocabulary and expressions.

Teacher's Guide Units

The Teacher's Guide is interleaved with the Student Book for ease of use. There is one Teacher's Guide page facing each Student Book page.

The following is an overview of the contents for a unit in the Teacher's Guide.

Unit Goals

The Unit Goals are clearly listed at the beginning of every unit in the Teacher's Guide. These include goals for Vocabulary, Functions, Grammar, Listening, Pronunciation, Reading, Writing, Form, Meaning and Function and Project.

Warm Up

Each unit begins with a Warm Up that introduces students to the topic and/or reviews language studied in previous units.

Teaching Notes

Step-by-step teaching notes are provided for all presentations and activities.

Language Builder

This feature consists of explanations of any potentially confusing aspects of grammar or vocabulary.

Teaching Tips

This feature offers practical tips, insights, and recommendations based on the observations of experienced teaching professionals.

Additional Activities

These optional activities may serve as a useful way to extend a topic that students have enjoyed. They may also be useful in mixed-ability classes as activities to give to students who finish a certain task early.

Project

An additional Project is included at the end of each unit.

Fun Facts

The Fun Facts offer interesting trivia or general knowledge information related to the unit content. Use these when appropriate. You may want to have students find out more about a given topic.

Answers

The answers to all Student Book activities are provided.

Workbook Reference

Cross references to Workbook activities help in lesson planning.

Audioscript

The Audioscript is provided for each unit's Listening activity. (The audio for all other sections is reproduced directly from the Student Book page and, therefore, not repeated in the Audioscript.)

Guidelines for Presenting Materials

Presentation

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

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

Vocabulary

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

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

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

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

Grammar

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

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

Listening

The **MegaGoal** series offers a wide variety of listening passages, including conversations, announcements, advertisements, news reports, etc.

Before students listen to a recording, elicit predictions about what they are going to hear. Have them look at any related visual material or ask them to read the questions they have to answer. This way, students will have a clearer idea of what to listen for.

Listening can be a difficult skill for some students. These students worry that they will not understand anything. Let them know that it is not necessary to understand every single word, but to get the general idea. Play the recording as many times as necessary, without getting caught up in explanations of every word or phrase. Focus students' attention on the completion of the task. Letting students work in pairs may lessen anxiety.

Conversation

The following is a suggested technique for presenting the Conversation section in the Student Book:

- Use the picture(s) to introduce new vocabulary and expressions. Have students predict what the Conversation is about.
- Go over the questions in About the Conversation before students listen to the audio.
- Play the audio or read the Conversation. If appropriate, have students look at the picture(s), but keep the text covered. Tell students that they don't have to understand everything—but they should try to use what they know to figure out what they don't know. As an alternative, you may find it helpful to have students look at the text while listening to the audio, or you may prefer to have them read the Conversation silently before you play the audio or read the Conversation aloud.
- Play the audio or read the Conversation again while students look at the text.
- Ask students to read the Conversation silently. Ask them to figure out the meaning of unknown words from context.
- Have students answer the About the Conversation questions. They may do this individually, in pairs, in small groups, or as a class.
- Have students work in pairs or groups and read the Conversation using the "Read and Look Up" technique. In this technique, students look at a sentence, look up, and say what they have just read. This technique helps students develop confidence in saying words and sentences in English. It aids them in mastering the mechanics of the language, sounds, and vocabulary, and helps prepare them for freer use of English.
- Have students act out the Conversation.

Reading

The **MegaGoal** series offers a wide variety of reading text types (advertisements, magazine articles, encyclopedia entries, letters, emails, etc.).

For every Reading, have students try to predict and preview the content of the reading before they read. This includes (1) looking at the pictures, (2) talking about what they know about the topic, (3) looking for familiar words, and so on. Let students know that it is usually not necessary to understand every word.

In addition, you can set a purpose for reading. For example, you can ask students to look for the most important ideas or to look for the answers to one or more questions in the After Reading section.

You can present the Reading in a variety of ways. In fact, it is recommended that you take a variety of approaches: (1) students can first listen to the audio recording of the Reading with their books closed; (2) students can listen to the audio of the Reading and follow along in the text (this helps students to "chunk" the text—that is, to see which words go together as meaningful units in English); (3) students can read silently first; (4) pairs can read different sections or paragraphs and report to each other on what they read.

Encourage students to try to guess the meaning of unfamiliar words from context. Encourage them to ask you or look in dictionaries if they still have difficulty. Also encourage students to make lists of words that they want to learn.

Another effective way to review language and content in a Reading is to retell the story or article in one's own words—orally or in writing. Encourage students to work in pairs and tell what a Reading is about orally. They should tell the main idea first. One effective technique is to summarize each paragraph, or to try to answer the questions *Who, What, When, Where,* and *Why.*

Writing

The **MegaGoal** series offers students practice in writing a variety of text types. These often follow the model provided.

Explain to students that writing is a process that requires prewriting, drafting, revising, editing/proofreading, and publishing. Encourage students to brainstorm and take notes before drafting. After drafting, they should peeredit each other's work. Finally, they should use these suggestions to create their final product. You may also want to provide students with a scoring rubric by which you will be evaluating their work. Criteria for scoring might include: ideas, organization, word choice, sentence fluency, grammar, punctuation.

Encourage students to keep a separate notebook for their writing. You and the students can use these notebooks to assess students' progress in English.

Form, Meaning and Function

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

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

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

Projects

The following are some practical guidelines for the Projects.

- Try to have each group include students of different proficiency levels in English.
- Make sure that students have access to the materials to do a task, such as magazines, large pieces of paper or cardboard, paints or colored pencils, scissors, and so on.
- Help students break down the task into its basic components; for example, a list of questions to answer, a list of materials to get, a format for the final product, and so on.
- Encourage students to assign different roles to different group members.
- Provide students with guidelines for making oral presentations. These include writing down notes on the information they want to present, ideas for how to organize the presentation, ideas on how to divide the presentation among different students, and so on.
- Provide a forum for students to "publish" their work.
 This may be on displays in the classroom or in the school. Students might present the results to other classes, not just to their class.

Chants

Using chants in the classroom will enrich learning in an entertaining way, motivate students, and generate enthusiasm. The *MegaGoal* series includes original chants in Level 1. Activities to learn vocabulary and practice the four skills are included with each chant. When presenting the chants, you can follow the same presentation steps as with the Reading sections, whereby you activate students' prior knowledge about the chant or its theme, introduce

the lyrics as you play the chant, use cloze activities to test listening skills, etc. Once students understand the meaning of the lyrics, you can work on pronunciation and rhythm. Additional games and the personalization of the chant lyrics, where students change the lyrics to reflect their own lives, will allow students to be more creative with English in a fun and memorable way.

General Teaching Suggestions

English in the Classroom

Ideally, teachers should use authentic English in the classroom as much as possible. They should also encourage students to speak English as much as possible. Apart from what are strictly teaching activities, English can be used for taking attendance, for school announcements, and for explaining activities and assigning homework. This way, students see English as a vehicle for communication and not just an academic subject to be studied. If students are expected to use English all the time in the classroom, they will be giving themselves the opportunity to practice much more of the language.

Differentiating and Individualizing

Classrooms comprise a wide spectrum of learners who vary in how they learn best. Some students are visual learners, while others are auditory learners. Still other students rely on the written word to succeed. To accommodate all students, teachers need to respond to each individual and offer appropriate experiences. The varied presentation formats in *MegaGoal* allow for this differentiation of learning styles. The abundance of visuals, the audio program, and the variety of activity formats can meet the needs of any learner. In addition, the Teacher's Guide notes within the units provide suggestions for alternative ways to present material.

MegaGoal also recognizes students' individuality and encourages them to express themselves. Give students plenty of opportunities to express their ideas, their preferences, and their opinions. This way, students will start to develop a sense of identifying with the language, of owning the language, and of being able to use it to express real ideas.

It is also important to make connections between the characters and situations in the textbook with students' own lives. Find ways to relate the information in the textbook to local and national figures, places, historical events, etc. Let students bring their own experiences, attitudes, and ideas into the learning process in order to make learning more relevant and memorable.

Pair Work

Pair Work offers teachers and students a number of benefits. Having students work in pairs is an ideal way to maximize opportunities for communication and practice. Many students feel a great sense of involvement when working with classmates. Another practical advantage is that while students are working in pairs, the teacher can spend time with individual students who need help.

For organizing students into pairs, the simplest method is to have students work with the person sitting next to them. Alternatively, the students in the first row can turn around to make pairs with the students in the second row, and so on. Be sure to mix up the pairs periodically to give students a chance to work with other classmates. Ask students to stand in line in order of birth date, height, alphabetical order, etc., and pair students standing next to each other.

Cooperative Learning

MegaGoal provides students with many opportunities to work together to complete a task. The Project section of most units is one such opportunity.

To help ensure the success of such activities, make sure that groups are balanced in terms of language ability and proficiency. Let students determine the different roles that they might play (recorder, artist, researcher, and so on). The teaching suggestions for the Project sections in this Teacher's Guide provide a lot of helpful information for you and students for organizing and managing projects. Most of the Projects in the Student Book are designed for groups of four to six students.

There are many techniques to encourage cooperative work, even in everyday classroom activities:

- **Numbered Heads Together.** Each student in a group takes a number (for example, 1, 2, 3, or 4). You present a question. Students in the group work together to get the answer and make sure that all the students in the group know the answer or can do the activity. To check for accountability, call on, for example, all the "number 1s" to give the answer.
- Pairs Check. Pairs take turns interviewing one another.
 Then two pairs join together. Each student tells what he/she learned about his/her partner.
- Think-Pair-Share. Students think about a topic or question posed. They pair up with another student to discuss it. They then share their thoughts with the class.

 Jigsaw. Each student becomes an expert on a topic (or on one part of a Reading). That student teaches what he/she knows to a small group. This is a way to present a Reading: each student reads a different paragraph and the groups work together to get the important information from the Reading.

Reading Strategies

Researchers are giving more and more attention to how language learners learn to read. The *MegaGoal* series contains explicit reading strategy tips for helping students to become better readers in the Teacher's Guide. These strategies relate specifically to the Reading, but can also be used for the presentation material, the Conversations, and activities that require reading. Periodically review the tips throughout the program to help students apply them automatically.

Grammar and Vocabulary Review

The Photocopiable Activities provide additional practice and consolidate the grammar and vocabulary of each unit. They can be used as homework after Self Reflection, if students require more work on those areas or as optional practice for early finishers in class.

- Tasks and activities vary in this section and include question types such as blank fills, matching, collocations, sentence formation, answering open or closed questions or responding to situations.
- The Photocopiable Activities can be combined with additional activities and used as self-assessment tasks in Self Reflection.

Monitoring Students and Correcting Errors

As students do pair and group activities, circulate around the room. Check that students are using English and are on task. This is an effective way to see how students are progressing.

In terms of error correction, it is recommended that you don't interrupt students to make corrections. Instead, make a list of major mistakes or misunderstandings, and reteach once the pair or group activity is completed. It is important to realize that errors are a natural part of the learning process and that students may recognize errors when doing grammar activities but produce them while speaking. Give priority to errors that interfere with understanding. Less important errors can be ignored, at least while you are focusing on major errors. Another technique is to tell students that you will correct only errors of a specific type or a particular grammar point in a forthcoming activity.

Ongoing, Informal Assessment

There are many opportunities in **MegaGoal** for ongoing, informal assessment. Some examples are:

- Student work in the About You section can be monitored to see how fluently students express basic ideas in English.
- Student work on the Project provides an opportunity for you to assess students' use of English informally as students complete work on a topic.
- Short dictations can provide quick and easy miniassessments. For example, to assess understanding of questions and answers, dictate three or four questions. Then have students answer each of the questions. Next, have students exchange and correct papers. This provides students with immediate feedback. Another way is to write scrambled words or sentences on the board for students to unscramble.
- Material in the Workbook can be used to measure individual students' mastery of the material.
- Students evaluate their own progress at the end of every unit by completing the Self Reflection charts.

Self Reflection

- The Self Reflection section of the course fully acknowledges and supports ongoing, informal assessment in a truly learner-centered way. It allows and trains learners to think back on the topics, tasks and language presented and practiced in the unit, step by step in a systematic and consistent manner, utilizing all available knowledge resources.
- Allotting time and space within the syllabus to this
 process takes the methodology of the course beyond
 minimal adherence to principles of reflective learning,
 common in most courses. Self reflection is rightfully
 recognized as an integral part of the learning process
 throughout.
- It is essential to treat this section, as a learning skills
 development component. This is the time for students
 to decide for themselves what they can or cannot
 do and to what extent; and to make a plan of action
 to remedy problems, clarify points, confirm and
 consolidate learning.
- The Self Reflection section is an invaluable tool for the teacher, as it provides evidence of learning and indicates areas for remedial work or expansion.
 Additional Activity ideas as well as the Photocopiable Activities that have not been used in the lessons, can be used as tasks for self reflection.

1 Working 9 to 5

Each person is going to tell us a little bit about what their jobs entail. Can you guess what their jobs are?

Listen and Discuss

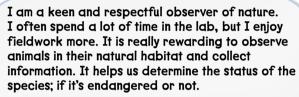


- **1.** Name a few jobs that you think would be very rewarding. Explain.
- 2. Name a few jobs that you think would not be satisfying at all. Explain.
- **3.** Read the job descriptions and match them with the photos.

I often need to spend quite a lot of time researching the natural resources and materials of an area before I can design and start construction. I specialize in environmentally friendly buildings which utilize alternative sources of energy such as solar energy. Ahmed Badri - Profession:

I'll be the first to admit that I drive dangerously. Yet I've never gotten a ticket. No police officer has ever even told me. "I want vou to slow down." Even though I spend a lot of time driving, I never really arrive at a destination.

Aston Sena - Profession:



Khaled Hussain - Profession:









I have recently been promoted and have a better income. I am now responsible for the surgical ward and I need to be on the job 24 hours a day, six to seven davs a week. I need to make sure records are kept on treatment and progress, and advise doctors about patients' conditions. I also have to check and monitor supplies, equipment, materials, and medicine.

> Fahd Khamis - Profession:





I spend a lot of time cutting and sewing, but I don't work with fabric. The people I work for never see me do my work. In fact, they are often asleep when I'm at work. But I have no doubt that they appreciate what I do. I certainly get a great deal of satisfaction from my job.

Walter Lee - Profession:

When I am on night shift, I feel that I need to be more alert and keep an eye on the screen and my instruments at all times. I handle pressure well and I can cooperate with pilots effectively during emergencies. I have always been interested in aviation and electronics.

Ahmed Al Otgibi - Profession:

Unit Goals

Vocabulary

Jobs Job requirements and responsibilities

Functions

Talk about jobs Discuss job requirements and responsibilities Ask for favors

Grammar

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

Listening

Listen for specific information about a survey on job satisfaction

Pronunciation

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

Reading

You Do What For a Living?

Writing

Write about an unusual job

Form, Meaning and **Function**

> Tag Questions Ask for Information and Make Requests Express Obligation and Necessity

- Pause after each person describes his or her job and have students talk with their partner and write down any guesses they have about the person's job.
- Have students open their books. Give them about five minutes to read the job descriptions. Tell them not to look at page 3. Then they review their guesses with their partner.
- Ask a few pairs to share their guesses with the class. Then ask if anyone has any different ideas. Write students' ideas on the board.
- Have students look at the photos on page 3 and match them with the job descriptions. Review students' original guesses. Were any of them correct?

Answers

Aston Sena: race car driver Ahmed Badri: engineer Khaled Hussain: zoologist Walter Lee: surgeon

Ahmed Al Otaibi: air traffic controller

Fahd Khamis: nurse

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

Group A: destination, habitat, observer Group B: demand, fabric, sewing

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

destination = the place where a person is going habitat = the natural environment where an animal or plant lives or grows

observer = a person who sees or notices someone or somethina

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

fabric = cloth; material that most clothes are made of **sewing =** action of putting pieces of fabric together or fixing clothes with a needle and thread (A surgeon cuts and sews a person's body.)

Warm Up

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

Listen and Discuss

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

Quick Check



- Have students look at the list of words and find each word in the job descriptions on page 2.
- Have students work individually to match the words and the definitions
- Check answers by having students read aloud the words and the definitions.
- To give students additional practice with the words, ask questions, such as the following:

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

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

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

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

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

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

Answers

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

B

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

Answers

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

Pair Work

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

Workbook

Assign page 77 for practice with the vocabulary of the unit.



Teaching Tip

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



Additional Activity

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













Quick Check ✓

A. Vocabulary. Match the words with their meanings.

- 1. _____ satisfaction
- **2.** _____ status
- **3.** _____ entail
- **4.** _____ appreciate
- **5.** _____ income
- **6.** _____ cooperate
- **7.** _____ respectful

- a. to work together well
- **b.** money received or earned
- c. polite, showing consideration
- **d.** feeling of contentment
- e. state or condition
- **f.** to involve or require
- g. to be grateful for
- B. Comprehension. Name the job or jobs.
 - 1. Which job requires that the person be willing to accept responsibility?
 - 2. Which jobs require a medical degree?
 - **3.** Which job requires a person who likes nature?
 - **4.** Which job requires the person have kindness and consideration?
 - 5. Which job requires the person not to be scared of taking risks?

2 Pair Work 🖼



With a partner, create your own clues for two or three jobs. Read the clues to your class. See if your classmates can guess the jobs.

3 Grammar 鷆



The Subjunctive

We use the subjunctive to stress the importance or urgency of an action. The subjunctive uses the base form of a verb.

The manager insisted that he work late.

It is important that you **be** at the meeting.

The subjunctive is used with certain verbs and expressions, like the following:

ask request it is essential demand require it is imperative insist suggest it is important recommend urge it is necessary

The subjunctive follows the sentence pattern:

verb or expression + that + subject + (not) base verb

It is essential that you dress appropriately.

She **asked** that we **not be** late.

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

Two common phrases used to express a desire that someone do something are I'd like you + infinitive and I want you + infinitive.

I'd like you to help with this project.

I want you to finish the report this afternoon.

- **A.** Rearrange the words and phrases to form sentences.
- asks / I work on the weekend / my manager often / that My manager often asks that I work on the weekend.
 - 1. he / that / bring his résumé to the interview / he recommended
 - 2. I / to tell me / want / you / about any problems you have
 - 3. that / it is imperative / wash his hands before entering the operating room / the doctor
 - 4. not / demanded / the boss / he / be late again / that
 - 5. that / you go home early / I / if you're not feeling well / insist
 - 6. you / applying for the job / like / to consider / I'd
 - 7. I look for a job in sales / suggested / that / my job counselor
 - 8. not / that you / quit your job before you find a new one / it is essential
 - 9. the waiting room / the nurse / that / be kept guiet / requests
 - 10. that / race car drivers / it is important / the necessary safety precautions / take

3 Grammar

Language Builder

Explain that some languages, such as Spanish, have a fully developed subjunctive mood that is used frequently. English does not. The use presented here is one of the few uses of the subjunctive in English.

Another one is the use of were with all persons in past unreal conditions. For example: If I were you, I wouldn't do that. If he were here, I'd say hello. These forms are not used frequently and sound quite formal.

The Subjunctive

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

He usually finishes his work on time. It is imperative that he finish this job on time.

• Write these sentences on the board:

Ahmed isn't usually late for work. It's important that Ahmed not be late tomorrow. You don't drive your father's car. It is imperative that you not drive his car without permission.

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

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

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

Language Builder

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

He asked that we arrive early tomorrow.

He wants us to arrive early tomorrow.

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

A

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

Answers

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

B

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

Answers

Answers will vary. Sample answers:

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



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

Workbook

Assign pages 78–80 for practice with the grammar of the unit.



Teaching Tip

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



Additional Activity

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

It's imperative that we _____.

It's important that our class _____.

It is necessary that students



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

- **B.** Look at the pictures. What do you think is being said? Write a sentence for each using the subjunctive or *I'd like you | I want you* + infinitive.
- It is essential that we not be late for the meeting.

















- **C.** Write sentences for these situations. Use the subjunctive and *I'd like you | I want you* + infinitive.
 - **1.** Imagine you are a doctor speaking with a patient who has a very unhealthy lifestyle. The patient smokes, eats lots of fast food, doesn't get any exercise, and doesn't get enough sleep. What would you say to this patient?
 - **2.** Imagine you are a teacher speaking with a student who is doing badly in your class. The student is not studying for tests, is talking in class, is not doing homework, and does not take notes in class. What would you say to this student?

4 Conversation <a>M



Adnan: Hey, Rob. I'm in a bind. Can you

help me out?

Rob: What's the problem?

Adnan: I'm supposed to work tomorrow.

> but there's something I've got to do. Could you cover for me?

Rob: You just asked me to cover

> for you on Monday. What's so important that I have to keep

doing your job?

Adnan: OK, I'll tell you, but I'd

appreciate it if you would keep it to yourself. I'm interviewing for another job, and I'm really close

to getting it.

Rob: You were just hired here a few weeks ago. I can't believe you're thinking about

leaving already.

Adnan: Yeah, I know. But the job I'm interviewing for is a dream job. I'd be a tester at a

video game development company.

Rob: No kidding? Wow. Well, I still don't think it's right for you to jump ship like that, but

all right. I'll cover for you.

Adnan: Thanks a lot. I'm going to take off now.

Rob: Hey, Adnan?

Adnan: Yeah?

Rob: If you get the job, do you think you could

ask them if they need anyone else?

Adnan: Will do.

About the Conversation

1. Why does Adnan ask Rob to cover for him?

2. How does Rob initially react to the request?

3. What favor does Rob ask of Adnan?

Your Turn

Role-play with a partner. Ask your partner for a favor. Your partner is unwilling to grant the favor until understanding why it is necessary. Use the phrases for asking for favors.



in a bind = in a difficult situation

help me out = do me a favor

cover = take someone's place, often in a work situation

keep it to yourself = not tell anyone

No kidding? = Really?

jump ship = leave a job suddenly, usually to go to a new job

take off = leave

Will do. = short for "I will do it."

Asking for Favors

Do you think you could...?

Do me a favor and...

I'd really appreciate it if you would...

Would it be possible/too much trouble...?

What are the chances you could...?

I hate to ask, but...

4 Conversation

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

Real Talk

- Model the phrases for the students to repeat.
- Ask guestions about their use in the conversation. For example, ask:

Why does Adnan say that he's in a bind? (He can't go to work the next day.)

How is Rob going to help Adnan out? (He's going to cover for him.)

Why does Adnan want Rob to keep this to himself? (He doesn't want anyone to know he's missing work to interview for another job.)

Why does Adnan say it isn't right for Rob to jump ship? (He thinks Mike shouldn't change jobs suddenly like that.)

What does Adnan mean when he says he's going to take off now? (He's going to leave the office.)

What does Adnan mean when he says Will do? (He means that if he gets the job, he'll ask if the other company needs anyone else.)

About the Conversation

- Work with the whole class to ask and answer the questions. Elicit answers from a few different students for each question. Don't confirm or deny answers yourself. Rather, ask other students: Do you agree?
- After each question, ask more questions to elicit students' opinions about the situation. For example: Question 1

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

Question 2

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

Question 3

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

Answers

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

Your Turn

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

5 Listening

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

Answers

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

Audioscript

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

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

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

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

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

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

6 Pronunciation

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

7 Vocabulary Building

A

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



• Have students compare answers with a partner.

Answers

g

3. f

5. b

7. d

2. c

4. h

6. e

8. a

Workbook

Assign page 81 for additional reading practice.



Teaching Tip

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



Additional Activity

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



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

5 Listening



Listen to the results of a survey on job satisfaction. Complete the chart.

	Work street and appropriately adjusted to		
Job	Majority Satisfied?	Reason	Mark description ordinates
1. social workers	Yes / No		
2. firefighters	Yes / No		
3. authors	Yes / No		
4. lawyers	Yes / No		
5. pediatricians	Yes / No		
6. cashiers	Yes / No		
7. telemarketers	Yes / No		

HOW DO YOU RATE YOUR JOB?

Job was challenging Skills were effectively used Job orientation was effective

6 Pronunciation



In words ending with -tion, -cian, and -sion, the next-to-last syllable is stressed. Listen and practice.

- 1. Firefighters are in second **position** with an impressive 80 percent **satisfaction** rating.
- **2.** Not all prestigious **professions** did as well as expected.
- 3. Both **physicians** and lawyers scored only 48 percent each.
- **4. Pediatricians** proved to be an interesting **exception**.
- **5.** Fast food **preparation** workers have a 34 percent **satisfaction** rating.
- **6.** Job **selection** is one of the most important **decisions** we make.

Vocabulary Building



- A. You will see these words in the reading on pages 8 and 9. Match the words with their meanings.
 - 1. ____ analyze
- a. disease or sickness received from someone or something **b.** exactly the same
- **2.** _____ determine
- c. to decide or discover
- **3.** _____ identifying
- **d.** confined, kept under restraint or control
- **4.** _____ allergens
- e. a natural talent or ability
- **5.** _____ identical

6. _____ flair

- **f.** determining what something is
- **7.** _____ captive
- g. to study closely
- **8.** infection
- **h.** substances that cause sensitivity or reactions in some people
- B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

8 Reading

Before Reading

Read the passages and make a list of the unusual jobs.

You Do What for a Living?

When you were a kid, what did you want to be when you grew up? Perhaps a doctor, a teacher, or a firefighter? You probably didn't consider becoming a greeting card writer or a snow researcher (a person who collects ice crystals in snow to analyze the effect of pollution on an area of snowfall). Yet thousands of people around the world earn a living performing unusual jobs that most people have never even heard of.

Take Lily Martinez, for example, she has a job that girls around the world would dream about doing—if they only knew about it! Martinez is a doll fashion designer. She remembers, "As a girl, I would design one-of-a-kind outfits for my dolls." Her work is very similar to the work of regular fashion designers. She analyzes fashion trends, chooses fabrics, draws design sketches, and keeps a close eye on the styles of Paris and New York. Only she does all this to create clothing for 11½-inch (29-centimeter) dolls!



8 Reading

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

READING STRATEGY Jigsaw reading

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

What does the person do? What does their job entail? What does the person say about their job?

- Then put students in groups of three, so that each group is made up of students with the numbers 1, 2, and 3. Have each student tell the others in the group about the paragraph he or she read.
- Play the audio for the whole article. Have students listen and read along in their books.

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

Lily Martinez

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

Carol Militescu

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

Mike Hayward

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

Conclusion

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

After Reading

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

Answers

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

9 Speaking

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

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

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

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

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

Workbook

Assign pages 82–83 for additional writing practice at word and sentence level.



Teaching Tip

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



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

Project: Job Ads

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



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

But perhaps you would prefer a job working with animals? If so, you might consider a career as an elephant pedicurist. It may sound silly, but keeping elephants' nails clean and trim is critical to their health. Like human nails, elephant nails grow continuously. Elephants in the wild wear down their nails naturally, but captive elephants have fewer opportunities to roam. Elephant pedicurists scrape the bottom of the elephants' feet to get rid of calluses, dirt, and embedded rocks that can cause infection. They also trim, file, and shape the elephants' nails.



Mike Hayward, the elephant pedicurist for the Ringling Bros. and Barnum & Bailey Circus®, loves his job. He gives pedicures to his twelve elephants every five weeks. The elephants generally cooperate with Hayward, waiting patiently through the two-hour process. Says Hayward, "It's almost like not going to work because the elephants are like my family."

So the next time you mull over your future career path, you might want to consider some non-traditional career options. After all, there just may be a new flavor waiting to be discovered, or an elephant whose feet will benefit from your expert care.

After Reading

Answer the questions.

- **1.** What is Lily Martinez's job?
- 2. What are some of her responsibilities?
- **3.** Describe what a flavorist does.
- **4.** What are some of the benefits of manufactured flavors?
- **5.** What does giving an elephant a pedicure entail?
- **6.** Why is it important to give pedicures to captive elephants?

᠑ Speaking 🞑



- 1. What do you think of the jobs described in the reading? Do you find any of them interesting? Why? Why not?
- 2. Think about the list of unusual jobs in the chart. Have you ever heard of them? Find out what they are and complete the chart with the information.

The unusual job		What is it?	What does it entail?	Do I like it or not?
1	odor judger			
2	golf ball diver			
3	cheese sprayer			
4	gum buster			

10 Writing



A. Read about some more unusual jobs and complete the job title. Work in pairs. Compare you in class.			jobs and complete the job title. Work in pairs. Compare your ideas
		consultants:	The people who advise construction companies and manufacturers on vibration and noise problems and suggest solutions.
		authenticators:	The people who differentiate between true/authentic and fake paintings.
		consultants:	The people who advise riders on how they can have the most comfortable horseback ride with the most suitable riding accessory.

- **1.** Read the essay and find out the following:
 - What does an arborist do?
 - What kind of qualifications does he need to have?
 - Which personal characteristics should he have?
 - What are his employment prospects?
- 2. What is your view as a reader?
 - Are ideas and information presented clearly?
 - Does the writer provide explanations, examples, or reasons when necessary?
 - Does the essay answer your questions about what an arborist is/does?
- **3.** Look at the essay again and write which person is used in each paragraph: *I, you, he* or *she* and so on.

• Paragraph 1:	 Paragraph 3:
Paragraph 2:	Paragraph 4:

- **4.** Notice which paragraphs provide:
 - the writer's view and/or opinion
 - objective information and/or view
- **5.** Are there any passive forms? What are they used for?
- **6.** How are ideas and facts connected? Provide examples from the text.
 - conjunctions/linking words
 - combined clauses/sentences
 - use of pronouns

The Job of an Arborist

Although my parents would like me to become a doctor or a lawyer, I am interested in a very different kind of job. I would like to be an arborist, a sort of doctor for trees.

To become an arborist, it is essential that you have a related bachelor's degree, for example in forestry, as the more you know about trees the better you will be able to do what is expected of you.

Arborists are hired by individuals or organizations to keep trees healthy and attractive. They fertilize, prune, plant, and cure trees. In other words, they are a kind of official "tree carer." They are considered experts in their field. For this reason, they need to attend workshops and seminars throughout their career in order to keep up with developments.

I think it's perfect for me. I am interested in working in nature and taking care of things. I like trees. I am patient, methodical, and hard working. Finally, given current trends towards greener alternatives, I think there will be plenty of work for arborists in the future, so unemployment will not be a problem.



10 Writing

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

Answers

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

Answers

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

Answers

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

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

Answers

- Paragraph 1: |
- Paragraph 2: you (to mean one, someone)
- Paragraph 3: Arborists/they
- Paragraph 4: |
- Discuss the effect that change of person creates. Ask students when they think the writer would use third person and not first.
- Have volunteers answer 4, 5, and 6.

Answers

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

Additional Activity

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

3

- Tell students that they will write an essay about an unusual job that they would like to have.
- Read directions for tasks 1 and 2 and have students decide on an unusual job individually. Ask questions like these to help them decide:

What do you like doing? What kind of places do you like?

Do you like spending more time inside or outside? Which room/place do you spend more time in at home?

What are you good at? What would you like to develop/learn?

- Suggest to students that they create an unusual job for themselves taking into consideration their answers to the questions or search for more unusual jobs on the Internet
- Read the directions for task 3 with the class and have students brainstorm and make notes.
- Direct students to the Writing Corner. Explain that they are going to write an opinion essay defending their decision. Tell students that the best way to defend an opinion is to have adequate information.
- Read through all the points in the Writing Corner and discuss them in class. Point out that the main thing is for their opinion to be heard.
- Have students make notes under these headings as well.

Personal views:

Feelings:

Opinions:

Information:

- Have students write a job description.
- Tell them to list job responsibilities as they see them in combination with information they found in other sources. Ask them to include qualifications and experience under Important background and personal qualities under Helpful characteristics
- Direct them to the model text but allow them to use a different opening statement if they wish.
- Have them write their first draft.
- Exchange drafts and comment, suggest corrections on each other's texts. Have them edit and rewrite.
- Call on students to read their descriptions for the class.
- Create a gallery of job descriptions on the board. Have students draw or bring photos to add.



Additional Activity

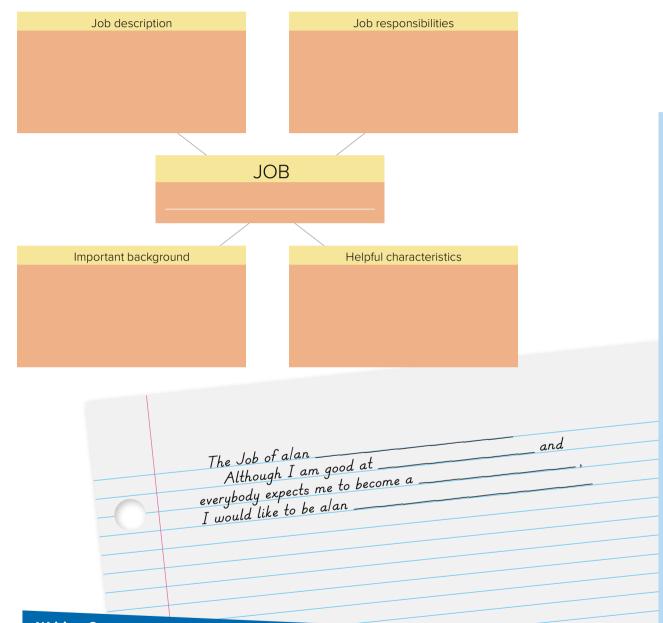
Write job announcements and organize interviews for some of the unusual jobs. Assign roles of interviewers and applicants to different groups and act out.

Workbook

Assign page 84 for additional writing practice above word and sentence level.

Assign Writing Skills 1 on page 125 to review rules for capitalization.

- B. 1. Write an essay about an unusual job you might like to have.
 - 2. Before you write, think about and/or find on the Internet:
 - a description of the job
 - the background you should have for this job
 - personal characteristics that would help you perform the job effectively
 - **3.** Use the chart to help you brainstorm and organize your information.



Writing Corner

When you write an opinion essay:

- note down what you know about the topic and collect new information.
- · note down your personal views on the topic and express your feelings and opinions.
- · combine your views and feelings with the relevant information and organize each paragraph.
- remember that it is your essay and your voice needs to come through.

Form, Meaning and Function



Tag Questions

We use tag questions to check information. We use an auxiliary verb and a subject personal pronoun. With an affirmative sentence, use a negative tag. With a negative sentence, use an affirmative tag.

You will go to the bank, won't you?

You won't work this Saturday, will you?

There's a cash machine on Main Street, **isn't there**?

They are not going to go look for another job, **are they**?

They invested in the property market, **didn't they**?

He didn't get the job, did he?

It was the night shift you wanted, wasn't it?

You are working today, aren't you?

Polite Ways to Ask for Information with Can, Could and Would

Excuse me, can (could) you tell me where the bank is? Would you be able to tell me where the bank is? Can (Could) you tell me where the bank is?

Would you mind telling me where the bank is?

Polite Ways to Make Requests with Can, Could and Would

Q: Can you give me your credit card details, please? A: Certainly.

Q: Could you help me?

A: Of course.

Q: Would you open the window, please?

A: Sure.

CC	implete the conversation.
A:	Excuse me, I'd like to withdraw 500 euro from my account in 50 euro notes.
B:	Of course, Madam. (1) I have a form of identity, please?
A:	Sure. Here you are.
B:	Thank you. So you want the total amount in 50 euro notes, (2) you?
A:	Yes, that's right.
B:	Is there anything else I can do for you today, Madam?
A:	Yes, please. I'd also like to change some American dollars into SAR? You charge commission, (3) you?

A: I see, thanks. (4) you mind telling me how many SAR I will get for 1,000 dollars?

A. Read the conversation between the bank teller and a customer. Use could, would and question tags to

B. Work with a partner. Imagine you work as a bank teller. Continue the conversation in exercise A using some of the words and ideas in the box. Include some responses from the customer. Role-play the conversation and take it in turns to be the bank teller and the customer.

pay a utility bill • make a deposit • make an international payment order a new debit card • open a savings account • transfer some money apply for a credit card • buy health insurance • apply for a mortgage

B: Yes, Madam, we do. Our rates are displayed on the board.

B: Of course. At today's exchange rate you will get ...



Language Builder

Aside from using tag questions to check information, we also use tag questions to ask for agreement. We use rising intonation—the voice goes up—when we check information (You're going to come to the museum, aren't vou?), but falling intonation—the voice goes down—when we know the answer and are just asking for agreement (It's really hot, isn't it?).

Tag Questions

• Have volunteers read aloud the guestions in the presentation. Point out the rules about forming tag questions: If the first part of the sentence is affirmative, the tag is negative. We make the first part affirmative if we think the answer is ves. If the first part is negative, the tag is affirmative. We make the first part negative if we think the answer is no.

Polite Ways to Ask for Information with Can, Could and Would

Language Builder

Explain to students that each modal verb (can, could, will, would, etc.) can have several different meanings. For example, the meaning of will in Will you do well on the test next week? is a question about the future. The meaning of will in Will you open that door for me? is a request for someone to do something. In the latter case, we can substitute will for can, could and would with no change in actual meaning.

- Read through the example sentences and elicit the function of using modals can, could and would for requests. (To ask politely.) Point out that could and would are a little more polite than can and will.
- Elicit some examples of situations in which it would be appropriate to use this kind of language: For example, in a working environment, when requesting something from a person in a more senior position or older in age and so on.
- Ask students to compare the function of making a request with can, could and would with their own language and culture. Is there something similar?

Polite Ways to Make Requests with Can. Could and Would

• Read the requests and have individual students read the agreements and the refusals.

A

- Have students look at the picture and describe the situation (A bank teller and customer.)
- Ask students to imagine what requests are being made and write any ideas on the board.
- Tell students to read the conversation in exercise A and see if any of their ideas appear.
- Students should work alone to complete the conversation and then compare their answer with a partner.

Answers

1. Can/Could 2. don't 3. don't 4. Would

B

- Go over the words and phrases in the box. Elicit or give the meaning of any unknown or unfamiliar language.
- Put students into pairs and tell them to take it in turns to role-play a conversation similar to the one in exercise A. Encourage students to use as much of the vocabulary as possible which appears in the language box.
- Call on volunteers to role-play their conversations in front of the class.

Answers

Students' own answers.



Teaching Tip

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

Language Builder

Must expresses obligation, or something that is necessary and very important to do. There is no choice. For example: I must study very hard. It is the only way I will get into medical school.

In American English, *have to* is used more often than *must* to express obligation or necessity. Must not (or mustn't) means that something is prohibited. There is no choice. For example: You must not speak in an exam. You'll be disqualified.

Doesn't/Don't have to means that something is not necessary. For example: I don't have to drive to work. I can take a bus.

Should is used to give advice or make a suggestion that might be important, but it gives the listener the choice to take the advice or not. For example: You shouldn't cheat in exams. It's not fair and you will get caught.

Express Obligation: Must, Mustn't, Have to

- Explain that the form of the modal verb *must* is the same for all subjects. It is followed by the base form of the main verb without to.
- Tell students we use *mustn't* to express that something is forbidden or not allowed. For example. You mustn't jump red lights. You mustn't speed. It's illegal and you will get fined heavily.
- The form of have to changes to agree with the subject. We also use have to to express obligation and necessity. You have to slow down. You are driving too fast and you will cause and accident and hurt someone.
- Read through the example sentences in the presentation and point out that the past of have to is had to to express past obligation and necessity. There is no past tense of must or mustn't to express past obligation or necessity.

Express Necessity and Lack of Necessity: Have to, Need to, Needn't, Don't have to, Don't Need to

- Explain that we use don't have to to say there is NO obligation; it isn't necessary. The past form is didn't have
- Explain that we can substitute (don't) have to with (don't) need to with no change in meaning. You don't have to get there before 9. You need to go to reception when you arrive.

 Call on volunteers to read aloud the example sentences in the chart.

- Put students into pairs to complete the exercise.
- Call on volunteers to share their ideas with the class.
- Correct any errors with modality on the board as a class.

Answers

- 1. You mustn't/must not park here.
- 2. You mustn't/must not overtake on this road.
- 3. You must not drive faster than 70./You have to adhere to the speed limit of 70.
- 4. You must not drive down this road.

(D)

- Ask students to turn back to page 2 and to choose only one of the professions described.
- They should imagine themselves in that job and write down a list of duties, obligations or responsibilities they think are involved.
- Students should then use their ideas to make a note of things they had to or didn't have to do last week.
- Students share their ideas with a partner.
- Call on volunteers to read out their sentences to the class. The class should listen and try to guess which job that person chose.
- Encourage students to ask each other questions about other things they had to or didn't have to do.

Answers

Students' own answers.

Workbook

Assign pages 85–86 for more practice with the form, meaning and function of the structures in the unit.

Express Obligation: Must, Mustn't, Have to

We use must, mustn't and have to to express obligation in the present and the future.

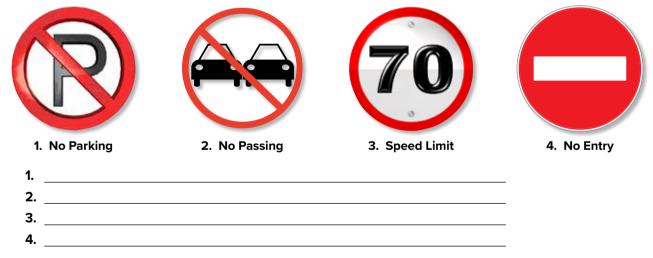
You **must** stop at the 'STOP' sign. You **have to** slow down at this junction. You **mustn't (must not)** arrive late to work. You **have to** be at the office at 9 a.m.

Note: *Mustn't* means you are not allowed to do something. There is no past tense of mustn't. The past tense of *must* and *have to* is **had to**.

Express Necessity and Lack of Necessity: Have to, Need to, Needn't, Don't have to, Don't Need to

We use *have to* and *need to* to express necessity in the present, past and future. Use the negative form to express lack of necessity.

- **Q:** What do you have (need) to do today?
- A: I have (need) to finish a report for work but I don't need to (needn't) hand it in until tomorrow morning.
- Q: What duties did you have (need) to perform in your last job?
- A: I needed (had) to answer the phone and deal with customer complaints.
- Q: What will we need to do before we leave for the conference in Abu Dhabi?
- **A:** We will have (need) to book an airport taxi. We won't have (need) to find a hotel. I've done that already.
- C. With a partner, discuss what you have to and must do in the situations shown on the international traffic signs.

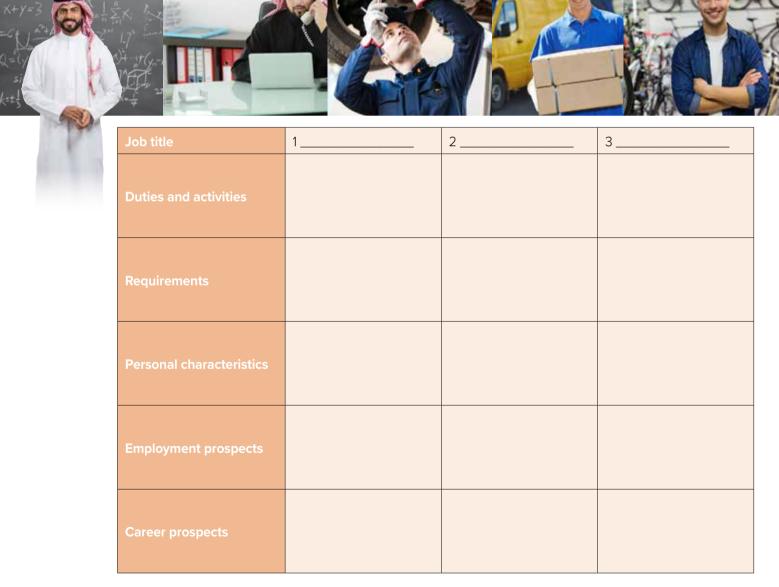


D. Read page 2 again. Choose one of the professions and imagine you are working in that job. What duties and responsibilities did you perform as part of your job last week? Write them next to each day. Tell your partner what you had to do. Use *had to, didn't have to, needed to,* and *didn't need to.*

Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Friday Saturday	

12 Project

- 1. Research and prepare a presentation for your class on **Great Jobs and Careers**.
- **2.** Work in pairs or groups. Decide on three great jobs, then search and collect information about each.
- **3.** Use the organizer to make notes. Then use your notes to prepare a PowerPoint presentation or a poster.
- 4. Present in class.



When you prepare a PowerPoint presentation, remember to:

- think of your audience and what they might want to know
- select key points and words
- use appealing visuals and a few points on each slide
- rehearse in your group and make changes

12 Project

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

Which jobs are considered prestigious in your country?

Is success always associated with money? What does a Great Career entail? Which are some of the conditions that are required for it to be considered great?

- Give groups some time (about 10 minutes) to discuss. Remind them to assign tasks to different group members and to make sure there is at least one person making notes.
- Call on a student from each group to report the group's ideas for the class. Encourage the class to comment, respond or challenge what is said. Remind them to give reasons that support their ideas.
- Direct students to the pictures at the top of the Project page. Elicit ideas about who the people are and what they are doing in the photos. Ask them if they would choose any of the jobs that are illustrated.
- Have them read the headings in the chart and choose three jobs to research and collect information about.
- Read the directions for 3 with the class. Have them study the chart and identify the areas indicated.
- Have students work in groups and discuss the information they have. Remind them to make notes in the organizer. Encourage them to be as creative as possible.
- Call on a student from each group to present some of their ideas for the class. Ask students to listen carefully and discuss or comment on the ideas that are presented.
- Have groups plan and prepare their presentation or poster. Encourage them to add their own ideas. Remind groups to assign tasks and responsibilities to group

- members depending on their skills and abilities. Tell each group to appoint a chairperson that can control the discussion and make sure everyone has a chance to express their opinion and make suggestions. Circulate and monitor participation. Encourage guieter students to participate. Help when necessary.
- If there isn't internet access, tell students that they will have to do some of the work for the campaign in class and some after class.
 - In-class tasks: assign research and design tasks, assign responsibilities, share the work among members of the
 - Discuss and draft presentation, plan posters, collect and organize available information.
 - Out-of-class tasks: Research the Internet for information on Great Jobs and Careers.
- Explain to students that after they have collected all the information and designed their presentations and posters, they will spend some time in class coordinating before they present it in the next or the following lesson.

Additional Activity

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

13 Self Reflection

- Write 'Working 9 to 5' on the board and elicit as many ideas and words as possible from the class. List the words on the board. Ask students to say what kind of jobs they associate the unit title with. Elicit answers from volunteers.
- Have students scan pages 2 and 3. Ask them to think about things they liked and things they disliked about this part of the unit. Use guestions to help them remember. For example:

Which job or jobs require research of natural resources and materials?

Which job or jobs require observation and recording data?

Which job or jobs require long hours of work and handling pressure well?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 4 and 5, ask them some questions. For example:

Complete these sentences:

At work it is essential that people ...

The manager demanded that all the employees ... They asked her ...

Have volunteers answer the questions. Elicit more examples from pairs of students after you give them a couple of minutes to think.

- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 6 and 7. Call on volunteers to say what the conversation is about and which are their favorite expressions.
- Have students say what they remember from this section and make notes in the chart.
- Write What Do You Do for a Living? on the board and brainstorm on language and information that students remember. Call on volunteers to list as many words as they can on the board. Encourage the rest of the class to make suggestions.
- Have a class discussion about unusual jobs.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say

- what they remember about unusual jobs that they read about on the Internet. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 10 and 11 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. 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 1:	Things that I didn't like very much:		
Things that I found easy in Unit 1:	Things	that I found diffi	cult in Unit 1:
Unit 1 Checklist	l can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about jobs			
discuss job requirements and responsibilities			
ask for favors			
use the subjunctive			
use the expressions <i>I'd like you</i> + infinitive and <i>I want you</i> + infinitive			
make requests and ask for information			
express obligation, necessity and lack of necessity			
use tag questions			
My five favorite new words from Unit 1:	If you're s from Unit	still not sure abou 1:	ut something
		ugh the unit agai	
		he audio material grammar and fur	
	from the	unit again	
	• ask your	teacher for help	

2 Going Green

Listen and Discuss



Read the questionnaire and then:

- 1. Write a definition for Go Green.
- 2. Write some ways a person can Go Green.

Green Are You?

1. What do you do when you finish using your computer for the day?

- a. I leave the computer on so that I don't have to wait for it to boot up the next morning.
- **b.** I put the computer in "sleep" mode.
- c. I turn the computer off, so it doesn't waste any energy at all.

2. When you go shopping, what kind of bag do you use for your groceries?

- **a.** I put all my groceries into double plastic bags.
- **b.** I put them into brown paper bags.
- c. I wouldn't consider using anything but the reusable canvas bags that I bring with me.

3. What kind of fruits and vegetables do you prefer eating?

- a. I prefer eating fruits and vegetables that look perfect. I don't mind if pesticides were used to grow them.
- **b.** I prefer to eat organic fruits and vegetables when possible.
- c. I prefer to eat organic fruits and vegetables that I've grown myself.

4. What is the source of your drinking water throughout the day?

- a. I buy individual bottles of water and drink them throughout the day.
- **b.** I buy one bottle of water and refill the bottle throughout the day.
- c. I fill a glass with water from a large reusable bottle throughout the day.



5. Do you recycle your garbage?

- a. Recycling takes too much effort. I just throw all of my garbage in the trash can.
- **b.** Sometimes I forget to recycle items, but I intend to get better about it.
- c. I put all of my plastic, paper, glass, and metal garbage in recycling bins.

6. What would be your most important consideration when buying a car?

- a. I'd be most concerned with having a big, cool-looking car.
- **b.** I'd be most concerned with fuel efficiency.
- c. Cars are bad for the environment. I just use public transportation, or my feet!

7. How do you set your air conditioner on a hot day?

- a. I hate being hot! I turn the air conditioner up until the house almost feels cold.
- **b.** I set the air conditioner at a comfortable temperature during the day and turn it down at night.
- c. I set the air conditioner fairly low and dress in light clothing to keep cool.

8. Do you try to conserve water?

- a. I never think about water. I love taking long, hot showers.
- **b.** I try to be aware of my water consumption. I take guick showers and turn off the tap while I'm brushing my teeth.
- **c.** I try hard to conserve water. I collect rainwater in a tank and use it for watering my garden.

Unit Goals

- Vocabulary Environment Public utilities
- **Functions** Evaluate how "green" vou are Make suggestions
- O Grammar Gerunds After Verbs Infinitives After Verbs
- Listenina Listen for specific information

- **Pronunciation** Thought groups
- Reading Living Off The Grid
- Writing Write a letter to a newspaper
- Form, Meaning and **Function** Simple Present Versus **Present Progressive**

Conditional Sentences for Present and Future I'd Rather

Warm Up

Briefly describe one change, real or imaginary, that you have made to live a "greener" lifestyle. For example, say: I bring my own bag when I go to the supermarket. Or, I put glass bottles in the recycling bin. Ask students to guess why you do these things. (to protect the environment) Then with books closed, ask students the introductory questions on page 16: What does it mean to go green? What are some ways that people can go green? Discuss possible answers as a class.

Listen and Discuss

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

- Have students look at the scoring chart on page 17 and add up their points.
- With a show of hands, find out how many students scored in each category: 8 points, 9-16 points, or 17-24 points. Ask students if they agree with the scoring of the quiz. Are they as "green" as the quiz says?
- Have a class discussion. Ask students about their community and how "green" it is. For example, ask:
 - 1. Are there any recycling laws in our community?
 - 2. Where does our electricity come from? How is it produced?
 - 3. What kind of bags do most people use in the grocery stores here?
 - 4. Can you buy organic fruits and vegetables around here?
 - 5. Do many people in the city have their own gardens?
 - 6. How do people heat and/or cool their homes?
 - 7. Is pollution from cars and other vehicles a problem?
 - 8. What does our school do to be "green"?
- You may choose to do this activity for additional vocabulary practice: Write definitions on the board and have students find words or expressions in the questionnaire to match them. You could also do this activity orally. Read a definition, saying *Find a word* that means..., and have students raise their hands as soon as they think they have found the word. When a few students have their hands raised, call on one person for the answer. Possible definitions include:

start up a computer (boot up)

food you buy at a supermarket or similar store (aroceries)

you can use it again (reusable) water that comes out of a pipe in the home (tap water)

place for throwing away garbage (trash can) to turn something up higher (crank up) a place to store water (tank)

Quick Check



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

conserve = to save or use less of something **consumption =** the act of using something

organic = referring to food produced naturally without chemicals or pesticides

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

source = the origin of something; where it comes from air conditioner = something in a home or other building that is used to control the temperature

Answers

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

(2)

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

Answers

Answers will vary. Sample answers:

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

2 Pair Work

- Have students work with a partner to create three more questions and answers to add to the guiz. They should include a, b, and c answer choices as in the questionnaire on page 16.
- As students are working, go around and help as needed with vocabulary or ideas.
- Have students pass their questions around the room and have several other pairs answer them.
- Discuss the responses to the questions with the class. How green are the students in the class?

Workbook

Assign page 87 for practice with the vocabulary of the unit.



Teaching Tip

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



Additional Activity

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



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

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



Quick Check ✓

Α.	. Vocabulary. Complete	e the sentences w	vith these words:			
	conserve	organic	source			
	consumption	pesticides	air conditioner			
	1. It's freezing in here	. Why is the	set so hi	gh?		
	2. Half of the average	family's energy _	is us	ed for heating a	nd cooling their home.	
	3. Farmers use	to sto	p bugs and weeds fro	om killing their cr	rops.	
	4. fo	ood is produced e	entirely without chemi	cals.		
	5. Pollution is the	of n	nany environmental p	roblems.		
	6. When the cost of e	lectricity increase	s, people are more lik	cely to	energy.	
B	. Comprehension. Ans	wer the questions	5.			
	1. Name two ways yo	u can conserve w	vater.			
	2. What is something	green to conside	r when buying a car?			
3. What materials can be recycled?						
	4. How can farmers m	nake fruits and veg	getables that look pe	rfect?		
5 What's the worst way to bring home your groceries?						

difference! Congratulations, and keep up the good work.

2 Pair Work 💹



With a partner, create three more questions and answers to add to the quiz. Ask your classmates the questions and analyze their responses. How green is your class?

3 Grammar 鷆



Gerunds After Verbs

Gerunds are the -ing form of a verb. They act like nouns and answer the question what.

I recommend turning off the lights when you leave the room.

Our class enjoys learning about ways to help the environment.

We use gerunds after certain verbs, such as:

advise	enjoy	intend	quit
begin	finish	keep	recommend
can't stand	go	like	start
consider	hate	love	stop
continue	imagine	prefer	suggest

Infinitives After Verbs

An infinitive is to + the base form of a verb. Like gerunds, infinitives act like nouns and answer the question what.

Don't forget to reuse that plastic container.

Do they intend to buy a hybrid car?

We use infinitives after certain verbs, such as:

agree	continue	intend	offer	start
ask*	decide	learn	plan	try
attempt	expect*	like	prefer	want*
begin	forget	love	promise	
can't stand	hate	need*	remember	

^{*}These verbs can be followed by an object before the infinitive.

They want to plant a garden. / They want us to plant a garden.

- **A.** Circle the correct verb forms. Sometimes both the gerund and the infinitive are possible.
 - Do you want (1. having / to have) a positive impact on the environment? I suggest (2. giving / to give) these steps a try:
 - Do you hate (3. throwing / to throw) away old clothes in the garbage? Consider (4. giving / to give) clothes that no longer fit you to other people who can wear them.
 - Quit (5. using / to use) disposable batteries. Begin (6. using / to use) rechargeable batteries.
 - · Learn (7. buying / to buy) products with less packaging. Attempt (8. buying / to buy) large containers of water, juice, and soda instead of individual serving-size containers.
 - Learn (9. avoiding / to avoid) creating trash whenever possible. For example, when ordering food, avoid (10. taking / to take) any unnecessary utensils and napkins.
 - Start (11. making / to make) a shopping list before you go shopping. This will help you stop (12. buying / to buy) things you don't need on impulse.
 - Keep (13. reusing / to reuse) your supermarket bags.

3 Grammar

Gerunds After Verbs

- Students are familiar with the -ing form of verbs used with progressive verbs. Explain that the -ing form can also be used as a noun. When an -ing form is used as a noun, it is called a gerund.
- Write these sentences on the board:

We're eating more organic fruits now. I prefer eating organic foods.

Elicit that in the first sentence eating is part of the present progressive verb are eating. In the second sentence, eating is used as a noun. It answers the question What? after the verb prefer.

 Have students read the explanation and the examples in the chart. Practice briefly by writing the following sentence starters on the board and calling on several students to complete them with gerunds.

l enjoy	
l can't stand	

Infinitives After Verbs

- Explain that infinitives can also be used as nouns. Have students read the explanation and examples in the chart.
- Write the following sentences starters on the board and call on students to complete them.

Yesterday I forgot to		
Last vear I decided to		

- Have students look at the questionnaire on page 16 to find more examples of infinitives and gerunds. Possible answers include:
 - 1: ...finish using your computer
 - 2: I wouldn't consider using...
 - **3:** ...fruits and vegetables do you prefer eating? I prefer eating.../I prefer to eat...
 - 7: I hate being cold!
 - **8:** Do you try to conserve water? I try to be aware.../
 I try hard to conserve water.
- Point out that some verbs can be followed by either an
 infinitive or a gerund. The meaning of sentences with
 these verbs is almost the same with either the gerund
 or the infinitive. We can say, for example, either I love
 studying or I love to study. (One slight difference is
 that the person is more likely to use the gerund at the
 moment of doing the activity.)

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

A

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

Answers

- 1. to have
- 2. giving
- 3. throwing/to throw
- 4. giving
- 5. using
- 6. using/to use
- **7.** to buy
- 8. to buy
- 9. to avoid
- 10. taking
- 11. making/to make
- 12. buying
- 13. reusing

B

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

Answers

Answers will vary. Sample answers:

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



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

Language Builder

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

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

Answers

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



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

Workbook

Assign pages 88-90 for practice with the grammar of the unit.



Teaching Tip

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



Additional Activity

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



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

- **B.** Answer the questions with complete sentences. Then discuss your answers.
 - **1.** Do you think cars will stop running on gas in the near future?
 - 2. Do you think people will begin to change their habits of consumption?
 - 3. What is something you try to do every day to help the environment?
 - **4.** What is something harmful to the environment that you want to guit doing?
 - **5.** What is something that you often forget to do?
 - 6. Would you ever consider growing your own vegetable garden?
 - **7.** What is something you could stop buying?
 - **8.** What changes do you hope to see in the environment in the next decade?
- **C.** Rewrite each sentence using the verb in brackets and a gerund or infinitive. Make any other necessary changes.
- From now on Jack is going to use only fluorescent light bulbs. (start)

 Jack is going to start using only fluorescent light bulbs.
 - 1. We're going to set the air conditioner on a timer at night. (plan)
 - 2. I don't really read newspapers. I like reading the news online better. (prefer)
 - **3.** Arya thinks it's a good idea to print on both sides of the paper. (recommend)
 - **4.** I can't believe I left the lights on again. (keep)
 - **5.** Gardening is one of my favorite activities. (enjoy)
 - **6.** We should continue to find ways to use less energy. (keep)





Jasim: That was a great garden barbecue! But

> there are soda cans everywhere. I'll help you clean up. Where do you keep your

recycling bins?

Ibrahim: Nowhere. We don't recycle. Jasim: You don't recycle! Why not?

Ibrahim: I don't know. It's just always seemed

like it would be a hassle.

Jasim: Don't you think it would be a good idea

to make the effort?

Ibrahim: I guess. I do feel kind of guilty about it.

But then again, does it really make that

much of a difference?

Jasim: Are you kidding? Recycling reduces

> energy consumption, lessens air and water pollution, and saves landfill space.

It's a no-brainer.

Ibrahim: I just don't have the patience. It seems

like a lot of extra work. It's so much easier to just chuck everything in the garbage than to sort it by material for recycling.

Jasim: That's a lame excuse. Recycling is a piece

of cake. It becomes automatic before you

know it.

Ibrahim: I suppose you're right. OK, OK. I'll start to

recycle.

Jasim: Great! Hey, why are you throwing that can

in the garbage?

Ibrahim: Whoops! Old habits are hard to break!



Real Talk

a hassle = something that is inconvenient to do

I guess. = an unenthusiastic way of agreeing with someone a no-brainer = a question or problem that has an obvious

answer or solution

chuck = throw out

lame = bad, inadequate

a piece of cake = very easy

About the Conversation

- **1.** How does the subject of recycling come up?
- 2. What are some reasons Jasim gives for recycling?
- **3.** Why does Ibrahim say "Whoops" at the end of the conversation?

Your Turn

Role-play with a partner. What is something you do that is good for the environment? Suggest to your partner that he/she do this, too. Give reasons and use phrases for making suggestions.

Making Suggestions

You might want to consider + gerund...

How about + gerund...?

Don't you think it would be a good idea + infinitive...?

If you..., I think you'll find...

If you don't mind, I'd like to suggest+ gerund...

4 Conversation

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

Real Talk

 Model the Real Talk expressions and discuss them with the class. Ask questions like the following:

What is it that Ibrahim thinks is a hassle? (recycling) Do you agree?

How does Ibrahim's voice sound when he says I

(He sounds a little bored, not enthusiastic.)

What's a no-brainer according to Jasim? (recycling) Do you think that chuck is more or less formal than throw out? (It's less formal.)

What does Jasim mean when he says that Ibrahim is giving a lame excuse? (He means it is a bad or weak excuse.)

Do you ever give lame excuses for things you do? What does Ibrahim mean when he says recycling is a piece of cake? (It's very easy.)

About the Conversation

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

• Sit at one of the students' desks during the discussion. Ask some additional questions. For example:

How do people that you know feel about recycling? Are they more like Ibrahim or like Jasim? What do you do when you see someone throwing something away in the street, for example, chucking a plastic bottle onto the sidewalk? Have you ever participated in something like a community or park clean-up day?

Answers

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

Your Turn

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

5 Listening

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

Answers

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

Audioscript

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

The process of recycling glass is quite simple. After recycle bins of glass are collected, they are taken to a recycling facility where the glass is separated by color. The glass is then cleaned and crushed. The crushed glass is called cullet. The cullet is shipped to a manufacturer who melts it at temperatures of about 2,700°F, or 1,500°C, to form liquid glass. This liquid is then poured into molds in the shape of glass containers.

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

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

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

6 Pronunciation

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

7 Vocabulary Building



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



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

Answers

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

Workbook

Assign page 91 for additional reading practice.



Teaching Tip

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



Additional Activity

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



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

5 Listening 🔊

Listen to the information about glass recycling. Answer true or false.

- **1.** _____ It takes 500 years for a glass bottle to decompose.
- **2.** Glass is made mostly from sand.
- **3.** Glass is not 100 percent recyclable.
- **4.** _____ At recycling facilities, glass is separated by size.
- **5.** Crushed glass is called cullet.
- **6.** The manufacturer melts the glass at 500° Celsius.
- **7.** _____ The liquid glass is poured into molds.
- **8.** _____ Glass produced from recycled materials reduces related air pollution by 50 percent.



6 Pronunciation 👺



Thought groups are meaningful phrases within sentences. They are usually made up of grammatical phrases such as relative clauses and noun, verb, and prepositional phrases. There is often a slight pause between thought groups. Listen and practice.

- 1. It takes / one million years / for a glass bottle / to decompose.
- 2. The process / of recycling glass / is quite simple.
- **3.** This simple process / conserves both energy / and natural resources.
- 4. Recycling one glass bottle / saves enough energy / to light a 100-watt bulb / for four hours.

Vocabulary Building



- A. You will see these words in the reading on pages 22 and 23. Match the words with their meanings.
 - **1.** _____ relying
 - **2.** _____ utility
 - **3.** _____ bold
 - **4.** _____ committed
 - **5.** _____ perspective
 - **6.** _____ harsh
 - **7.** _____ enormous
 - **8.** _____ sacrifice

- a. loss of something for a specific purpose
- **b.** extremely large
- c. dedicated
- **d.** basic service supplied by a business or facility such as electricity or running water
- e. depending on
- f. strong and courageous
- g. a way of seeing something
- h. severe, difficult
- B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

8 Reading



Before Reading

Read the passage and underline ways that your country can replace utilities such as electricity, natural gas, and water from the local supply systems.



Imagine heating your home without relying on the local power plant. Wouldn't it feel good to meet your need for electricity without harming the environment? For a growing number of people, these ideas have become reality. Out of concern for the environment and a desire for self-reliance, these people have made the bold decision to live off the grid.



What exactly is "the grid"? The grid, short for "the power grid," is the linked system that supplies electricity to most homes and buildings in developed nations. Homes that are off the grid are not hooked up to the local power supply. Instead, they produce all of the energy they consume. As a result, people living off the grid avoid the environmental and financial costs that come with on-grid living.

The key to getting off the grid is replacing electricity supplied by a power plant with a renewable energy

source, like wind or solar power. Buildings that use solar power have solar panels on the roof or near the building. When the sun's light hits the panels, the panels collect the energy. Wind power is collected by turbines, also known as windmills. When the wind blows, the blades move, producing energy which is turned into electricity by a generator.

Some people go even further off the grid. In addition to setting up a renewable energy source, they also have an independent source of water. They dig wells to access ground water or use a cistern, a type of tank, to collect rainwater. Those most committed to living off the grid may even lack garbage service. These people generally live a life that creates very little waste, growing their own organic fruits and vegetables, and raising chickens and goats for eggs and milk. By avoiding the consumption of packaged foods, they greatly reduce paper and plastic waste.

As challenging as it may be to live off the grid, most off-gridders feel that the benefits far outweigh the difficulties. Jorge and Ella Alvarez, off-gridders in northern Arizona say, "We love being off-grid. It's definitely hard work, but it puts everything in life into perspective. It's surprising to find just how much you can do without. Many people think we have a harsh and depressing lifestyle. Nothing could be further from the truth. We see living off the grid as a gift that has allowed us to be more in touch with nature and each other."

This view is shared by Wendy Johnston, a mother of three, living off the grid with her family in Ontario, Canada. Wendy recalls, "In the house I grew up in, we would leave lights on all day, the thermostat up at night, and water running without a second thought. I wanted my children to be raised with more respect for the environment and an awareness of the impact that they have on it. My children don't take energy for granted. I love the fact that they are learning how to take care of the earth while, at the same time, learning to be self-sufficient."

8 Reading

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

READING STRATEGY Understanding long sentences

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

Paragraph 1

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

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

Paragraph 2

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

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

Paragraph 5

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

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

Paragraph 7

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

- 1. What is the "bold choice" referred to? (the decision to live off the grid)
- 2. What does the expression "can't be matched" mean? (It means that one thing is much better than another. In this case, the rewards of life off the grid are much better than the good things about life on the grid.)
- For additional vocabulary practice, discuss these words with the prefix self-. Have students find these expressions in the article and explain what they mean. self-reliance (doing things without help from other people)
 - self-sufficient (producing or making everything you need without help from others)
- Point out that *self* means a person's own nature or characteristics. It is also used in the reflexive pronouns myself, yourself, etc. Ask students: What other words do you know that start with self? Elicit answers or if students can't think of any words mention these: selfdefense, self-esteem, self-control, self-taught.

After Reading

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

Answers

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

Speaking

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

Workbook

Assign pages 92–93 for additional writing practice at word and sentence level.



Teaching Tip

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

Additional Activity

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

Project: Living Off the Grid

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



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



Wendy admits that living off the grid has its difficulties. For example, the Johnstons' power usually goes down a few times a year. However, Wendy reflects, "The funny thing is that these often turn out to be some of our best times as a family. The power outages have an unexpected way of bringing us closer together. We read books and play games by candlelight, or we get together and tell stories."

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

After Reading

Answer the questions.

- 1. What are some public utilities that most of us rely upon?
- 2. Define "the grid."
- **3.** How does wind energy work?
- **4.** What are some reasons people choose to live off the grid?
- **5.** What are two alternatives to using a public water utility?
- **6.** How could someone reduce his or her waste?



Speaking



- 1. Work in groups. Discuss how a family can live off the grid in your country and use the chart to make notes.
- 2. Compare and discuss your ideas in class.

Public utility		Which is the easiest/hardest to do without?	What is an alternative to it in your home?	What is the most challenging aspect of not having it?	Does this appeal to you or not? Why? Why not?
1	local electricity supply				
2	cooking and heating gas				
3	local water suppy				

10 Writing 📶



- A. How important is packaging for you as a consumer? Are you attracted to things that are packaged nicely? Why? Why not?
 - **1.** Read the essay and find out the following:
 - What did the writer's family use to do that was not "green"?
 - What did they do to change that practice?
 - What were the benefits?
 - · Were there any disadvantages?
 - 2. What is your view as a reader?
 - Are ideas and information presented clearly?
 - Does the writer provide explanations, examples, or reasons directly?
 - Does the essay fulfill your expectations in relation to the title?
 - 3. Look at the essay again and write which person is used in each paragraph: I, you, he or she and so on. What is the effect?

Paragraph 1:
Paragraph 2:
Paragraph 3:

- **4.** Notice which paragraph/s do the following:
 - provide the writer's view and/or opinion
 - · provide objective information and/or view
 - set the scene
- **5.** Are there any passive forms? What are they used for?
- 6. How are ideas and facts connected? Provide examples from the text.
 - conjunctions/linking words
 - combined clauses/sentences
 - use of pronouns

Going Green

I realized how sensible "going green" was when I started noticing the amount of waste accumulated from all the packaging. We're a family of three and we manage to accumulate a bagful of recyclable waste every day. We are careful to use a special disposal unit for recyclable materials, but we are not sure it is always effective. Is it actually recycled?

We decided to search for options. We found out that there were many stores near the central market that sold goods by weight out of large canisters or burlap bags. Rice, beans, flour, sugar, oil, butter, cheese, and a lot more are available off the counter, free of

packaging. When we compared prices, we decided to never look back.

A lot of time, money, and resources are invested in packaging as a way of making the product more attractive for consumers. Glossy wrappers, beautifully designed boxes, vacuum wrapped coffee, plastic containers, colorful lids, and a lot more, have a magnetic effect on buyers. We, on the other hand, have to label and fill our own containers, before we can put away our shopping. But, we make better use of cupboard space, spend a lot less, and protect the environment. You should try it!



10 Writing

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

Answers

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

3. and 4. Answers

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

Answers

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

Additional Activity

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

Are they all necessary? Do they protect the product? Are they made of natural materials? Are they plastic? Can they be recycled?

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

B

- Tell students that they are going to write a letter to the editor of a local newspaper. Tell them that the purpose of the letter is to complain about the neighborhood and suggest how it could go greener.
- Go through directions for tasks 1, 2 and 3. Organize students in small groups and ask them to think about and discuss things that they do which are not green. Remind them to make sure there is at least one person making notes in the group as they discuss. Ask them to make notes in the appropriate column in the chart.
- Call on one student from each group to present the negative practices of the group.
- Have groups study their list of negative practices and decide on changes they can make to become greener. Ask them to make notes in the appropriate column in the chart.
- Explain to students that some practices might simply require them to stop doing something, for example, throwing away paper but other practices might involve a number of steps that can lead to the desirable outcome. For example: cycling instead of driving. Have groups make notes on necessary steps that need to be taken to make the change. Give groups time to discuss and finalize ideas.
- Call on a volunteer from each group to report the group's decisions and ideas in class. Have the other groups listen and modify or add to their notes.
- Finally, ask students to discuss what their local council can do to help everyone to go greener. Students should make notes in the third column of the chart and report their ideas to the class.
- Direct students to the Writing Corner. Have them read each point and discuss.
- Remind them how important it is to reflect and give them time to think about what they know. Point out that the initial notes they make while they brainstorm don't have to be perfectly organized. They can be used as raw data to help them remember and organized later as mentioned in the guidelines.
- Direct students to the outline of a model letter on page 25 and have them draft their letters. Circulate and monitor; help when necessary.
- Give students time to read their letters and make comments and corrections individually before they exchange with other students.

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

Workbook

Assign page 94 for additional writing practice above word and sentence level.

Assign Writing Skills 2 on page 126 for practice in error correction of unnecessary words.

- **B. 1.** Write a letter to the editor of your local newspaper. Complain about your neighborhood and suggest how it could 'go greener.' With a partner, discuss the items below:
 - **2.** Think about things you do that are environmentally harmful. What do other people in your neighborhood do? What can your local council do to help you 'go greener'?
 - **3.** Use the chart to make notes and then use it to write your letter.
 - 4. Exchange drafts/essays and edit.
 - 5. Improve, change, and rewrite.

Environmentally harmful practices	'Go greener' practices	Steps our local council can take to help

	Dear Editor, I am writing to complain about the environmentally harmful I am writing to complain about the negligence of the council in
	L. I. the environmentally narminal
	I am writing to complain about the environmentally reasonable in practices of local residents and the negligence of the council in practices of local residents and the neighborhoods greener.
	I am writing to competent I and the negligence of the
	flocal residents and the sighborhoods greener.
	practices of local to make our neighborn
	I am writing to compress practices of local residents and the negligence of the practices of local residents and the negligence of the practices of local residents and the negligence of the practices of local residents and the negligence of the practices of th
	tailing to tail
	failing to take measures to The garbage is seldom collected, and there is overflowing trash on a daily basis. When it is windy, there are plastic containers on a daily basis. When it is windy, there are plastic containers
_	I so is seldom collected, there are plastic contained.
	The garbage is solver it is windy, there are
	daily basis. When it is
	on a during I haves blowing around or
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	itu to provide recycling
	I makes it a priority to f.
	I wagest the council makes
	and cardboard boxes because I a priority to provide recycling I suggest the council makes it a priority to provide recycling
	bins
	Duve

Writing Corner

When you write a formal letter of complaint:

- open in an appropriate way: Dear Editor, Dear Mr. Smith.
- state the reason why you are writing and give a brief overview of the situation.
- use phrases to introduce and list additional points: First of all...; Moreover...; Furthermore, ...;
- use phrases to offer suggestions and solutions to problems: I suggest that ...; It would be a good idea if ..., One solution is ... and so on.
- sign off in an appropriate way: With best wishes; Yours sincerely; Sincerely yours; Yours faithfully.

11 Form, Meaning and Function



Simple Present Tense

Use the simple present tense for facts or things that are true in general.

The Saudi Riyal (SAR) is the official currency of the Kingdom of Saudi Arabia.

It takes one million years for a glass bottle to decompose.

My parents don't read printed newspapers anymore.

Does Oman **belong** to the United Arab Emirates?

Simple Present versus Present Progressive

Use the simple present to talk about habits or routines.

Use the present progressive for actions occurring now or for a temporary situation.

The temperatures **change** with the seasons of the year. *(habit or routine)*

The temperatures in the poles **are changing** drastically. (happening now)

PERMANENT TEMPORARY

John lives in Quebec, but he is studying in France this year.

Note: Some verbs are not often used in the progressive form:

believe, forget, hear, know, like, love, need, prefer, remember, see, understand, want, realize.

Time Expressions for the Present

Most people recycle **these days**.

We are **currently** studying for examinations. **At present** there are measures in place to tackle climate change. Air travel is more affordable **now** than it was in the past.

A.	Co	mplete the sente	ences with the words in p	parentheses. Use t	the simple present or t	he present progressive o
	the	e verbs.				
	1.	Water	at 100 °C (212	2 °F). (boil)		
	2.	The water	Please to	urn it off. (boil).		
	3.	The scientists _	the ca	ause of the probler	m. (not/understand)	

4. in your country in winter? (it/snow) **5.** The moon _____ around Earth. (go)

6. What of my idea? (you/think)

7. Currently, the number of immigrants in our country ______ (increase)

8. Most people _____ how important it is to conserve energy these days. (realize)

9. Dubai is part of the UAE, but it ______ as many oil reserves as Abu Dhabi. (not/have)

10. Ahmed has a part-time job on Saturdays, but he today. (not/work)

B. Look at the words in the box describing geographical features and green issues. Write sentences about some of the environmental problems the world is facing. Use the present simple and present progressive tense.

📍 Flying **is becoming** a popular way to travel **these days**. This **increases** a person's. carbon footprint on quite a massive scale.

climate change • polar ice caps • oceans and fishing • carbon footprint • air travel deforestation • deserts • erosion • flooding • lakes • pollution • rivers

Form, Meaning and **Function**

Simple Present Tense

• Go over the material in the presentation. Explain that we use the simple present to talk about things that are true in general, or happen all the time.

Language Builder

Explain the spelling rules for adding -s or -es to simple present verbs used with he, she, and it.

- 1. For verbs ending in s, x, z, ch, and sh: add -es (relaxes).
- 2. For verbs do and go: add -es (does, goes).
- 3. For verbs ending in a consonant + y: change the y to i and add -es (studies).
- 4. For verbs ending in a vowel + y: add -s (enjoys).
- 5. For all other verbs: add -s (designs, organize.

Simple Present versus Present Progressive

- Go over the material in the presentation for the present progressive used for an action that is happening now. Have students say things that they are doing right now. Model a few possibilities. For example: I'm standing at the front of the room. I'm speaking English.
- Remind students about the verbs not usually used in the progressive form.

Time Expressions for the Present

- Call on students to read the example sentences and write the time expression on the board: currently, these days, at present, now.
- Ask students to form four sentences of their own using each time expression.
- Students compare with a partner.

- Tell students to complete the exercise alone and compare their answers with a partner.
- Call on a volunteer to read out their sentences to the
- Ask the class to raise their hand if they hear an error. Encourage peer correction.

Answers

- 1. boils 5. goes
- 2. is boiling 6. do you think
- 9. doesn't have 10. isn't working
- **3.** don't understand **7.** is increasing
- 4. Does it snow
- 8. realize

ß

- Go through the words and phrases in the box and elicit or explain the meaning of any unknown vocabulary items.
- Draw students' attention to the example given. As a class, elicit some more examples on the board.

Answers

Students' own answers.

Language Builder

We use the simple present to talk about permanent actions like habits or routines. We often use frequency expressions such as: always, usually, often, rarely, never, every day, once a month, on weekends.

We use the present progressive to talk about temporary actions that are happening now. We often use time expressions such as: right now, now, at the moment.

We use the present perfect to talk about actions that have happened at an indefinite time in the past or actions that have happened from the past up to now. We often use time expressions such as: ever, never, so far, yet.

We use the simple past to talk about actions that were completed in the past. We often use time expressions such as: yesterday, last week, two days ago, a year ago, in the 19th century, in 2014.

Conditional Sentences with Present and Future Forms

- Have volunteers read aloud the example sentences in the presentation.
- Explain that when we use if to talk about present facts, if means whenever. Elicit the verb forms in the if-clause and the main clause. (simple present + simple present).
- When we use if to talk about the future, if means something may or may not happen. Elicit the verb forms in the if-clause and the main clause. (simple present + will/be going to + verb). Emphasize that we use the simple present in the if-clause even though we are talking about the future.
- Elicit the difference in meaning between an if-clause + may/might (the second event is not certain to happen if the event in the if-clause happens) and an if-clause + will (the second event is certain to happen if the event in the if-clause happens).
- Write one of the example sentences from the presentation on the board and elicit the question form. Point out that the Wh-question can come before or after the if clause. For example,
 - (If Noura doesn't do her homework, she may fail the class).
 - What will happen if Noura doesn't do her homework? OR
 - If Noura doesn't do her homework, what will happen?
- Ask students to choose other examples and practice forming conditional questions. For example, What happens if (when) you cook an egg in the microwave?

I'd Rather

Have volunteers read aloud the conversation. Elicit the meaning of would rather (= prefer). Explain that we use the base form of the verb after would rather but the infinitive after prefer. Point out that the negative of would rather is would rather not. For example: I would rather not drive there

(C)

 Before students write anything, have them look at the sentences one at a time. Elicit whether each one refers to a present fact or a future fact. Have students underline the if-clause in each sentence and circle the main clause. Check that students remember which verb forms to use in the different types of sentences.

- Have students do the task individually and compare answers in pairs.
- Walk around and monitor that students are writing the correct verb forms.

Answers

- 1. heat, boils
- 2. climb, will need
- 3. don't cross, will not bite
- 4. get, will see
- 5. mix, end up
- 6. doesn't obey, will get

n

- Have students skim the parts of sentences and answer any questions about vocabulary.
- Have students work in pairs to talk about what will possibly or probably happen in each situation.
- As an extension, give students a few minutes to complete the sentences in writing. Then have students switch partners and ask each other yes/no questions about the sentences. For example: If we don't reduce carbon emissions, will pollution increase to fatal levels?

Answers

Answers will vary. Sample answers.

- 1. global warming will get worse 4. the fish will die
- 2. they will know better how to protect the environment in the future
- 3. we will reduce our carbon emissions
- 5. we will save money on petrol
- 6. Students' own answers.
- 7. Students' own answers.
- 8. Students' own answers.

Workbook

Assign pages 95–96 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

When dividing students into groups, four or five students per group should normally be the maximum number. If groups are any bigger, it can be difficult for all of the members to participate effectively in the activity.

Conditional Sentences with Present and Future Forms

You can use conditional sentences with if to talk about causes and results.

Present Facts

Use the *simple present tense* in both clauses.

If you cook an egg in the microwave, it explodes.

If you put water in the freezer, it becomes ice.

Future Facts

Use the *simple present* in the *if-*clause and the *future* with *be going to* or *will* in the result clause.

If we don't take measures now, the oceans will soon be completely depleted of fish.

If Imad doesn't go to college, he's going to be very sorry.

May/Might

Use may/might in the result clause to suggest something is possible, but not certain.

If Noura doesn't do the homework, she may fail the class.

If Imad doesn't go to college, he might not get a good job.

I'd Rather

Use I'd rather (= I would rather) to talk about preferences.

A: Would you rather go to the mall now or later?

B: I'd rather go now.

• If you	(heat) water to 100 degrees Celsius, it	(boil).
2. If they	(climb) up to 4,000 meters, they	(need) oxygen.
. If you	(not cross) its path, the snake	(not bite) you.
I. If we	(get) this HD television, we	(see) the game better.
i. If you	(mix) flour and water, you	(end up) with batter.
i. If he	(not obey) the speed limit, he	(get) a ticket.
Vork with a partner.	Say what will/might happen in the following situation	ons.
. If we don't reduc	ce carbon (CO ₂) emissions,	
2. If we teach youn	g children in school about green issues,	
3. If we find alterna	tive sources of energy,	
. If we dump cher	nicals into the river,	
	ıs to school,	

12 Project

- G20 SAUDI ARABIA 2020
- **1.** One of the goals of the G20 2020 Summit is to protect the planet. Design and make posters promoting **Going Green** in your school.
- **2.** Work in pairs or groups. Research conditions, practices, and places in your school that are not environmentally friendly, e.g. rooms where the lights or air conditioners remain switched on when not in use, leaking taps that waste water, lack of litter bins in certain areas, etc.
- **3.** Research and complete the chart with information and details about the place.
- **4.** Use the organizer to make notes. Then use your notes to prepare your poster. When you make a poster, remember to:
 - research and find suitable photos and pictures, or draw your own; consider other options such as making a collage with a series of pictures/photos
 - · write short texts and/or slogans using your notes/ideas
 - use font that is large enough for people to read when the poster is on the wall
 - be selective; do not try to fit too much in because people who see it will miss the point you
 are trying to make
 - print out or write texts on separate sheets of paper so you can compose your poster in a more imaginative manner
 - include some realia, if appropriate, by gluing or attaching things to your poster, e.g. used up wrappers, used up markers, used up batteries, etc.



Let's go green!					
A condition, place, or practice in school that is harmful to the environment	The reasons it is harmful	What students can do to make it greener	Pictures/images we can use in our poster		
		7			
		7-7			

12 Project

- Have students look at the photos and identify what is in them. Ask them to give reasons for their answers. Elicit answers from volunteers and list ideas on the board.
- Organize students in groups and have them brainstorm on practices that can change to contribute to a greener behaviour at their school or in their neighborhood.
- Read directions for tasks 1 and 2 and have students write as much information as they can in the organizer. Encourage them to research and add information.
- Ask students to download and print information that they find on the Internet as well as any promotional material or leaflets with information about greener practices. Tell them to include source material in Arabic if they need to use more information. Explain, however, that the information will need to be transferred to English. Point out that projects on greener schools have been launched recently with impressive results.
- Organize students in groups and have them make a checklist that they can use to research their school. Tell them to use the examples listed in 2 and add their own ideas.
- Go through directions for tasks 3 and 4. Elicit ideas and guidelines about poster presentations from volunteers. Go through the checklist of points to remember when making a poster. Have them reflect on things that did not go as well as they might have wanted and avoid repeating mistakes.
- Call on a student from each group to present the group's ideas for the class.
- Have groups make decisions and assign tasks to members of the group. Encourage them to communicate after school in order to talk to each other about what they found and coordinate the next stage in their preparation.
- Remind students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Remind them that they will need short texts and captions for their poster.

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



Additional Activity

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

2020 G20 Summit

The G20 was founded in 1999 as a gathering between finance ministers and central bank governors of the world's 20 largest economies. Today, it continues to be a forum for economic cooperation between Heads of State and government officials. In December 2019, Saudi Arabia was announced as the 2020 G20 Presidency. The Kingdom prepared an ambitious 2020 G20 agenda under the theme "Realizing Opportunities of the 21st Century for All." The agenda focused on three main goals: empowering people, safeguarding planet earth, and shaping new frontier. Leaders from 20 nations participated in the event hosted by King Salman, including the United States, China, Japan, Germany, and India.

13 Self Reflection

- Write 'Going Green' on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 16 and 17. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:

How do you choose vegetables and fruit? Do you use plastic bags for shopping? What do you do after you use them?

What do you do with old batteries? Do you throw them in the bin?

Do you leave the tap on when you brush your teeth?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 18 and 19, ask them to complete some sentences. For example:

The leaflet recommends the computer when it is not in use. It is worth attempting water by turning the tap off when you are finished. They don't intend _ a large expensive car.

Have volunteers complete the sentences. Elicit more examples from students after you give them a couple of minutes to think.

- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 20 and 21. Call on volunteers to say what the conversation is about in this lesson, for example: future career plans, future study plans, future homes and appliances
- Have students say what they remember from this section and make notes in the chart.
- Write Living Off The Grid on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:

What is your opinion about living off the grid? Do you think you could live off the grid? Why? Why not?

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

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about alternative sources of energy if one decides to live off the grid. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 24 and 25 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 have them present their experiences for the class.

Did they have difficulty making decisions in their group? Why? Why not?

Did they feel that they had the chance to present their ideas?

Was it difficult or easy to collect information? Why? Why not?

Where did they find information? Where did they find photos?

Did they enjoy the poster presentation?

Would they change anything if they had the chance to do it again? What?

Did they enjoy designing the poster? Did everyone contribute?

Was there room for originality and creativity? Why? Why not?

- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

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.
evaluate how "green" I am			
discuss ways to be environmentally responsible			
make suggestions			
use gerunds after verbs			
use infinitives after verbs			
express preferences with I'd rather			
use simple present tense and the present progressive			
use conditional sentences with present and future forms			
My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:		
	 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 There's No Place Like Home

1 Listen and Discuss



- 1. What do you think is the difference between a house and a home?
- 2. What are the most important things in your home?
- 3. Describe both the interior and exterior of your dream home.
 - What is home? A roof to keep out the rain? Four walls to keep out the wind? Floors to keep out the cold? Yes, but home is more than that. It is the laugh of a baby, the verse of a mother, the strength of a father, warmth of loving hearts, lights from happy eyes, kindness, loyalty, comradeship. Home is the first school . . . for young ones, where they learn what is right, what is good, and what is kind, where they go for comfort when they are hurt or sick; where joy is shared and sorrow eased; where fathers and mothers are respected and loved, where children are wanted; where the simplest food is good enough for kings because it is earned; where money is not as important as loving-kindness; where even the tea kettle whistles from happiness. That is home!
 - Ernestine Schumann-Heink
 - 2 No one realizes how beautiful it is to travel until he comes home and rests his head on his old, familiar pillow.
 - Lin Yutang

- **3** Bricks and mortar make a house, but the laughter of children makes a home.
 - Irish Proverb

- 4 The best way to keep children home is to make the home atmosphere pleasant—and let the air out of the tires.
 - Dorothy Parker

- A small house can lodge a hundred friends.
 - Egyptian proverb

Unit Goals

Vocabulary Houses and apartments

Describing words

Functions

Talk about your dream home Describe things you are looking for

Grammar

Adjective Order Too and Enough

Listening

Listen for specific details

Pronunciation

Stress on two-syllable nouns and verbs

Reading

Saudi Vision 2030

Writing

Write a description of a home

Form, Meaning and **Function**

> Words Connected with Asking for, Understanding and Giving Directions Asking Someone to Repeat Something Expressing Requests, Offers, Promises, Warnings and Decisions The Future with Dependent

Time Clauses

Quote 4

...let the air out of the tires.

Ask: What are the tires referred to in the quote? (the tires on a car) How will this keep the children home? (Letting the air out means the tires will be flat, and they won't be able to drive away.) This quote assumes the children are older teens or adults. Point out that the writer is being humorous or sarcastic.

Quote 7

There isn't enough furniture in the world...

Ask: What does furniture mean? The movable objects that are used to make a room or building suitable for living or working in, such as tables, chairs, or desks.

Quote 9

...one worn, comfy chair...

Ask: What does comfy mean? (a short, informal form of comfortable) Why is a worn chair more comfortable than a new chair? (Because it's probably soft and you don't need to be careful when you sit in it. You can relax.)

Have students work with a partner and take turns reading the quotes aloud. Then have each student tell his or her partner which quote he or she likes best and why.

Warm Up

With books closed, discuss the first two introductory questions with the class: What do you think is the difference between a house and a home? What are the most important things in your home? Then have students discuss the third question with a partner. Call on a few volunteers to describe their dream home for the class.

Listen and Discuss

- Play the audio. Have students listen and read along in their books.
- Draw students' attention to these phrases in the quotes and discuss their meanings.

Quote 1

...even the tea kettle whistles from happiness. Ask: What is a tea kettle? (something used to boil water for tea) How can a tea kettle whistle? (When the water boils, many kettles make a whistling sound.)

Culture Notes

Ernestine Schumann-Heink (1861–1936) was from a city near Prague, in what is now the Czech Republic. She had a long and varied career around the world.

Dorothy Parker (1893–1967) was an American writer of short stories and poems. She was famous for her sharp

Lin Yutang (1895–1976) was a well-known author. Born in China, he came to the U.S. in 1923 to study and lived there most of his life. He was known for his translations of Chinese literature into English.

May Sarton (1912-1995) was an American poet and novelist.

Phillip Moffitt is an author, a former CEO of Esquire magazine, and the founder of the Life Balance Institute, in California, U.S.A.

Quick Check



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

atmosphere = the mood or feeling in a place, such as a home

comfort = help or kindness to someone who is hurt or feeling bad for some reason

lodge = to provide (someone) with accommodation

loyalty = showing constant support for someone, such as a family member or friend

furniture = The movable objects that are used to make a room or building suitable for living or working in, such as tables, chairs, or desks

shelter = to protect from something; a home protects people from the cold, wind, rain, etc.

mortar = a mixture of lime with cement, sand, and water, used in building to bond bricks or stones

(Note: Point out that soulless in the quote by May Sarton means without a soul. In this case, it is the house that is referred to, not a person.)

worn = damaged or in poor condition because of heavy use

Answers

- 1. loyalty
- 2. comfort
- 3. atmosphere
- 4. mortar
- 5. furniture
- 6. worn
- 7. shelter
- 8. lodge

(3)

- Have students work individually or in pairs to answer the questions with the name of the writer or *Unknown* if the writer isn't known. Explain that a burden is a duty or responsibility that is difficult and causes a lot of work.
- Check by calling on students to read their answers aloud.

Answers

- 1. Make the home atmosphere pleasant
- 2. Answers may vary.
- 3. Answers may vary.
- 4. Dorothy Parker
- 5. Lin Yutang and Ernestine Schumann-Heink

Pair Work

- Have students work with a partner to write a quote about home. Note that except for the first quote, the quotes are all short. Give students a limit of 20 or 25 words for their quote.
- Have students share their quotes with the class. You might make a display of the quotes similar to the one in the book, writing quotes on and around artwork of a house.

Workbook

Assign page 97 for practice with the vocabulary of the unit.



Teaching Tip

Try to establish the classroom as an "English-only" zone, even for informal exchanges not directly related to the lesson. For example, students should ask in English for things like the loan of a pencil and use English to ask questions, like What are you doing after class?

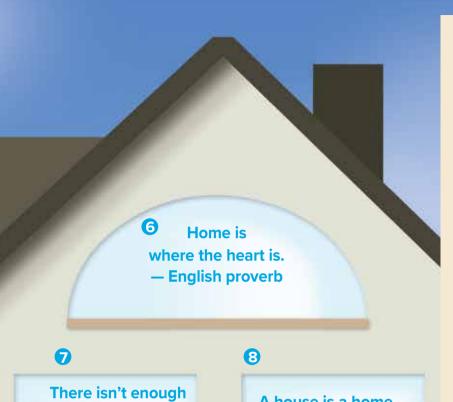


Additional Activity

Have students do an online search of quotation sites for more quotations about home. They can choose a couple they like and bring them to class. Have several students share their quotes with the class, explaining what the quote means.



The saying, *There's no place like home* first became famous in a chant called "Home, Sweet Home," written in 1823 by American writer and actor John Payne.



furniture in the world to make a house without love feel like a home. — Unknown

A house is a home when it shelters the body and comforts the soul.

- Phillip Moffitt

9

A house that does not have one worn, comfy chair in it is soulless. — May Sarton

10

A small, old house filled with love is better than a large, new house with none.

Unknown

Quick Check ✓

A. Vocabulary. Complete the sentences with one of these words:

atmosphere loyalty mortar furniture comfort worn lodge shelter

- **1.** The people showed _____ to the king by putting his face on the new coin.
- 2. When children have nightmares, mothers give _____ with loving words.
- 3. The museum has a quiet and peaceful
- 4. Some houses are built from bricks and
- 5. They had no money to buy _ so they used boxes as chairs.
- 6. We've had this couch too long. It's starting to look _____.
- **7.** We used the tree for ___ during the storm.
- 8. A hotel with many rooms can _____ many people.
- **B.** Comprehension. Answer the questions.
 - **1.** What's the best way to keep children at home?
 - 2. What do you think is the difference between a house and a home?
 - 3. What do you think is the real meaning of proverb 5?
 - **4.** Who wants to keep his or her kids at home?
 - **5.** Who sees home as a perfect place?

2 Pair Work 🔛



With a partner, write your own quote about home. Share it with the class.

3 Grammar 鷆



Adjective Order

When you use more than one adjective before a noun, the adjectives go in a certain order. The order is determined by category. Adjectives usually follow this order:

<u>Opinion</u>	Size/Shape	<u>Age</u>	<u>Color</u>	Nationality	<u>Material</u>
expensive	large	young	red	Saudi Arabian	glass
difficult	round	ancient	turquoise	British	wooden

The **beautiful**, **old**, **stone** house has been put up for sale.

I have two large, brown sofas in my living room.

Note: Usually, only one to three adjectives are used to modify a noun at a time.

Too and Enough

Too can be placed before adjectives and adverbs.

She can't reach the shelf. She's **too** short.

You're talking too loudly. I can't hear the news.

Enough can be placed after adjectives and adverbs.

She can reach the shelf. She's tall enough.

You're talking *loudly* **enough**. Everyone can hear you.

Enough can be placed before nouns.

They should buy their own home. They have **enough** money.

A phrase with too or enough can be followed by an infinitive phrase.

You're too sick to leave the house today.

You're not well **enough** to go to work today.

I have **enough** days off to go on a trip.

- A. Rewrite each sentence, putting the adjectives in the correct order. Add commas where necessary.
- There is a (round / small) table in the kitchen.

There is a small, round table in the kitchen.

- 1. Our new apartment is in a (brick / small) building.
- 2. The apartment has a (old/Egyptian/wonderful) rug.
- 3. There are (new / enormous) windows.
- **4.** Unfortunately, there are (ugly / velvet / brown) curtains in the living room.
- **5.** But there are (lovely / silk / yellow) curtains in the bedroom.
- 6. The apartment has a (formal / large) dining room.
- 7. It has (wood / beautiful / old) floors.
- **8.** The (old-fashioned / orange / small) bathroom needs to be remodeled.
- **9.** The bedroom is painted a (comforting / light blue) color.
- **10.** A (American / nice / large) family lives next door.

3 Grammar

Adjective Order

- Remind students that in English adjectives usually go before a noun. Read the explanation in the chart with the class. Emphasize that we would almost never use more than three adjectives at one time, and two would be more common.
- Practice briefly by having students describe some classroom objects, using two or three adjectives. For example: a thick, red, English book; a long, yellow pencil; an expensive, new computer.

Too and Enough

- Remind students that too means more than is necessary or wanted. Enough means sufficient, the amount of something that is needed. Give students a couple of minutes to read the explanations and the examples.
- Review the placement of too and enough by writing the following sentences on the board and asking students to come up and add the word too or enough. (Don't include blanks in the sentences. Students should decide where to put the words.)

Shh! You're noisy. (too)

(You're too noisy.)

We don't have time to do that exercise. (enough)

(We don't have enough time to do that exercise.)

The house is clean. (enough)

(The house is clean enough.)

That house is small for a family of eight people. (too)

(The house is too small for a family of eight people.)

Is that old chair comfortable? (enough)

(Is that old chair comfortable enough?)

• Have students look for examples of too and enough in the quotes on pages 30 and 31.

Language Builder

Adjectives come after nouns that refer to measurements. For example:

He's six feet **tall**.

They were two hours late for the meeting.

They also come after indefinite pronouns, such as someone, nothing, and everywhere. For example:

Did you ever meet anyone famous?

He said something very **important**.



- Ask a volunteer to read aloud the directions and the example. Then do the first sentence with the class as an additional example. Write the sentence on the board and have a student come up and write the adjectives in the correct order.
- Have students work individually to rewrite the rest of the sentences.
- Then have them check answers with a partner. If they disagree about the order, have them refer back to the Grammar chart.
- Check answers by having students write the adjective phrases on the board.

Answers

- 1. small, brick building
- 2. wonderful, old, Egyptian rug
- 3. enormous, new windows
- 4. ugly, brown, velvet curtains
- 5. lovely, yellow, silk curtains
- 6. large, formal dining room 7. beautiful, old, wood floors
- 8. old-fashioned, small, orange bathroom
- 9. comforting, light blue color
- 10. a nice, large, American family

B

- Ask a volunteer to read aloud the directions and the example. Then do the first item as an additional example with the class.
- Have students work with a partner to write the rest of the sentences. You could have one student write the even-numbered sentences and the other student write the odd-numbered sentences. Then they check each other's work.
- Check answers by calling on students to read the sentences aloud.

Answers

- 1. The lobby is too dirty. It isn't clean enough.
- 2. The walls are too thin. They aren't thick enough.
- 3. The neighbors are too inconsiderate. They aren't considerate enough.
- 4. The neighbors talk too loudly. They don't talk softly enough.
- 5. The painter painted too carelessly. He wasn't careful enough.
- 6. The bed is too soft. It isn't firm enough.
- 7. The atmosphere is too unfriendly. It isn't friendly enough.
- 8. The bus stop is too far. It isn't close enough.
- 9. The furniture is outdated. It isn't modern enough.
- 10. The mortar is dry. It isn't wet enough.

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- Ask a volunteer to read aloud the directions and the example. Elicit a few other possible completions for the sentence stem I'm not tall enough_ (For example: I'm not tall enough to see over your head, to touch the ceiling, to reach the cabinets, etc.)
- Have students work individually to complete the sentences. Then have them take turns reading their sentences to a partner.
- Have several students read their answers for the class.

Answers

Answers will vary. Sample answers:

- 1. I'm tall enough to reach the top shelf.
- 2. I'm not tall enough to see over the fence.
- 3. I'm too young to vote in the election.
- 4. I'm old enough to make my own decisions.
- 5. I don't have enough money to buy a car.
- 6. I speak enough English to order food in a restaurant.

O

- Arrange students in pairs to discuss their opinion of the house using multiple adjectives and too and enough.
- Then have students work individually to write down sentences describing the house. Call on volunteers to describe the house for the class.

Workbook

Assign pages 98-100 for practice with the grammar of the unit



Teaching Tip

The order of adjectives is another point that is best learned through extensive practice rather than just rote memorization of the rule. Consider that a native English speaker orders adjectives in this way automatically.



Additional Activity

Play a sentence dictation game. Prepare several long sentences using two or three adjectives or phases with too and enough and write them on slips of paper. (Sentences should all be about the same length.) Divide the class into small groups. Call one student from each group to the front of the class and give each a slip of paper with a sentence on it. Give them 30 seconds to read and memorize their sentence. Then they have to go back to their group (without the slip of paper) and dictate the sentence for the other students to write. When they think they have written the sentence correctly, one student writes the sentence on the board. The first group to write their sentence correctly on the board wins a point. The following are some possible sentences: My parents bought me an expensive, German racing bike for my

graduation last year.

The house has a large, formal dining room, but there aren't enough bedrooms in it for our family.

The living room is a quiet, peaceful place full of big, comfortable chairs and lots of bookshelves.

- **B.** Use the words to write one complaint using **too** and one complaint using **enough**.
- the elevator moves / slowly / quickly *The elevator moves too slowly. It doesn't move quickly enough.*
 - 1. the lobby / dirty / clean
 - 2. walls / thin / thick
 - **3.** the neighbors / inconsiderate / considerate
 - **4.** the neighbors talk / loudly / softly
 - **5.** the painter painted / carelessly / carefully
 - **6.** the bed / soft / firm
 - 7. the atmosphere / unfriendly / friendly
 - 8. the bus stop / far / close
 - **9.** the furniture / outdated / modern
 - **10.** the mortar / wet / dry
- **C.** Complete each sentence with an infinitive.
- im not tall enough to be a basketball player.

 - 3. I'm too young
 - 4. I'm old enough
 - 5. I don't have enough money
 - 6. I speak enough English
- **D.** Look at the picture. Describe the houses using multiple adjectives. Then give your opinion of the houses using **too** and **enough**.



4 Conversation <a>



Ahmed: Where are you going to live when you

start college in the fall?

Hameed: I don't want to live on campus. There's too

much noise when you're trying to study, and there aren't enough places to go when you want to socialize. So, I'm going to get an

apartment off campus.

Ahmed: Cool! What kind of apartment do you

have in mind?

Hameed: Well, I'm hoping to find a large, modern place

with an extra bedroom for visitors. It has to have parking. And, of course, it has to have a

washer and dryer.

Ahmed: Hold on! Do you have enough money for

an apartment like that?

Hameed: Why? Do you think it would be very expensive?

Ahmed: You are clearly out of touch with rental

prices! You need a reality check. An

apartment like that will cost an arm and a leg.

Hameed: Like how much?

Ahmed: We're talking megabucks—maybe fifteen

grand a month.

Hameed: Fifteen thousand rivals? I had no idea.

I thought it would be a lot less than that.

Ahmed: Only if you want to live in a tiny

apartment way outside of the city.

Hameed: Well, maybe I shouldn't be in such a rush

to move out. I could live at home with my parents just for the first year...



Real Talk

Cool! = Great!

Hold on! = Stop for a moment!

out of touch = don't have a realistic idea

reality check = an assessment of how realistic

something is

an arm and a leg = a large amount of money

megabucks = a large amount of money

grand = thousand

About the Conversation

- **1.** What kind of apartment is Hameed looking for?
- 2. Why does Ahmed tell Hameed that he needs a reality check?
- 3. What decision does Hameed make at the end of the conversation?

Your Turn

Role-play with a partner. Tell your partner about something you are looking for, such as a university or a new computer. Use phrases from the box. Your partner will ask questions to find out more information.

Describing What You Are Looking For

I'm looking for... What I have in mind is... I have my heart set on... I'd love to find... I'm hoping to find... It's essential that I find...

4 Conversation

- Have a brief discussion with the class about going away to college. Explain that in the U.S. it is common for students to go away from home for college or university studies. Many students live on campus in dormitories or other housing facilities for students. Some schools allow students to live off campus in their own apartments if they can afford it.
- Ask students: **Do college and university students in** this community usually live with their families? Why or why not? Where do they live if they come from another town or city?
- With books closed, tell students that they are going to listen to a student talking about where he's going to live when he starts college.
- Play the audio. Have students listen with their books closed.
- Have several different students tell you one thing that they understood from the conversation. Make notes of their answers on the board.
- Play the audio again. Have students listen and read along in their books.
- Review the notes on the board and correct them as necessary.

Real Talk

• Model the expressions in the Real Talk box for students to repeat. Discuss the expressions with the class. Point out that Ahmed is the one who uses all of these expressions. Ask why he says each of the following:

Cool! (At first Ahmed thinks that Hameed's idea about the apartment is great.)

Hold on! (When Ahmed hears more about his plans he tells him to stop talking for a minute.)

out of touch/reality check (Ahmed uses both of these expressions to tell Hameed that his plans aren't realistic.)

an arm and a leg/megabucks (Ahmed is telling Hameed that the kind of apartment he wants will be very expensive.)

grand (This is an informal expression for one thousand riyals.)

• Ask a few questions about the students' own experiences to elicit use of the expressions. For example:

What do you think is cool?

Do you ever feel that you are out of touch with something?

When would you tell someone that they need a reality check?

What would you describe as costing an arm and a leg or megabucks?

Put students in pairs to practice the conversation. Have one pair act out the conversation for the class.

About the Conversation

- Have students work in pairs to ask and answer the questions.
- Check answers by calling on pairs to read the questions and answer them.
- Discuss the conversation with the class. Ask questions such as the following:

What do you think of Hameed's plan? Is it better for university students to live on campus or off campus?

How much would an apartment like the one Hameed wants cost in your city?

Answers

- 1. He wants a large modern apartment off campus with an extra bedroom, parking, and a washer and dryer.
- 2. He will not be able to afford an apartment like that.
- 3. He decides to keep living at home for another year.

Your Turn

- Call on a student to read the directions aloud.
- Focus students' attention on the box of phrases used to describe what you are looking for. Explain that these phrases are often used as an introduction to a description.
- Ask: Which expression does Hameed use in the conversation? (I'm hoping to find...)
- Brainstorm with the class a couple of ideas for topics they can use for their conversations.
- Have students work in pairs to role-play their conversations. As students are working, go around and check that they are using some of the expressions for describing what they're looking for. Check also that students are not writing the conversations. Explain that this is intended as speaking practice, not writing.
- Invite one or two pairs to act out their conversations for the class. Or have each pair act out their conversation for another pair.

Listening

- With books closed ask students about things that they would hope to find in a rental apartment. Make notes of their answers on the board.
- Have students open their books and look at the list of factors in the exercise. Compare them with the notes on the board.
- Play the audio twice. The first time, students just listen. The second time, they check the items they hear.
- Play the audio again, pausing after each item to check answers with the class.

Answers

The following should be checked: 1, 2, 3, 6, 9, 10

Audioscript

Finding the right apartment to rent can have a big impact on your life. Still, finding the right rental doesn't have to be an overwhelming project if you know what to look for. Here are some of the most important factors to keep in mind.

The location of the apartment is extremely important. You might find a beautiful, big apartment, but if you don't like the neighborhood, you're probably not going to be happy in your home. Ask yourself, "Do I like the feel of this neighborhood? Is it convenient for shops and transportation? Is it safe enough?"

Is having a lot of light important to you? Then be sure to check the number and size of windows in the apartment and whether they are facing south. If an apartment doesn't have enough light, you may find it to be a depressing place to live.

Check the size of the rooms to make sure your furniture will fit. After all, the last thing you want to discover on moving day is that your queen-sized bed won't fit into the bedroom! Also check that there is enough closet space to fit all of your clothes.

Do you have a pet? If so, find out whether pets are allowed in the building. If you don't like or are allergic to pets, you might want to look for an apartment in a building that does not allow them.

Do you have a car? If so, you should check to see if a parking spot is included in the rent. You should also check the convenience and safety of the parking.

And lastly, be sure to read every word of the rental contract. If there is anything you don't understand, get clarification before you sign the

The apartment you choose will be the place you wake up in and go home to each day. So it's worth taking the time to carefully consider these factors. If you do, you are bound to find a rental that is just right for you.

6 Pronunciation

- Write on the board these sentences with the word contract: Read the rental contract carefully. Wash your hands often so you don't contract my cold. Read the sentences modeling the two pronunciations of contract. (noun: CONtract; verb: conTRACT)
- Play the audio for the explanation and sentences. Have students listen and read along.
- Play the audio for the sentences again. Have students listen and repeat, or speak along with the recording.

Vocabulary Building



• Have students work individually to match the words with the definitions. They should first match the words they are sure of and then guess the other words.



• Have students compare answers with a partner.

Answers

1. c **2.** b **3.** a **5.** d

Workbook

Assign page 101 for additional reading practice.



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.



Additional Activity

Make a list of some of the longer words in the unit. Model the pronunciation for students to repeat and have them underline the stressed syllables. Possible words include: **com**fortable, atmosphere, loyalty, considerate, and amenities.



Statistics show that students who live on campus during their college years are happier with their college experience than those who live off campus. They also have a higher grade point average.

5 Listening



Listen to the real estate agent talk about important factors to consider when looking for an apartment to rent. Tick the factors mentioned.

1. [☐ the	neigh	borhood
-------------	-------	-------	---------

- **2.** \square the number of windows
- **3.** □ the number of closets
- **4.** □ the number of lights
- **5.** \square the number of neighbors
- **6.** \square the size of the rooms
- **7.** \square the size of the building
- **8.** \square whether outdoor barbecues are allowed
- **9.** \square whether pets are allowed
- **10.** \square whether a parking spot is included



6 Pronunciation



In English, there are many two-syllable words whose part of speech and meaning change if you change the stress. Stress the first syllable of most two-syllable nouns. Stress the last syllable of most two-syllable verbs. Listen and practice.

- 1. Finding the right apartment can have a big **impact** on your life.
- 2. Paying rent that is too expensive for you can **impact** your lifestyle.
- 3. Finding the right apartment doesn't have to be an overwhelming **project**.
- **4.** When you go to a job interview, you should **project** a sense of confidence.
- **5.** Be sure to read every word of the rental **contract**.
- **6.** Some people **contract** dangerous viruses while they are traveling abroad.

Vocabulary Building



- A. You will see these words in the reading on pages 36 and 37. Match the words with their meanings.
- **1.** _____ asset
- a. to care for, help, or encourage the development and growth

2. _____ hub

- **b.** the center of a region
- **3.** _____ nurture
- c. a useful or valuable thing, person, or quality
- **4.** _____ cultivate
- d. capacity for growth and development; possibility
- **5.** _____ potential
- e. to improve or develop by study or training
- B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

8 Reading



Before Reading

Work in pairs. Which do you think are the main strengths of the people and the economy of Saudi Arabia? Read the passage and underline all the positive features about people and the economy.



The Kingdom of Saudi Arabia is blessed with a significant wealth of natural resources, an Islamic, family oriented society and extraordinary opportunities for economic growth. The nation's Islamic faith, national identity, culture and heritage make it special and provide limitless potential for development.

The nation is honored to welcome and serve an increasing number of pilgrims and visitors, from across the globe, every year. The expansion of the Two Holy Mosques and the upgrading of services and facilities had helped to cater for 15 million visitors from its development until 2020. These improvements will continue to ensure that all pilgrims are well looked after when they visit.

The People

Saudi Arabia's 2030 vision is largely based on the ambition, determination and talents of its people and their Islamic values. It is important, therefore, for the members of the Saudi society to be supported by social, health care and educational systems in order to cultivate and nurture its children in the best way possible to prepare them for a promising future.

Cultural and entertainment projects will include the establishment of libraries, galleries, museums and the organization of different types of events and activities. Housing and community development projects will provide a pleasant, secure and sustainable environment for the citizens of the Kingdom.

An updated educational system will provide high quality learning and develop available talent and potential. Graduates will have the knowledge and skills required by the job market and access to many opportunities for professional development.

The Economy

The Kingdom's economy has great growth potential. A diversified and renewed business environment will offer employment opportunities to all citizens and attract new investors. Improved and updated services and facilities will attract small and large companies, interested in participating actively in a dynamic economy. Telecommunications and information technology will be updated and made available in urban and rural areas.

The Kingdom's strategic position that connects the waterways of three continents, Europe, Africa and Asia, will make it a leading trading and transportation port for cargo from different countries across the globe. Streamlined government services will facilitate the introduction of new business sectors and partners and support growth. Investment opportunities will be increased through privatization of state owned assets and agencies.

The Kingdom of Saudi Arabia will be a leading business hub with limitless opportunities for the development of new talent and creative enterprises.

^{*} Adapted from the text of the Vision Programs at https://vision2030.gov.sa/en and from the text that was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques, King Salman.

8 Reading

 Have students work in pairs and do the first part of the **Before Reading** Task. Ask them to make notes about the main strengths of the people and the economy of Saudi Arabia.

Then have students read the text and do the second part of the **Before Reading** Task. Encourage them to help each other. Check answers as a class.

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

READING STRATEGY

Scanning for specific information

- Explain to students that it is sometimes necessary to look for specific facts in a text without rereading the whole thing. To do this you run your eyes guickly over the page, looking for specific words or phrases that will probably lead to the information you need.
- Have students scan the text for the answers to the following questions. They should focus on looking for the underlined words and expressions in the questions.

Which factors make the Kingdom of Saudi Arabia special?

(the nation's Islamic faith, national identity, culture and heritage)

How many visitors were expected through the year **2020?** (15 million)

What is Saudi Arabia's 2030 vision based on?

(the people's Islamic values, their ambition, determination, and talents)

What will cultural and entertainment projects include?

(libraries, galleries, museums, and different types of events and activities)

What kind of environment will Saudi citizens live in? (pleasant, secure, and sustainable)

How will the renewed business environment benefit the economy?

(it will offer employment opportunities and attract investors)

How will streamlined government services benefit business?

(support growth, new business sectors, and partners)

- For vocabulary practice, have students find and underline the words in the text...
- Discuss what each word means in the context of the article.

significant (paragraph 1)

Ask: What is significant in the text? (wealth of natural resources)

What does it mean? (very important) potential (paragraph 1)

Ask: What kind of potential? (limitless potential for development)

What does it mean in this context? (non-ending ability to grow, to develop)

Can you give some examples? Which areas might **develop?** (business, education, production, science, scientific research, environmental projects, etc.)

accommodate (paragraph 2)

Ask: What does accommodate people refer to here?

(provide a place to stay, cater for the needs of the visitors)

cultivate (paragraph 3)

Ask: What does cultivate its children mean?

(devote time, thought and attention to developing the right attitudes and values)

sustainable (paragraph 4)

Ask: What does sustainable mean here?

(an environment with good/ environmentally correct conditions that can be maintained for a long period of time)

Can you suggest some factors that would make an environment sustainable? (trees, plants, water, parks, community services, playgrounds, etc.)

assets (paragraph 7)

Ask: What is the meaning of assets in this context? Advantages or property?

(property of certain value)

hub (paragraph 8)

Ask: What do you think a leading business hub involves? What happens there?

(one of the top centers of (international) business, that many enterprises use to conduct operations)

After Reading

- Have students work individually to answer the questions. Then have them compare answers with a partner. If their answers are different, they should discuss and decide which is correct.
- Check and discuss the answers with the class.

Answers

Answers will vary. Sample answers.

- 1. The Kingdom's wealth of natural resources, its Islamic, family oriented society, its strategic position and opportunities for economic growth.
- 2. The Saudi society needs to be supported by social, health care and educational systems that will help it raise its children in the best way possible to prepare them for the future.
- 3. Cultural and entertainment events, libraries, galleries, museums, community projects.
- **4.** The educational system will be updated to provide high quality learning and develop available talent and potential. It will provide the knowledge and skills required by the job market.
- 5. The Kingdom's position connects the waterways of three continents, Europe, Africa and Asia. This give it a unique advantage as a trading and transport hub.
- 6. Factors include a) streamlined government services that encourage the setting up of new businesses and the creation of new business sectors, b) the privatization of state owned assets and agencies.

Speaking

- Put students in pairs to think about and discuss an imaginary family in their city/town in 2030. Have them work individually if they prefer to think about their own family in 2030.
- Remind them to make notes in the chart, so they can present and discuss their ideas later in class.
- Form larger groups by putting two or more pairs together. The pairs then present and discuss their ideas. Optional: Ask groups to combine their ideas and create a new imaginary family to present in class.

Workbook

Assign pages 102–103 for additional writing practice at word and sentence level.



Teaching Tip

When leading class discussions, don't volunteer your own ideas or opinions unless absolutely necessary. Focus instead on getting students to react to each other's ideas. A successful class discussion is one with very little teacher talk and a lot of student talk



Project: Design A 2030 House

Have students work with a group to design their own 2030 house. They can find more information about future house designs by searching the Internet for the homes in this unit and others. They present their designs to the class, including drawings of floor plans and pictures.



According to one survey, 75 percent of homes in Canada have 5 or more rooms. This is the most in the world. Over 70 percent of homes in New Zealand, the U.K. and the U.S. also have over 5 rooms. Sweden (23 percent), Austria (19 percent), and Finland (14 percent) are among the countries where fewer houses have more than 5 rooms.



After Reading

- 1. What are the main strengths of the Kingdom of Saudi Arabia?
- 2. What kind of support is necessary for the Kingdom's society to prepare for 2030?
- 3. What types of events and activities will be available for citizens?
- **4.** How will the educational system differ compared to the past?
- 5. In what way will the Kingdom's geographical position affect its role in international trade?
- **6.** Which factors will affect investment opportunities?

Speaking 🞑



- 1. Work in pairs. Think about your family or an imaginary family in your city/town in 2030.
- 2. Make notes in the chart about:
 - members of the family (age, jobs, plans)
 - the area and the house they live in
 - technology and telecommunications
 - travel and entertainment activities
 - culture and education
- **3.** Use your notes to compare ideas in groups or in class.

Family members	Area & Housing	Technology & Telecommunications	Travel & Entertainment	Culture & Education	Other

10 Writing



- **A.** Look at the photos. Where do you think these houses are? What are they made of?
 - 1. Read the text and find out.
 - · What is adobe?
 - What is special about the house?
 - Are the back and front of the house similar? How do you know?
 - What is part of the floor made of? Why?
 - 2. Read the text again, find out, and highlight.
 - Which rooms does the writer mention?
 - What can the writer see, smell, and feel in the house?
 - **3.** Would you want to live in a house with a glass floor? Why? Why not?



Thome over the canyon



When people talk about unusual homes, I think of our friends' dream home in New Mexico, on which they spent all their savings building it.

On the outside, the house looks like most adobe homes in the area. Adobe is made from sand, clay, water,

and organic material that are shaped into bricks and left to dry in the sun. Our friends' house is a beautifully-designed, large adobe home with a drive and a large cactus tree near the entrance. It has soft lines, and is less angular than conventional urban homes.

When you go through the door, you find yourself in a beautiful, spacious room with large windows and sunlight streaming in. Large windows are unusual for adobe homes. But this is no ordinary home. Part of the house juts out of the adobe shell that can be seen from the street and stretches to the end of a cliff. You walk past a kitchen fitted with a cast-iron stove and hand-made wooden cabinets that give off the most enticing smells of cumin and chilies and herbs. It is so real; you can almost taste the food.

The spacious room that you step into when you enter the house stretches in all directions. You walk towards the sitting area. When you get closer, you need to brace yourself as the most spectacular view imaginable unfolds before your eyes. All of a sudden, you are no longer stepping on wood, the floor is hard, and your footsteps make a strange resounding sound. You look down and wonder whether you have been transported in space and time; you are looking into the gaping canyon. You think you are falling into it; you can almost feel the air whooshing past.

Part of the floor is made of thick custom-designed glass. You might like it or hate it, but however you feel you have to admit it is unique. This is the way I feel about this house and the day I spent there. It was a unique, unforgettable experience even if I wouldn't choose to live with a glass floor over a canyon for

the rest of my life. Would you?



10 Writing

- Direct students to the photos and ask them if they have seen houses like the ones in the photos anywhere. Ask them to read and discuss the questions for A. Elicit answers from volunteers.
- Direct students to the title 'A home over the canyon'. Elicit or explain what a canyon is: a deep valley with very steep, sharp, rocky sides. Usually, a canyon had a river running through it. A lot of canyons nowadays are dry.
- Ask students to imagine where the house might be in relation with the canyon. Call on a couple of students to draw on the board.
- Have students read the directions for tasks 1. Give them time to read the text individually and answer the questions. Have them compare with a partner. If they disagree on the answers refer them back to the text.

Answers

- Adobe is building material that is made from sand, clay, water and organic material that is shaped into bricks and left to dry in the sun.
- It's a beautifully designed, large adobe home with soft lines./Part of the house juts out of the adobe shell and stretches to the end of a cliff.
- No, they aren't. The front of the house that can be seen from the street is that of a large adobe home with a drive and a cactus tree at the entrance. The back of the house has large windows and stretches to the end of the cliff. (first 5 lines of paragraph 2)
- Part of the floor is made of thick custom-designed glass to allow a unique view of the canyon below.
- Read the directions for 2. Play the audio and have students listen and follow in their books. Ask them to highlight the answers in the text.

Answers

- A spacious room that stretches in all directions and the kitchen.
- He can see: the door, large windows, sunlight streaming in, the street, the cliff, the kitchen, the wooden cabinets, the sitting area, a spectacular view, the gaping canyon He can smell: the most enticing smells of cumin and chilies and

He can feel: the hard floor, the air whooshing past (he imagines this)

- Ask them to check with a partner and discuss answers in class if necessary.
- Have students read the directions for 3. Ask them to think of arguments/ reasons for their answers. Discuss answers in class.



Additional Activity

Organize students in small groups and have them think about unusual locations for homes. For example, a home over the lake', or 'a home over the river. Ask students to discuss the kind of house they have in mind in their groups and list the reasons for its location.

- Tell students that they are going to write a descriptive essay about a home.
- Read directions 1 and 2 with the class.
- Organize students in pairs and have them talk to each other about the homes they have in mind.
- Call on a volunteer to read the directions for 3 and have students study the chart.
- Direct students to the Writing Corner. Have a student read each point aloud and discuss it in class. Explain to them that:
 - 1. When they brainstorm, they should just concentrate and try to remember or imagine as much as they can without worrying about whether it is useful or not. Tell them to make a note of whatever they remember or think about as it comes to them. They can think about organizing later.
 - 2. An initial outline will help them organize their thoughts and/or information, even if they decide to change it later.
 - 3. They should include factual information to help the reader understand and visualize as well.
 - 4. They should try to close their eyes and visualize the place so they can describe the image they have in their minds for the reader.
 - 5. They should not feel self-conscious about using different senses. We perceive of things through more than one sense
 - 6. The sense of smell is sometimes underrated. It is definitely worth remembering and making use of it as it is the best retained memory for most of us.
 - 7. Focusing on the time they enter the house and the time they leave will help them introduce and round up their impressions and essay more effectively.
- Have them complete the chart individually. Tell students to concentrate and visualize the house.
- Allow time for the students to make their notes and compare/check with their partner. Remind them to make notes, not write full sentences.
- Have students use their notes in the chart to write a descriptive essay about the house, individually. Exchange with a partner, read and comment on each other's essays; have them make corrections and rewrite their essays. Circulate and monitor. Help students edit.

- Give them some time to rewrite their essays. Call on some students to read their essays in class. Then circulate the rest of the essays in class so that students read as many essays as possible. Encourage them to make a note of anything they find interesting, for example a word or phrase, an expression and so on.
- Post the essays on the board or on the wall and have them stand up and read them. Have students decide which ones:
 - 1. are organized well
 - 2. are original
 - 3. are the most vivid
 - 4. use language well
 - 5. attract the reader's attention most Tell them that each essay might satisfy more than one criterion.
- Have pairs compare their choices. Call on them to present their ideas for the class. Have the rest of the class listen and comment.



Additional Activity

Have students read the opening and closing lines of their essays aloud for the class. Have the rest of the class guess what kind of house is being described. For example, a traditional house in the city/town, a modern house in the country, an old country house, a modern apartment building, a farmhouse, etc.

Workbook

Assign page 104 for additional writing practice above word and sentence level.

Assign Writing Skills 3 on page 127 to review rules for punctuation.

- B. 1. Choose a home to write about. It can be yours or another home you know well.
 - 2. Remember/think about what you see, hear, feel, and smell in various rooms of the house.
 - **3.** Make notes in the chart and use them to write a descriptive essay about the house.

Rooms and other places	I can see	I can hear	I can feel and/ or touch	l can smell
Exterior				
Garden				
Living room				
Dining room				
Kitchen				
Study/den				

My Grandparents' House

The home that means the most to me is my grandparents' house. Each time
I go there, I feel a sense of comfort and warmth. Now that I'm in college,
I don't get to spend much time there. But whenever I miss it, I just imagine it.
When you first walk into my grandparents' house...

Writing Corner

When you write a descriptive essay:

- brainstorm about the topic and write down as many notes as you can about your memories and impressions of the house/place.
- · make an outline of your essay and decide what each paragraph/section is going to focus on.
- include factual information, e.g. size, number of rooms, etc. as well as feelings/impressions.
- visualize the place you want to write about so you can help your reader visualize it too.
- · use different senses, i.e. sight, feelings, smell, sound, and taste to make it more vivid.
- remember that smell is usually the most vivid and best retained memory.
- think of the first and last thing(s) you see, hear, feel, or smell (or almost taste) when you are there.

Form, Meaning and Function

Words Connected with Asking for, Understanding and Giving Directions

Some words and phrases we commonly use when asking for and giving directions are:

Asking For Directions	Giving Directions	
Excuse me, I'm looking for Could you tell me whereis? Can you tell me how to get there?	Turn left/right. Take a left/right. Take the first/second left	
Am I headed in the right direction for?	Go straight for a few miles. Keep going until you see When you get to you'll see If you see you've gone too far.	

Understanding Directions and Asking Someone to Repeat Something

Asking Someone to Repeat Something
Can/Could you repeat that, please?
Could/Would you say that again?
What did you say about?
Excuse me, but I didn't catch the last part/the part about
I'm sorry. I didn't catch that.
Would you mind repeating that?

from the charts	abovo			
HOIII the Charts	duove.			
Fahd:	I don't know why Google Maps can't find Al Nadwa Street. I think we'd better stop and ask for directions. There's a gas station. Let's pull over and ask someone.			
Faisal:	Oh, all right.			
Attendant:	You look lost.			
Fahd:	You can say that again. (1.) We're looking for Al Nadwa Street.			
Attendant:	I know this town like the back of my hand, and I can tell you that there's no street by that name.			
	Do you mean Al Safarat Road?			
Faisal:	Oh, yeah! That must be it. I just got the street name wrong.			
Fahd:	(2.) ?			
Attendant:	It's not far. You need to (3.) out of here.			
	Then (4.) for a couple of miles. (5.) Keep going			
	an ice cream shop. If you see the Town Hall, (6.) (7.)			
	after the ice cream shop and you'll be on Al Safarat Road.			
Faisal & Fahd	Thanksl			

A. Fahd and Faisal are driving to a friend's home. Read the conversation. Complete the gaps with a word or phrase

B. Role-play with a partner. Imagine you are standing outside your school and it is very crowded and noisy. Ask your partner how to get to his or her home (or some other destination) from school. Your partner will give you directions. Ask your partner to repeat something. Use phrases from the charts above.



11 Form, Meaning and Function

Words Connected with Asking for, Understanding and Giving Directions

- Focus students' attention on the phrases in the box.
 Provide a model of the phrases as necessary. For example, tell students how to ask for a nearby location using the phrases in Asking For Directions: Excuse me, I'm looking for the school canteen. Could you tell me where it is?
- Ask students to give you directions to your location.
 For example: Sure. Turn left and go straight down the corridor. Keep going until you see ...

Understanding Directions and Asking Someone to Repeat Something

- Focus students' attention on the phrases in the box.
 Read them aloud with appropriate intonation for students to repeat.
- Explain or elicit the function of the words and phrases in the context of asking for and giving directions. (To ask someone to repeat something.)

Culture Notes

Google Maps

Google Maps is a web mapping service developed by Google. It offers satellite imagery, aerial photography, street maps, interactive panoramic views of streets (Street View), real-time traffic conditions, and route planning for traveling by foot, car, bicycle and public transportation. In 2020, Google Maps was used by over 1 billion people every month.

Source: Wikipedia

A

- Call on a student to read out the directions to the exercise. Check students understand what they have to do. Ask: What are you going to read? (a conversation) Who is speaking? (Fahd and Faisal) Where are Fahd and Faisal going? (a friend's house) Where will you find the words and phrases to complete their conversation? (in the presentation).
- Have students complete the conversation alone and then compare their answers with a partner. Check the answers as a class.

- Point to the phrase: You can say that again. Ask: How does Fahd feel? (He is a bit annoyed.) Explain that people often say this when someone has just pointed out something very obvious. Model the appropriate stress and intonation for students. (You can say THAT again.)
- Say a few obvious statements to elicit the phrase from students. For example: (Ahmed) I know you study hard. You look very tired. Elicit from Ahmed: You can say that again.
- Ask: What do you know like the back of your hand?
 Elicit answers from several students. Point out that this phrase often refers to places or locations. For example: I know this town/street/neighborhood/hospital/ school like the back of my hand.
- Call on volunteers to role-play the conversation using appropriate intonation.

Answers

- 1. We're looking for
- 2. Can you tell us how to get there
- 3. turn left/right
- 4. go straight
- 5. Keep going until you see
- 6. you've gone too far
- 7. Take the first/second left/right



- Have students work in pairs to role-play their conversations. Tell them that if they are uncomfortable giving directions to their home, to choose another place in town. Their partner may either be on foot or driving to their location.
- Ask one or two pairs to act out their conversations for the class. You might also have each pair act out their conversation for another pair.

Answers

Students' own answers.



Teaching Tip

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

Expressing Requests, Offers, Promises, Warnings, and Spontaneous Decisions

- Read out the information in the presentation. Practice appropriate intonation and stress by saying the example questions and answers with the class.
- Go around the class and ask students to turn to the person next to them and make a request. Encourage students to respond politely. For example,
 - A: Can I borrow your pencil sharpener?
 - B: Sure. Here you go.
 - B: Will you lend me your book, please?
 - C: Sorry, I can't. I need it.
 - C: Can you give me a ride to the library?
 - D: Sure. I'll collect you at five...

The Future with Dependent Time Clauses: When, Before, After, While, Until

- Read the explanation with the class. Have students read aloud the example sentences.
- Emphasize that when using a time clause, the verb in the time clause is in the present tense. Only the main verb in the sentence uses a future form.
- Direct students to exercise C on page 41 to practice using the future with dependent time clauses.

a

- Have a student read aloud the directions and the example. Tell students they must first read the events. Then they must decide whether to use a present or future tense in the blanks to correctly join the events into a sentence.
- Have students work individually to write their sentences. Then have them compare answers with a partner.
- Check answers as a class by calling on students to write their sentences on the board. Encourage peer correction.

Answers

- 1. will manufacture, receive
- 2. will travel, gets
- 3. will run, starts
- 4. drive, will see
- 5. Will (you continue) to argue, change

(D)

- Read out the directions to the class. Elicit why they must use will in their endings. (Sultan must make an on-the-spot decision.)
- Have two students read the conversation aloud for the class. Students should work in pairs to complete the conversation with their own ideas.
- Call on volunteers to share their endings with the class. Have a class vote on the best one.

Answers

Students' own answers.

Workbook

Assign pages 105–106 for more practice with the form. meaning and function of the structures in the unit.

Teaching Tip

Be sure to listen to students until they have finished speaking, even if what they are saying is incorrect. Interrupting them while they are speaking may make them he itant about participating in class in the future. If you need to correct a student, wait until he or she is finished speaking before you do so.

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

Expressing Requests, Offers, Promises, Warnings, and Spontaneous Decisions

Use can and will for requests. Use will for offers and promises.

Can you tell me where you live? Sure. I'll draw you a map.

Will you drive me home? Sorry, I can't. I have an appointment.

Use will for spontaneous decisions.

Now the children have left for college, this house is too big for us. I know! We'll downsize into an apartment.



The Future with Dependent Time Clauses: When, Before, After, While, Until

We can talk about a future event using a time clause with *when, before, after, while,* and *until.*A present tense verb form (not a future form) is used in the time clause, and *will* is used in the main clause.

Don't worry. I'll take care of the children until you get back.

When he finishes work, he'll go straight home.

I'll help him with his homework while you wash the dishes.

As soon as it stops raining, we'll leave.

Dad will call mom at home before we set off on our return journey.

C. Put the v	verbs in parentheses in either the future tense (will) or the present tense.
የ Ⅰ	<u>ll call</u> (call) you as soon as I <u>get</u> (get) home.
1. The o	company (manufacture) the parts when they (receive) the order.
2. He _	(travel) the world before he (get) married and settles down.
3.	(run) to the store before it (start) raining.
4. When	n you (drive) down the road, you (see) a large, red building.
5	you continue (argue) with me until I (change) my mind?
D. Read the	e conversation and write an appropriate ending using will. Compare with a partner.
Omar:	Sultan, will you do me a favor?
Sultan:	Sure. What do you want me to do?
Omar:	If Fahd calls, tell him I'm not home. He always asks
	me to help him with the homework.
Sultan:	Ok. No problem.
Fahd:	Hello. This is Fahd. Can I speak to Omar?
Sultan:	Hi Fahd. My brother's not here. Did you try his cell phone?
Fahd:	Yes. I did. But there is no answer.
Sultan:	Can I take a message?
Fahd:	Yes. Please tell him I have free tickets for the football game tonight.
Sultan:	

12 Project

- 1. Research different types of houses in the world (Arab countries, Africa, Europe, China, etc.).
- 2. Find and list their features. Then note down their advantages and disadvantages in relation to the country/area where they are built.
- 3. Make notes in the chart and use them to make a PowerPoint or poster presentation for your class.
- 4. Select and use pictures.
- 5. Invite your classmates to comment and/or ask questions after the presentation.

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				THE SHEET SHEET
Type of home	African hut	Bedouin tent	Eskimo igloo	
Construction materials				
Size and shape				
Method/ease of construction				
Cost				
Number of inhabitants				
Rooms				
Cooking facilities				
Sleeping arrangements				
Heating/cooling				
Lighting				
Special features				
Advantages				
Disadvantages				

12 Project

• Direct students to the photos on the page and ask them to discuss what they see in pairs. Tell them to try and remember whatever they know about the buildings in the photos. Write questions like these on the board to help them:

Where do you think the building/buildings are? What are they/is it made of? What kinds of facilities do they/does it have?

- Call on volunteers to report their ideas for the class.
- Read the directions with the class.
- Organize students in groups and give them time to decide on the area they want to research. Allow overlap between groups but encourage groups to vary enough so that all or most continents are dealt with.
- Call on groups to report their decision for the class. List group decisions on the board.
- Elicit the type of features that would be worth investigating, for example, building materials, design, shape etc. Have students study the chart and read the features listed in the first column. Tell them to add their own ideas and provide information that they think the rest of the class will find interesting. Remind students to make notes as they discuss.
- Direct students to the photo of houses built over the water, on stilts. Ask them to think about the advantages and disadvantages of such homes in their original location. If, for example, the houses are in Thailand, one of the advantages is access to unlimited reserves of water, ideal for fishing, access to a natural cooling system. One of the main disadvantages of these homes is their vulnerability to storms and the danger of being swept away by turbulent water.
- Have groups brainstorm on the homes listed in the chart; African hut, Bedouin tent, and Eskimo igloo. Tell them to make notes in the chart.
- Remind them to think about advantages and disadvantages. Give groups some time to discuss and make their notes.
- Call on students from different groups to report their group ideas, comments and suggestions.
- Have students organize their research for the homes listed and homes in the areas they had chosen earlier. Remind them to assign roles/responsibilities to individuals in the group depending on their skills and abilities, including note-taking. Circulate and monitor participation.

- Have students do the research at school if there is access to a library or the internet. If not, allow time for them to collect information and ideas out of school and present In the next lesson
- Have students outline the stages that they will have to go through to prepare a Power Point presentation or a poster.
- Allow students to decide what type of presentation they would like to prepare; PowerPoint or poster? When they have decided reorganize groups into poster and PowerPoint groups.
- Give them some time to plan and assign tasks to members of the group.
- Set a time limit for each presentation and remind learners to rehearse in each group before doing the actual presentation for the class.

Additional Activity

Have a student describe what he/she sees around a room in a house. The rest of the class guess what kind of home they are describing.

13 Self Reflection

 Divide students into groups and have them brainstorm on There's No Place Like Home. Tell them not to open their books. Remind them that this is not a test. Ask some questions, for example:

What was the main focus of the unit? Which aspect of home was mostly dealt with?

Which activity do you remember most clearly? Which words and phrases do you remember? Which part of the unit did you like/dislike? Why? What do you feel you can do better now?

- Call upon a student from each group to report what the group decisions were.
- Have groups compare their findings and make notes.
- Have students scan pages 30 and 31. Ask them to think about things they liked/disliked. Use questions to help them remember. For example:

Which quote or quotes can you relate to more closely? Why?

Which qualities of home are unique in your view?

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 32 and 33, ask them some questions. For example:

What can you say about someone who cannot reach a shelf that is high up on the wall? Why did the traffic police stop Adel and Saeed on their way to Riyadh?

- Have students work in pairs to discuss the questions. Ask them to compare with other students in class.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask about their likes, dislikes/easy or difficult items.
- Tell them to complete the Unit 1 checklist as they work through the unit.
- Direct students to pages 34 and 35. Call on volunteers to say what the conversation was and if they feel it was realistic, interesting, useful or boring. Ask them to give reasons for their answer.
- Have students say what they remember from sections 4 to 7 and make notes in the chart. Use questions like

Do most university students live on campus? Why?

What are rental prices like in your country? Please give reasons.

What does "an arm and a leg" mean?

- Write Tiny Houses: A Big Idea on the board and brainstorm on language and information that students remember.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:

What would you do if someone offered you a tiny house to live in?

Why are homes getting smaller?

- Have students discuss what they liked and/or disliked and what they found difficult or easy. Ask them to make notes in the Self Reflection chart.
- Follow a similar procedure with 10 Writing. Use questions like these:

What are adobe houses made of? How are they different from conventional town houses?

- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Discuss the project task. Ask students to use the criteria.

Personalization Creativity Natural language use Focus on meaning Research/collecting information Using other knowledge

- Allow time for students to make notes on the project. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that student feel they need more work on and make suggestions. Check 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 3:	Things	that I didn't like	very much:
Things that I found easy in Unit 3:	Things	that I found diffi	cult in Unit 3:
Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about my dream home and feelings			
describe things I am looking for			
use adjectives in the correct order			
use too and enough			
give directions for places			
express requests, offers, promises, warnings; make decisions			
use dependent time clauses for the future: when, before, after, while, until			
My five favorite new words from Unit 3:	If you're : from Uni	still not sure abou t 3:	ut something
	 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 The Sporting Life

Listen and Discuss 🕢



Make a list of what you already know about the Olympic Games. Then read the passage and underline the facts about the Games that are new to you.



Fascinating Olympic Facts

The ancient Olympic Games began in Greece in 776 B.C.E. and were held every four years until 393 C.E. It wasn't until about 1,500 years later, in the mid-1800s, that the games were revived in Greece. But the Olympics didn't become the event we know today until 1896, when a French historian named Pierre de Coubertin had the idea of making the games international, and founded the International Olympic Committee.

Medals weren't always a part of the Olympics. Giving medals to winners is a practice that began in 1896, and between 1896 and 1904, the top prize was a silver medal.

The youngest person that has ever competed in the Olympics was Dimitrios Loundras, a ten-year-old gymnast on the 1896 Greek gymnastics team.

Lighting the Olympic torch does not involve a match. It is lit using only the light of the sun and a special mirror.

At various times, the Olympics have included such unusual events as a swimming obstacle race, a tug of war, and live pigeon shooting.

The gold medal is not made of gold! It's actually 92.5 percent silver with a covering of six grams of gold.





Unit Goals

- Vocabulary Sports and sporting events Ceremonies
- Functions Encourage and express confidence in someone Explain steps in a process or game
- Grammar Gerunds as Subjects Superlative + **Present Perfect**
- Listening Listen for specific details

- **Pronunciation** Voiced and voiceless th
- Reading A country born on skis
- Writing Write an email giving complex instructions on how to do a sport or activity
 - **Function** Present Perfect Progressive Adverbs of Manner Comparative Forms of Adjectives and Adverbs

Form, Meaning and

Warm Up

Ask students what they know about the Olympic Games. For example, ask: How often do they occur? What sports are included? Where are the games held? Have you ever seen the Olympic Games, either in person or on television? Has your country participated in the Olympics? Have you ever met an Olympic athlete? What is your favorite sport to watch during the Olympics?

Listen and Discuss

- Have students read the text and underline the facts that are new to them. Have students report to the class.
- Play the audio for pages 44–45. Have students listen and read along in their books.

Language Builder

Explain that the abbreviations B.C.E. and C.E. stand for Before the Common Era and the Common Era. Many people consider B.C.E. and C.E. more appropriate in today's more diverse world where people of many religions live side by side.

• Practice the skill of scanning for names and dates. Have students scan the text to find the answers to the following questions. When they have found the answer. they raise their hand. When four or five students have raised their hands, call on one student to answer the auestion.

When did the ancient Olympic Games begin? (776 B.C.E.)

When did the Olympics become an international event? (1894)

What was the top prize in the Olympics in 1896? (a silver medal)

Who founded the Olympic Committee? (Pierre de Coubertin)

How much gold is there in a gold medal? (6 grams) Which team goes first in the opening procession? (the Greek team)

For additional vocabulary practice, write the following definitions on the board. Have students find words on pages 44-45 that match these definitions.

something used to start a fire (match) a game in which two teams pull on a rope (tug of war) a member of the military (soldier) excluded or removed from a group (dropped)

Culture Note

Prehistoric Games: The indigenous people of pre-Colombian North and South America enjoyed various kinds of games. A game similar to the modern game of lacrosse was played by several North American tribes. In Mesoamerica people were making rubber balls as early as 1600 B.C.E. The balls were used in ritual ballgames in the temples. Anthropologists think some games played with the rubber balls were similar to handball. In several countries in South America, there are the remains of various kinds of courts and playing fields used for ball games.

Quick Check



- Have students look at the words in the box and find them in the text on pages 44 and 45.
- Then have them work individually to complete the sentences, and then compare answers with a partner.
- Check answers by calling on students to read the sentences aloud. Have them try to explain in their own words (in English) the meaning of each word. Possible answers include:

commemorate = to do something, such as hold a ceremony, in memory of someone or something marathon = a foot race of a little over 26 miles or 42 kilometers in length

originated = started or began

practice = something that is usually done; a custom procession = a parade or line of people moving together in a ceremony

revived = to bring something back or make people interested in it again

Answers

- 1. procession
- 3. commemorate
- 5. revived

- 2. originated
- 4. marathon
- 6. practice

Language Builder

Point out that practice is used as a noun in this presentation. Students know practice as a verb, as in practicing a language. In English it is common for the same word to be used as different parts of speech. Unlike the two-syllable words in Unit 1 Pronunciation, the pronunciation of practice does not change when it is used as a noun.

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• Have students work individually to answer true or false for the statements. Students compare answers with a partner. If their answers are different, have them refer back to the Olympic facts to verify the answer.

Answers

- 1. false
- 3. true
- 5. false

- 2. false
- 4. false
- 6. true

Culture Note

The current Olympic flag with the five rings was designed by Pierre de Coubertin. The five rings represent the five continents that athletes travel from—Africa, the Americas, Asia, Europe, and Oceania. The rings are interlocked to symbolize that nations come together to compete in unity. The colors of the Olympic rings—blue, yellow, black, green, and red on a white background—were chosen because at least one of these colors appears on the flag of every country in the world.

Pair Work

- Discuss the design of the current flag and what it represents.
- Then put students in pairs to design a new flag. Students should draw and color their flag and post it on the wall in the classroom. Have a flag exhibit at which students look at other flags, and answer questions about their flag.

Workbook

Assign page 107 for practice with the vocabulary of the unit.



Teaching Tip

Always try to end lessons on a positive note. Plan lessons to fit the time allotted, so that you don't need to rush through the last part of the class.



Additional Activity

Have students look up these words in a dictionary and find out their meanings as a noun and as a verb: play, prize, and time. Then have them write two sentences with each word, one as a noun and another as a verb. Have several students share two of their sentences with the class.



The official length of a marathon is now 26 miles, 385 yards. The extra 385 yards were added when the race was held in London in 1908. They extended the course so that the finish line was in front of the box belonging to the royal family, giving them a better view of the end of the race. After that time, it was never changed back to an exact 26 miles.

The marathon is an event named after the run of a Greek soldier. Pheidippides. In 490 B.C.E.. Pheidippides ran from Marathon to Athens (about 26 miles, or 42 kilometers) to deliver news about the Greeks' success in a battle. Running through the mountains and rocky land was extremely difficult. After Pheidippides arrived in Athens and delivered his news. he fell down and died. The first modern Olympics in 1896 included a race of 26 miles (42 kilometers), called a marathon, to commemorate Pheidippides' run.

Because the Greeks originated the Olympics, the Greek team always leads the procession of athletes during the opening ceremony of the Olympic Games. They are followed by the other teams in alphabetical order. The hosting country goes last.

Dropping sports from the Olympics is not uncommon. In fact, many popular sports have been dropped through the years, including rugby, golf, baseball, and softball. Adding a new event can only happen if another one is dropped.



Quick Check ✓

A. Vocabulary. Complete the sentences with one of these words:

commemorate	marathon	originated	practice	procession	revived
1. The parade will I	begin with a _		_ of students	marching dow	n the avenue
2. The board game	e chess	in I	ndia in the 6 ^t	^h century.	
3. The Eiffel Tower	was built to _		_ the 100th a	inniversary of th	ne French Re
4. Thousands of ru	ınners particip	ate in the		every year.	
5. The new museu	ım has	tour	ism in our cit	y.	
6. The	of excha	anging rings du	uring a wedd	ing ceremony c	lates back
to ancient times			-		
Comprehension.			ſ	. 770 -	
 The Olympic Games have occurred every four years since 776 B.C.E. The host country always leads the Olympic procession. 					
4. Before 18	396, athletes v	vho came in firs	st place won	a silver medal.	
5. The mark	athon commer	morates an and	ient Greek s	porting event.	
6. Pheidipp	ides fell down	and died soor	n after compl	eting his run.	

2 Pair Work 💹



Work with your partner to design a new Olympic flag. What will each color or symbol represent? Draw your flag and explain it to your classmates.

3 Grammar 🌉



Gerunds as Subjects

A gerund or a gerund phrase can be the subject of a sentence.

Swimming uses more muscles of the body than almost any other form of exercise.

Watching sports isn't nearly as fun as playing them.

Make a gerund or gerund phrase negative by putting *not* before it.

Not exercising is a sure way to gain weight.

Not warming up before you exercise can lead to injuries.

Note that a gerund subject takes a singular verb.

Getting in shape takes time and effort.

Superlative + Present Perfect

The present perfect can be used after a superlative.

This is **the most exciting** sporting event **I've been** to in a long time.

Who is **the best** football player you've ever seen?

A.	Rewrite each sentence with a gerund or gerund phrase as t	he subject.
•	It is foolish to ride a motorcycle without a helmet. Riding a motorcycle without a helmet is foolish.	
	1. It is easier to lose weight when you're physically active.	_ is easier when you're physically active.
	2. The thing that stops many people from being physically a	
	3. It gives a runner a sense of satisfaction to complete a ma	
	4. It is difficult, but thrilling, to learn how to ski.	_ is difficult, but thrilling.
	5. The most important part of playing a sport isn't winning.	_ of playing a sport.
	6. It is dangerous to scuba dive without proper training.	_ is dangerous.
	7. It is not a good idea to swim after eating.	_ is not a good idea.
	8. It is gratifying to see your body become trimmer and stro	-
	9. It is exciting to attend a live sporting event.	
1	0. It is disappointing not to get a chance to play for your tea	m.
		_ is disappointing.

3 Grammar

Gerunds as Subjects

- Remind students that a gerund is the -ing form of a verb used as a noun. They studied gerunds used as objects, answering the question What? after certain verbs. In this unit they will study gerunds used as subjects.
- Explain that a *gerund phrase* is a gerund used with other words. Two examples are watching sports and getting in shape.
- Have students read the explanation and the examples in the chart. Point out that sports, such as swimming, often use the -ing form as a noun. Ask: What other sports use the -ing form? Elicit or provide examples, such as diving, cycling, skating, wrestling, running, and jogging.
- Have students find examples of gerunds as subjects on pages 44 and 45. (page 44: Giving medals to winners, Lighting the torch; page 45: Running through the mountains, Dropping sports, Adding a new event)

Language Builder

Explain that another common use of gerunds in English is after prepositions. For example:

I learned to skate **by watching** my brothers and sisters. After practicing football, we went home for dinner. This is different from some languages where an infinitive form is used after a preposition.

Superlative + Present Perfect

- Point out that using the superlative with the present perfect is very common in English. Ask a volunteer to read aloud the explanation and the examples.
- Write the following sentences on the board and have students complete them with their own ideas.

The most exciting game I've ever seen is
The most interesting film I've ever seen is
The best book I've ever read is
The funniest TV show I've ever watched is

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- Ask a volunteer to read aloud the directions and the example. Then do the first sentence with the class as an additional example. Explain that students need to focus on expressing the same idea using the gerund form. Elicit the correct response and have a student write it on the board: Losing weight is easier when you're physically active.
- Have students work in pairs to rewrite the rest of the sentences. Then put two pairs together to compare answers.
- Check answers by having students write the sentences on the board. Have the class correct the sentences as necessary.

Answers

- 1. Losing weight is easier when you're physically active.
- 2. Not having enough time stops many people from being physically
- **3.** Completing a marathon gives a runner a sense of satisfaction.
- 4. Learning to ski is difficult, but thrilling.
- 5. Winning is not the most important part of playing a sport.
- 6. Scuba diving without proper training is dangerous.
- 7. Swimming after eating is not a good idea.
- 8. Seeing your body become trimmer and stronger is gratifying.
- 9. Attending a live sporting event is exciting.
- 10. Not getting a chance to play for your team is disappointing.

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- Ask a volunteer to read aloud the directions and the example. Elicit other possible responses from the class.
- Have students work individually to complete the sentences with gerunds or gerund phrases.
- Put students in small groups and have them read their sentences to each other and discuss their ideas. Do they agree with what their classmates have written?
- Have one student from each group report a few of the most interesting sentences to the class.

Answers

Answers will vary. Sample answers:

- 1. Getting eight hours of sleep at night is a good idea.
- 2. Exercising gives me energy.
- 3. Reading a book takes a long time.
- 4. Joining a club is one way to make friends.
- 5. Doing well in school makes me feel good about myself.
- 6. Making new friends is easy for some people, but difficult for others.
- 7. Buying things I don't need is something I try to avoid doing.
- 8. Watching TV is a bit boring.
- 9. Sky diving is thrilling, but dangerous.
- 10. Mountain climbing is something I want to try someday.

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- Have students take turns asking and answering the questions with a partner. Encourage them to take time to talk about the answers rather than just moving automatically from one question to the next.
- Call on students to report one of their partner's answers to the class. For example: (Name) said that diving from the high board is the bravest thing he's ever done.

Answers

Answers will vary.



- Have students identify the sports equipment.
- Students work individually to write sentences about each sport, using gerunds as subjects or the superlative + present perfect.
- Ask volunteers to read some of their sentences to the class.

Answers

Answers will vary. Sample answers:

- 1. (weight lifting) What is the heaviest weight you have ever lifted?
- 2. (swimming) The coldest water I have ever swum in is the Pacific Ocean.
- 3. (running) Running every day is good for your heart.
- 4. (bicycling) Riding a bicycle is the best way to get around town.
- 5. (skateboarding) Skateboarding is the most difficult sport I've ever
- 6. (football) Playing football with friends is a fun thing to do.

Workbook

Assign pages 108-110 for practice with the grammar of the unit.



Teaching Tip

One way to approach error correction is to decide in each class which error(s) to focus on. For example, in a class on gerunds you might correct a student who says, Swim is fun instead of Swimming is fun. To correct the error, use a look or a gesture to let the student know he or she has made a mistake. Then give the student time to correct it.



Additional Activity

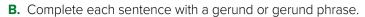
A common use of gerunds as subjects is to say what is or is not permitted or allowed. For example: Parking in front of a driveway is not permitted. Smoking is allowed only in designated areas.

Have students complete the following sentences, saying if the activities are allowed or not.

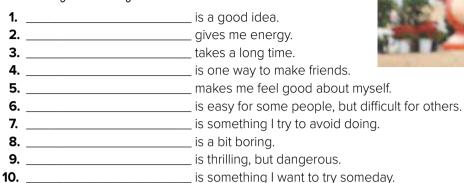
Taking photos
Using a cell phone
Eating
Speaking (language)
Talking
Using a dictionary
Running
Playing football



Skateboarding is a popular sport in the U.S. Of the 18 million people who own skateboards in the U.S., 85 percent are under 18. Skateboarding is fun, but it can be dangerous, facts too. In the U.S., 800,000 people visit the doctor each year because of skateboarding injuries.



Watching a training video helps me to exercise.



- C. Answer the questions with a partner. Use superlatives + the present perfect.
 - **1.** What is the funniest joke you've ever heard?
 - **2.** What is the bravest thing you've ever done?
 - 3. Who is the most admirable person you have ever known?
 - **4.** What is the most beautiful place you've ever visited?
 - **5.** What is the best film you've ever seen on TV?
 - 6. What is the most embarrassing thing that's ever happened to you?
 - 7. What is the greatest thing that's ever happened to you?
- **D.** Identify the sport each piece of equipment comes from. Then write a sentence about each sport using either a gerund (phrase) as subject, or the superlative + present perfect.



4 Conversation <a>M



Coach: After two years of training, we're finally at

the regional skating competition! How

does it feel, Barry?

Barry: Actually, not so good. I'm not sure I'm up for this.

Coach: What are you talking about?

Barry: What if I mess up?

Coach: You're not going to mess up. You've been

practicing day and night. You have your routine down pat. Skating in front of those judges is going to be a piece of cake.

Now, I want you to take a deep breath and exhale. Trust me. You're going to knock their socks off.

Barry: Do you really think so?

Coach: You bet! I have total confidence in you. You

have the guts and the talent to win this competition. There's no doubt in my mind

that you can do it.

Barry: OK. I feel better. I'm psyched.

Coach: You'll be on in a few minutes. You should get

your skates on. Where are your skates?

Barry: My skates? Oh no! I left them in the car!

Real Talk

up for = ready for

mess up = make a mistake

down pat = at the point of perfection

You bet! = Of course!

guts = courage

psyched = excited and psychologically prepared

About the Conversation

- 1. Where are Barry and his coach?
- 2. How does Barry feel at first?
- **3.** How does his coach help him?
- **4.** What's the problem at the end?

Your Turn

Role-play with a partner. Pretend you are about to do something you are nervous about, such as take an important exam, or give a presentation in front of the class. Your partner will offer encouragement and express confidence in you.

Encouraging and Expressing Confidence in Someone

(I know) You can do it. I have confidence/faith in you. There's no question in my mind... You'll do great. You're going to knock 'em dead/knock their socks off.

You've got what it takes.



4 Conversation

- Ask who in the class has competed in an important sporting event, a big school game, or an individual competition of some kind. Ask: How did you feel before the game or event? Were you nervous? How did you feel while you were playing or doing the sport? What advice did other people give you?
- Have students look at the photo of the skates. Ask: What sport are these for? (Figure skating—The design and the tips of the blades show that these are figure skates, not speed skates or hockey skates.)
- Tell students that they're going hear someone who is about to skate in an important competition talking to her coach. Before they listen, have them cover the bottom part of the page, including the Real Talk box.
- Play the audio. Have students listen and read along in their books.
- Have students read the conversation again and focus on the words highlighted in blue, not looking at the Real Talk box.
- Ask students to guess the meaning of the expressions. For each one, ask something like, What does Barry mean when he says, "I'm not sure I'm up for this." Elicit ideas and guesses and make notes on the board. Don't confirm or deny answers at this time.

Real Talk

- When students have made their guesses about the expressions, direct their attention to the Real Talk box. Have them read the definitions and compare with their guesses. It's likely that many of the students were able to guess guite closely the meaning of several of the expressions.
- Explain that these are informal expressions that might not be appropriate in all situations.
- Have students work with a partner and ask and answer questions about sports or other topics, using the expressions. They can ask, for example:
 - Are you up for a game of basketball after school? Did you ever mess up during an important game? Have you ever done anything that took guts? I have the vocabulary down pat. How about you?
- Have students practice the conversation with a partner. Then invite one pair to act out the conversation for the class.

About the Conversation

 Work with the whole class to ask and answer the questions. When one student answers a question, ask the rest of the class if they agree or if they can add anything to the answer.

Answers

- 1. They are at an ice-skating competition.
- 2. He is nervous.
- 3. His coach encourages him and gives him more confidence.
- 4. Barry forgot his skates in the car.

Your Turn

- Ask a volunteer to read the directions aloud.
- Focus students' attention on the box of phrases for Encouraging and Expressing Confidence in Someone. Model the expressions for students to repeat. Explain that There's no question/doubt in my mind... is usually followed by a clause beginning with that. For example: There's no question in my mind that he'll do well in the
- Point out the expressions You're going to knock 'em dead/knock their socks off. Explain that these are informal expressions and both mean that the person is going to do very well and make a strong impression on other people. Note that 'em is them. Explain that this is a common pronunciation in informal speech.
- Ask: Which expressions does the coach use to encourage Barry? (You're going to knock their socks off./I have (total) confidence in you./There's no doubt in my mind...)
- Have students work with a partner to create and role-play the conversation. Remind them that this is a speaking activity and that they shouldn't write the conversation.
- Invite one or two pairs to act out their conversation for the class.

Listening

- Ask students: Is it possible to enjoy or even play a sport if you aren't very good at it? Tell them that they are going to hear two stories about athletes who weren't the best in their sports, but kept competing.
- Have students look at the chart and tell them to listen for this information.
- Play the audio twice. After the first listening, give students time to write any information they can remember. Then play the audio again for students to complete the chart.
- Play the audio again to discuss and check students' answers

Answers

Eddie Edwards: The Eagle; Ski jumping; Great Britain; 1988, Calgary; heavier than competitors, near-sighted, only practiced for two seasons; finished last in event

Eric Moussambani: The Eel: Swimming: Equatorial Guinea: 2000, Sydney; only been swimming for eight months, never seen an Olympic-sized pool; finished a full minute behind any competitive time

I Audioscript

The Olympic Games are usually a celebration of the finest in athletic ability. But every so often an Olympic athlete becomes famous not for being athletically gifted but for not being athletically gifted!

Take Eddie "The Eagle" Edwards, for example. Edwards was the first person to represent Great Britain in the Olympic ski jumping event. Edwards, who had only practiced the sport for two seasons, qualified for the 1988 Winter Olympics in Calgary simply because he was the only one who applied. Edwards was 20 pounds heavier than the next heaviest competitor and was extremely near-sighted. His glasses fogged up so badly when he skied that he couldn't see. It was no surprise that Edwards finished last in his event. However, being a spectacular failure made Edwards more famous than many Olympic winners. After the Olympics, Edwards became a media sensation, appearing on talk shows around the world.

Another Olympic athlete who gained fame for his lack of skill is Eric "The Eel" Moussambani. Moussambani was a swimmer from Equatorial Guinea who participated in the 2000 Summer Olympics in Sydney, Australia.

Moussambani had only started swimming eight months prior to the Olympics. Before he arrived at the games he had never even seen an Olympic-sized pool. Moussambani was to compete against two other swimmers. Incredibly, both were disqualified for jumping into the pool before the start of the race. Eric struggled so badly to complete the 100-meter swim that some people worried he might even be drowning.

When Eric finally finished the race, the audience cheered wildly. It wasn't his time that impressed the spectators. After all, he finished a full minute behind any competitive time. It was his perseverance and determination that were so impressive.

6 Pronunciation

Play the audio twice. The first time students listen. The second time they listen and repeat, or speak along with the recording.

7 Vocabulary Building

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

Answers

7. **9**. h **2.** i **6.** f 8. h **10**. d

Workbook

Assign page 111 for additional reading practice.

Teaching Tip

When teaching voiced and unvoiced sounds, such as the two th sounds, tell students to press their fingers against their ears as they say the words. This will help them hear the vibration on the voiced sound.

Additional Activity

Write these sayings on the board. In groups, students discuss them. What do they mean? Do they agree?

Winning isn't everything.

If winning isn't everything, why do they keep score? A quitter never wins. A winner never quits.



Everyone was surprised when Jamaica, a country with no snow, entered a team in the bobsled competition in the 1988 Winter Olympics. That year the Jamaicans didn't finish any of their races. They crashed before the end of each race. But in 1992, they came in 14th, ahead of the U.S.

5 Listening 📗



Listen to the profiles of unusual Olympic athletes and complete the chart.

	Nickname	Sport	Country	Olympics (year/city)	Challenges	Results
Eddie Edwards						
Eric Moussambani						

6 Pronunciation



In English, the letters th can have different pronunciations. In the word thank, the th sound does not have a vibration. In the word **them**, the **th** sound does have a vibration. Listen and identify the *th* sounds.

- 1. Every so often an Olympic athlete becomes famous not for being athletically gifted, but for not being athletically gifted.
- 2. Take Eddie "The Eagle" Edwards, for example.
- 3. Edwards was 20 pounds (9 kg) heavier than the next heaviest competitor.
- 4. He wore his glasses even though they fogged up badly.
- 5. Eddie is easily the worst ski jumper that has ever competed in the Olympics.
- **6.** Another example of an Olympic athlete who gained fame for his lack of skill is Eric "The Eel" Moussambani.

Vocabulary Building



A.	You will see these w	voras in the reading	on pages	50 and 51.	Match the	words with thei	r meanings.

1. ____ milestone a. a skiing event that involves jumping off a long steep sloping platform through the air as far as possible 2. ____ cross-country skiing **b.** astonishing, amazing **3.** ski-jumping c. a very important event in the development of another event or course of events **4.** _____ merit **d.** a sport that people go to watch **5.** _____ terrain e. skiing downhill on skis with fixed heel binding **6.** _____ be interspersed with **f.** be combined with / interrupted by something at regular intervals **7.** _____ Alpine skiing g. a particular type of land **8.** _____ freestyle skiing h. an acrobatic form of technical and aerial skiing 9. _____ astounding i. skiing across fields not down slopes **10.** _____ spectator (sport) i. an advantage or positive feature

8 Reading



Before Reading

Which winter sports have you watched, heard/read about, or participated in? Where are winter sports more popular? Why?

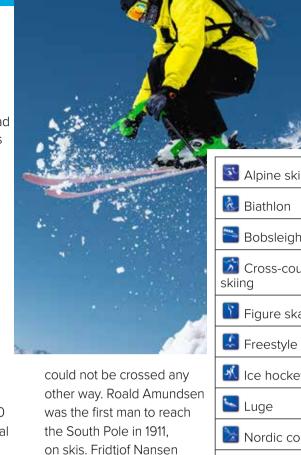
A country born SKIS

Norway, a small country of 5.5 million inhabitants. has won more Winter Games medals than any other nation. It became the first country to win 100 Olympic gold medals, and reached the 300-medal milestone in the Winter Games of 2010.

Norwegians go cross-country skiing 3, ski-jumping , or downhill skiing on weekends, on holidays, and after work. When the snow starts melting in spring, they move it up to the mountains. And if there is no access to snow, they skate on ice. 2,500 lit tracks all over the country make it possible for people to ski in winter, although it gets dark early. Norwegians have enjoyed skiing for thousands of years. A rock carving in Nordland County in the north provides evidence that the use of skis dates back to the Stone Age. Until about a century ago, skis were the only means of transport in winter and essential for hunting.

Skiing did not become a mass sport until the mid-1880s when the first competitions were arranged. Sondre Norheim, who is considered the father of modern skiing, was the originator of the Telemark skis, which are narrower in the middle than at the front and back and have stiff heel bindings. The shape made turning easier, and the heel binding allowed skiers to jump from rooftops or over rocks without losing their skis.

Polar explorers made skis known internationally and demonstrated their unique merits on terrain that



on skis. Fridtjof Nansen crossed the Greenland interior on skis in 1880. Other explorers have followed the routes used by these two famous explorers and skied to both the North and South Poles.

Alpine skiing **Bobsleigh** Cross-country Figure skating Freestyle skiing Ice hockey Nordic combined Short track Ski jumping Speed skating

Annual cross-country events are organized throughout Norway, attracting a great number of participants. Such events are not restricted to athletes, but include "keep fit" categories that allow more people to participate. Enjoying the exercise and nature is as important as achieving the fastest time and winning prizes in these events.

Biathlon kas first included in the Winter Olympic program in 1960. It is a cross-country skiing race interspersed with shooting contests. Norwegians are very strong cross-country skiers and have won most of the cross-country skiing medals in the Winter Olympics over the years.

Alpine skiing Nas also gained a lot of followers, as has freestyle 💹, which is a relatively newer sport. Norwegians are among the world's best in freestyle.

8 Reading

- With books closed, discuss the Before Reading questions with the class. Have students describe the events, saying what happened and what they enjoyed or didn't enjoy about each one.
- Have students look at the pictures. What are the people doing in each one? Point out the title of the article. Ask students what they think A country born on skis means.

READING STRATEGY Timed reading

- Tell students that you are going to give them exactly two minutes to read the article. They should wait for you to give a signal before they start and when you call time, they close their books immediately. Tell them not to stop to look up words they don't understand. They should just keep reading.
- When the two minutes are up, have students close their books. Read the questions below aloud and have students write short answers.

When do Norwegians go cross-country skiing? (on weekends, on holidays, after work)

What do they do if there is no access to snow? (they skate on ice)

Is it possible for people to ski in winter in the dark? (yes)

How important were skis a century ago? (they were the only means of transport in winter)

Who is considered to be the father of modern skiing? (Sondre Norheim)

What was important about the Telemark skis? (allowed skiers to jump without losing their skis)

Who was the first man to reach the South Pole? (Roald Amundsen)

Is Biathlon an Olympic sport? (yes)

Which country has won most of the Olympic medals in cross-country skiing? (Norway)

- Play the audio. Have students listen and read along.
- Repeat the questions above and have students check their answers. How many did they get right after the timed reading?

 As additional vocabulary practice, have students look at the words in Vocabulary Building on page 49. Have them find and underline the words in the reading. Discuss as a class how each word is used.

Winter Olympic Games

The Winter Olympic Games are an event held every four years. The first Winter Olympics was held in Chamonix, France, in 1924. Some of the sports were alpine and crosscountry skiing, ice hockey, and speed skating. Since then, other events have been added, such as freestyle skiing.

The Games were interrupted by World War II. The Olympics resumed in 1948 and were celebrated every four years, in the same year as the Olympic Games. In 1992 the International Olympic Committee (IOC), decided to place the Summer and Winter Games on separate four-year cycles in alternating even-numbered years.

After Reading

- Have students work individually to answer true or false.
- Check answers by calling on students to read the sentences and their answers. If the sentence is false. have them correct it and point to the place in the text that supports the answer.

Answers

- 1. true
- 2. false (The use of skis goes back to the Stone Age.)
- 3. false (They are narrower in the middle but they have stiff heel bindings.)
- 4. true
- 5. false (They are not restricted.)
- 6. true
- 7. false (They are among the best in speed skating.)
- 8. true

Speaking

- Have students work in small groups to discuss the first two questions. Have them make notes about the Olympic medalists and popular sports in Saudi Arabia. Have students copy the chart in their notebook. After several minutes have volunteers report to the class.
- As a class have students answer the third question and express their opinion.

Workbook

Assign pages 112–113 for additional writing practice at word and sentence level.



Additional Activity

Play a word game. Have students draw a grid of squares on a piece of paper, five across and five down. To start the game have one student say a letter of the alphabet. All students must then write that letter in a square on their grid. (They can choose any square.) To continue the game the next student says a letter, students write that in the grid, and so on around the room. (It's OK to repeat letters.) The object of the game is for students to make words either horizontally or vertically in the grid. When students have a turn to say a letter, they will, of course, say one that will help them make a word. But all students must write every letter given, even if it will interfere with their plans for a word. The student with the most complete words in their final grid wins.



What is a 'yard sale'?

A yard sale is a skiing term used when a skier falls and loses his skis and poles. The equipment ends up scattered across the mountainside.

Many people have long strips of brightly colored ribbon tied to the backs of their bindings to locate a lost ski that dives under the snow!

Speed skating 🔀 used to be a large spectator and participation sport on a par with cross-country skiing. Cross-country skiing, ski jumping, and Alpine skiing seem to have taken over and overshadowed speed skating, although Norwegian speed skaters are among the best in the world.

In winter in Norway, every sheet of ice is covered with children playing hockey or skating. Indoor rinks are also used for skating and ice hockey. While other Scandinavians huddle around fireplaces. Norwegians bundle up and go out skiing. This could explain the reason why they have won such an astounding number of medals in the Winter Olympics.



After Reading

Answer true or false.

- **1.** _____ Norwegians go cross-country skiing in their free time.
- 2. _____ The use of skis dates back to about a century ago.
- **3.** Telemark skis are narrower in the middle and have soft heel bindings.
- **4.** _ Amundsen was the first man to reach the South Pole in 1911.
- **5.** _____ Annual cross-country events are restricted to "keep fit" categories.
- **6.** _____ Speed skating used to be very popular.
- **7.** _____ Norwegians are the best in Alpine skiing.
- 8. _____ Children skate and play hockey on sheets of ice.

Speaking 🤦



- 1. Work in pairs or groups. Name at least two Olympic medalists from Saudi Arabia. Which sports did they compete in? Are these sports popular in your country?
- 2. Research and collect information about popular sports in your country. Make notes in the chart. Then use your notes to talk about the sports you have chosen.
- **3.** What is your opinion? Do you enjoy watching or participating in some of these sports? Why? Why not?

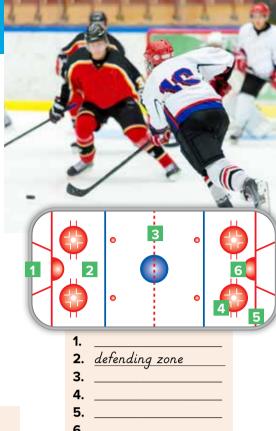
Name of sport	Individual or team sport	How and where it is played	What the objective is	Why it is popular

10 Writing 💹



- A. Do you know how ice hockey is played? Look at the picture and guess. Compare ideas/information in class.
 - **1.** Read the first part of the text and label the different parts of the ice hockey rink (your team is on the left).
 - 2. Read and find out. Then discuss/compare answers in class.
 - How many players does each team have? What kind of players are they?
 - What is the objective of the game?
 - What kind of equipment do players use?
 - What is allowed? What is not allowed?
 - What are "bodychecks"? Why are they used?
 - How does the puck move?
 - How long are penalties?
 - **3.** Use the appropriate words or phrases as headings.

	Penalties Players	Moving the puck Stopping the game	Equipment The Rink	
(1)				



Ice hockey is played on a rink that is 200 feet (61 meters) long and 85 feet (26 meters) wide with painted lines to indicate various zones. The area behind the blue line of a team's side is called its **defending zone**. The area behind the opponent's blue line is the **attacking zone**, and the area between the two blue lines is the **neutral zone**. There are two sets of **goal posts** at either end of the rink with a net attached behind them. The red line between the two posts is the **goal line**. The area in front of the goal is called the **crease**.

(2)Each team has three kinds of players: three forwards (the center and two wingers), two defensemen, and a goaltender.

(3)The objective of the game is to score goals by shooting the **puck**, a hard rubber disk, into the opponent's net. The players control the puck with a long **stick** curved at one end. They also wear a lot of padding and helmets to avoid getting hurt.

(4) Players are not allowed to use their hands in order to redirect the puck nor pass it to their teammates, unless they are in the defensive zone. They may redirect the puck with any other part of their bodies, but not kick it.

(5)The boards surrounding the ice keep the puck in the rink and are used to "bodycheck" opponents, i.e. push them against the boards in order to stop their progress. Play can also be stopped if a goal is knocked out of position. It is then restarted with a face-off, i.e. two players face each other on the ice and try to gain control of the puck that an official drops to the ice.

(6) If an offensive player interferes with a goaltender's defense he is given a **penalty** and sent to the **penalty box** for two to five minutes.

4. Check you have understood the instructions on how to play the game. Close your book and tell your partner.

10 Writing

- Organize students into pairs. Focus their attention on the picture. Give them a few minutes to discuss what they see. Give students some questions to help them. For example: Who are the people in the picture?
- Have volunteers report answers/ideas for the class.
- Read directions for 1 and focus the students' attention on the ice rink. Have them label the different parts of ice rink in pairs.
- Call on a volunteer to draw the rink on the board. Then call on different students to suggest labels for the different parts.
- Have students read the first part of the text individually and check their labels. Make changes if necessary. Call on volunteers to come to the board and modify/make corrections.

Answers

- 1. goal post
- 2. defending zone
- 3. the neutral zone
- 4. the attacking zone
- 5. the goal line
- 6. the crease
- Read directions for 2 with the class. Ask students to try and predict the answers to the questions in pairs. Remind them that they don't have to know the exact number; simply try to think of possibilities and then read.
- Have students read the rest of the text and confirm or modify their answers. Ask them to compare with another pair.

Answers

- Each team has six players; three forwards, two defensemen and a goaltender.
- The objective of the game is to score goals by shooting the puck into the opponent's net.
- · Players use a stick, a helmet and padding to avoid getting
- Players are not allowed to use their hands in order to redirect the puck unless they are in the defensive zone. They may redirect it with any other part of their body but not kick it.

- "bodychecks" are moves that involve pushing opponents against the boards that surround the rink.
- The puck is pushed with a stick by players towards the opponent's net, or redirected with the players' bodies but neither kicked nor pushed by hand.
- Call on students to report their answers. Ask them to say where they found the answer in the text. Have the rest of the class listen and agree or disagree.
- Have a student read 3 aloud. Explain that students need to bear the headings in mind as they read, identify the topic and match paragraph and heading.
- Give students a few minutes to scan and match. Ask them to compare with a partner. Then call on them to report their answers in class

Answers

(1) The Rink, (2) Players, (3) Equipment, (4) Moving the puck, (5) Stopping the game, (6) Penalties

- Have students read 4 and close their books to tell their partner how to play ice-hockey.
- Call on volunteers to present to the class. Have the rest of the class listen, and add any instructions that are missed.

Additional Activity

Have groups prepare and mime a number of moves from different sports. Have the rest of the class watch and describe what is being mimed. Ask them to identify the sport that is being mimed.

The Sporting Life



- Tell students that they are going to write an email to a friend giving instructions on how to do a sport or activity.
- Read the directions for 1 and 2 and organize students in pairs or small groups. Ask them to brainstorm on sports and/or activities and decide on the one that they would like to write about.
- Have groups study the chart. Explain that the chart is there to help them organize their information not restrict it and encourage them to add more stages/steps if necessary.
- Focus students' attention on the Writing Corner and go through each point made about the features of an
- Suggest that they think of a person that does not know anything about the sport that they are going to describe when they plan and write their text.
- Tell students to stage the instructions they will give in the email on how to carry out a sport or activity. Have students think back on the text they read about ice hockey. Ask them if the first part about the rink would have made any sense without the diagram. Explain that the diagram also supported the rest of the information about the game. Have them scan the text and find examples.
- Have students identify the stages used in the model text. Illustrate how the first three paragraphs introduce the main components of the game before going on to more details. For example, the objective of the gamethe puck, a hard rubber disk...etc. Explain that this makes it possible for the writer to refer to the puck or to goals and have the reader understand the message.
- Read the last two points and remind them that this is standard practice when one writes. The first text is the first draft which is then read, commented on and edited. Then it is rewritten. Tell them not to expect to write a perfect text to begin with. Focus their attention on the process of writing rather than the product.
- Have groups complete their charts with notes. Circulate and monitor participation; help when necessary.

- After groups/pairs have made their notes have them work together writing their how-to email. Tell them to work together and help each other. You may ask each student to write their own text or write one text per pair or one text per group.
- Have students exchange texts within their group, read and comment or make corrections.
- You may wish to have one or two more editing stages



Teaching Tip

Encourage learners to stage their instructions and the level of complexity in relation to the reader. Ask: How much does this person already know about the sport or activity? Tell them they should imagine that the reader does not know very much and so they should keep the instructions simple. Have them introduce and define the equipment, terms and actions before referring to them.

here before asking students to write their final draft.

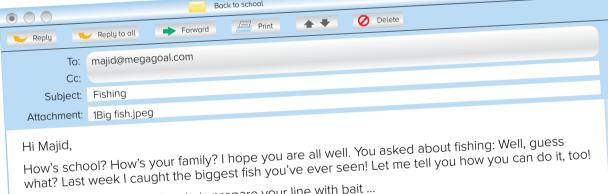
Workbook

Assign page 114 for additional writing practice above word and sentence level.

Assign Writing Skills 4 on page 128 to review the use of commas.

- **B. 1.** Choose a sport or a recreational activity that you like doing.
 - 2. Think about the sport or activity and make notes in the chart. Add more steps/stages if necessary.
 - 3. Use your notes to write an email to your friend giving information about your sport or recreational activity.

Name of sport or recreational activ	ity:
Where can you do this activity?	
When can you do this activity? e.g., summer, winter, etc.	
Do you need any special equipment to take part in this activity?	
What do you have to do to prepare for this activity? What is involved in doing this activity? e.g., stages, rules etc.	
Why do you like this activity?	
Would you recommend this sport or activity to your friend? Why?	
D alite	a strong



The first thing you need to do is prepare your line with bait ... I'm attaching a photo of me fishing with my dad! We look good, huh? I'm really looking forward to seeing you again. Send me all your news soon.

Your friend,

Ali

Writing Corner

When you write an email to a friend giving news and instructions:

- greet and sign off the email in an informal manner, e.g., Hi/Hello/Dear ...
- · write as if you are speaking to your friend directly.
- give your news e.g., school, a recent activity you have taken up.
- if the reader doesn't know the sport or activity, give details about what's involved and the stages and steps.
- hand over the first draft to someone else to read and comment on.
- edit and rewrite.

Form, Meaning and Function



Present Perfect Progressive versus Present Perfect Simple

Use the present perfect progressive tense to talk about an action that started in the past and has a connection with the present time. The action may or may not have finished.

Use the present perfect progressive to emphasize the results of the action.

Use the present perfect progressive to say how long something has been happening.

Use the present perfect simple to say how many things have been done.

Present Perfect Progressive

Present Perfect Simple

How long have you been learning to ski? I have **been learning** how to ski for six months. I have attended five cross-country skiing events.

Time Expressions: How long ...?

Use the present perfect progressive tense with for to indicate the duration of the action: for two months, for a year, for a long time.

Use the present perfect progressive with since to indicate when the action began: since yesterday, since last June. since 2010.

Use the present perfect progressive with all... and so on to talk about the duration of the action, which may or may not have finished: all day, all week, all month, all year, all my life.

A. Read the words in the chart below and find the sport that connects them. Complete the chart below with the name of the sport.

1. swimming	2	3	4	5
goggles	board	snow	trainers	boots
swim hat	sea	slope	net	gloves
swimwear	swimwear	mountain	ball	shorts
flippers	sail	gloves	racket	ring
pool	wind	snow boots	shorts	mouth guard
		skis		

- B. Compare your answers in exercise A with a partner. Ask and answer about different sports. Use the chart above for ideas and use the present perfect progressive tense.
- **A:** Do you know how to ski?
 - **B:** Yes, I do. I have been skiing since I was ten years old. How about you?
 - A: I don't know how to ski, but I know how to play football.
 - **B:** How long have you been playing football?



Form, Meaning and **Function**

Present Perfect Progressive versus Present Perfect Simple

- Write the following sentence on the board, and ask students to copy it in their notebooks and then complete it. Have one student come to the board and fill in the blanks.
 - He ____ learned how to ski, but he hasn't ____ how to snowboard.
- Ask: What is the form of the present perfect? (has/have + the past participle)
- Ask: What is the past participle in the sentence on the board? (learned)
- Remind students that we use the present perfect. simple tense in the following situations: to talk about something in the past; when we do not know when the event happened, or it is not important when it happened; to talk about ongoing time from the past up to now.
- Draw students' attention to the example sentences in the presentation and write them on the board. Ask: Which tense is used in each example sentence and
- Read out the explanation in the presentation and draw timelines to illustrate the use of each form. Ask students to match a function in the explanation with the example sentences for the present perfect progressive. Highlight the form. For example, How long have you been learning to ski?

I have been learning how to ski for six months. (We are using the present perfect progressive to ask and say for how long something has been happening)

Time Expressions: How long ...?

- Call on students and ask: What have you learned to do? Have you finished learning it? If not, how long have you been learning for?
- Write students answers to these questions on the board. Highlight the time expression. For example, Ali has been learning how to drive for five months.
- Elicit a substitution for the underlined time expressions on the board using since.
- Refer students to the explanation in the presentation. Point out that *How long* refers to the length of time someone has been doing or has done something.

- Ask them to explain in their own words the difference between for and since. (For refers to an extended period of time, and since indicates a specific point in time.)
- Under the heading, *How long ...*?, write for and since on the board. Have students say a period of time not in the presentation. For example, seven years, one day, a long time. Write the expressions on the board under
- Have students say a point of time in the past; for example, a week ago, last Monday, seven years ago. Write the expressions under since.

 Have students do the task individually and check answers in pairs.

Answers

- 1. swimming
- 2. windsurfing
- 3. skiing
- 4. tennis
- 5. boxing

B

- In pairs, students should ask and answer about the different sports in exercise A. Monitor students' conversations and write any errors with form on the board.
- When students have finished the exercise refer them to the errors with form on the board. Encourage students to correct their mistakes as a class.
- Call on volunteers to role-play their conversations for the class.

Answers

Students' own answers



Teaching Tip

Show enthusiasm about the subject you are teaching. If you appear to be uninterested, students will pick up on this and they will become bored, too. On the other hand, if you are excited about what you are teaching, the students will be more interested, too. So, think of ways to make the class more interesting, challenging, and stimulating for yourself as well as the students!

Adverbs of Manner

- Have volunteers read aloud the information in the presentation.
- Say the following adverbs and have students call out the adjectives: quickly (quick); slowly (slow); correctly (correct); safely (safe); quietly (quiet).
- Then say the following adjectives and have students call out the adverbs: dangerous (dangerously); careful (carefully); bad (badly); nice (nicely); beautiful (beautifully); reckless (recklessly).
- Point out that fast and hard can be used as both adjectives and adverbs. For example: This is a fast car. / He is driving fast. This is a hard test. / He worked hard to get a good grade.
- Explain that the adverbs hard and hardly have different meanings and are unrelated. Hard means requiring a lot of physical or mental effort. Hardly means almost not, or to a very small degree. Also point out the irregular adverb form well.
- Remind students of some common spelling rules for turning adjectives into adverbs.

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 -I, we double the I. For example, the adverb form of cheerful is cheerfully.

Comparative Forms of Adjectives and Adverbs

- Choose volunteers to read aloud the example sentences in the presentation under the heading Adjective Comparative. Then elicit why -er and more have been added to the adjectives. (The speaker is comparing two people.)
- Ask: What word do we often use with comparative adjectives? (than)
- Have volunteers read aloud the sample sentences under the heading Adverb Comparative. Elicit the form, meaning and the function of the comparative adverbs in each sentence.

Language Builder

We can use both -er or more with many two-syllable adjectives; for example, politer and more polite are both correct.

We usually use -er with adjectives ending in -y, -ow, -le, and -er; for example: heavier, narrower, simpler, and cleverer.

We use more with two-syllable adjectives ending in -ed, -ing, -ful, and -less; for example: more tired, more boring, more stressful, and more careless.

Than and As ... As

- Explain that we use *more* or *less* in comparative structures to express that two things or people are unequal.
- Explain that as + adjective + as is used to compare two things. In the affirmative, as + adjective + as identifies two people or things as equal. For example: Mona is as tall as her mother. They are both 1.69m tall.
- Used with not as + adjective + as identifies two people or things as unequal. For example: Carson's Café isn't as good as The Eatery. The Eatery is better.

C

- Put students into groups and tell them to ask and answer: Have you ever been on a winter trip? What activities or sports did you do? What did you enjoy most?
- Tell students to read the advertisement and complete the gaps with the appropriate comparative form. They should then compare their answers with a partner.

Answers

- 1. as well as
- 2. than
- 3. latest
- 4. most popular
- 5. easier

- 6. more fashionable
- 7. faster
- 8. good
- 9. best
- **10.** as

Workbook

Assign pages 115–116 for more practice with the form, meaning and function of the structures in the unit.

Adverbs of Manner

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

How did he explain? He explained **carefully**.

Sometimes an adjective and adverb have the same form.

He's a **fast** runner. → He runs **fast**. He's a **hard** worker. → He works **hard**.

The adverb form of good is well.

Can Ali dive? Yes. He's a **good** diver. He dives really **well**.

Comparative Forms of Adjectives and Adverbs

The comparative form of most one syllable adjectives and adverbs is formed by adding *-er:* slow—slower; fast—faster; hard—harder.

Some comparative forms of adjectives are irregular: *good—better*; *bad—worse*

The comparative form of most two or more syllable adjectives and adverbs is formed by adding *more*: difficult—more difficult; carefully—more carefully.

Adjective Comparative

The **youngest** athlete was **faster** than all the others.

Football is more thrilling than basketball.

Adverb Comparative

The man climbed **higher** and **higher** up the mountain.

The earthquake got stronger and the walls shook more violently.

Than and As ... As

Use than to compare two people, animals, things, ideas or situations.

That athlete trains **harder than** all the other athletes.

Use as ... as to show two items are the same in some way.

Skiing is as dangerous as snowboarding.

Use not as ... as to show two items are not the same in some way.

The fold-up bicycle is not as bulky as a regular bicycle.

C. Read the advertisement for winter ski vacations. Complete the gaps with the appropriate word(s).

There is m	ore to a winter trip <u>tha</u>	<u>n</u> just skiing!
Are you thinking of going on skiing vanthen don't despair. There is lot more you can do: snowboarding, bob-sled rafting.	to a trip to the snow	(2.) skiing. There are lots of things
a sport for the faint-hearted! Snow so mountain slopes at very high speeds	(6. fashionable). Bob-sle f up to 70 mph, it is a lot ooting and snow rafting are fairly . Snow scooters are a	d riding can be a lot of fun, tiring and (7. fast) than skiing. This is not y new sports. Both involve riding down
And remember, building a snowman	is as fun (10.) any	sport!

12 Project



A long list of different sports and events are included in the Summer Olympics, such as:

Archery	Boxing	Equestrian	Gymnastics	Rowing	Table tennis	Volleyball
Athletics	Canoeing	Fencing	Handball	Sailing	Taekwondo	Water polo
Badminton	Cycling	Field hockey	Judo	Shooting	Tennis	Weightlifting
Basketball	Diving	Football	Pentathlon	Swimming	Triathlon	Wrestling

- **1.** Circle the ones that you are familiar with. Find out if your classmates know more about the sports/events that you are not familiar with.
- **2.** Work in pairs or groups.
 - Research and find out which sports/ events are the most popular ones.
 - Choose two popular sports/events to research and collect information about.
 - Use the chart to make notes and select photos/pictures.
 - Design and make a poster to display on the wall of your classroom for your classmates to read.
 - Answer questions about your poster.



Name of sport/event	1	2
Date it was introduced in the Olympics		
History (place of origin, development, popularity, key people)		
Objective (of game/sport/event)		
First and latest gold medalists and countries of origin		
Current status in the Olympics and the World Championship		
Preparation of athletes (inclusion in the Olympics, semi-finals, or finals)		

12 Project

- Tell students that they are going to research and prepare a poster about Olympic events.
- Write Summer Olympics on the board and elicit sports and events from students. List them on the board.
- Have students open their books on page 56 and read through the list of sports and events at the top.
- Organize students in groups and have them read the directions for 1 and circle the events that they are familiar with.
- Have students move around the classroom to find out about sports/events that they are unfamiliar with from other students. Encourage them to ask guestions and make notes of new information.
- Here is a list of sports that your students might need help defining:

Archery: the sport of shooting arrows from a bow **Athletics:** track and field sports [running, jumping] Badminton: a game, similar to tennis, but played with a shuttlecock (small feathered object).

Fencing: a sport of armed combat using bladed weapons

Field hockey: a sport in which a team of players attempts to score goals by hitting, pushing or flicking a ball into an opposing team's goal using sticks.

Gymnastics: a sport involving performance of exercises requiring physical strength, flexibility, agility, coordination, balance, grace

Handball: a sport in which two teams of seven players each pass a ball to throw it into the goal of the other team. The team with the most goals wins after two periods of 30 minutes

Pentathlon: a sport contest that includes five events: pistol shooting, fencing, freestyle swimming, show jumping and a 3 km cross-country run.

Triathlon: a multi-sport event involving the completion of swimming, cycling and running in an immediate succession over various distances

- Read the directions for 2. Have students work in pairs or groups to find out which sports/events are the most popular. Tell groups or pairs to move around and interview their classmates in order to find out.
- Have groups/pairs reform and collate their information. Call on a student from each group/pair to report the group results.

- Have students choose two sports/ events to research. Go through the chart in class and elicit examples from students. For example. History: the pentathlon was first introduced in Ancient Greece at the Ancient Olympic Games.
- Have students research, collect information and make notes. Check to make sure that they are focusing on their chosen events and making notes.
- Remind them to assign tasks to different members of the group in order to make the best use of time and resources. For example making artistically talented members of the group responsible for design and illustration, etc.
- If students have access to a library and/or the internet, you could aim to complete this and do the presentation on the same day. If not, they will have to organize themselves carefully to share tasks and do their research and data collection individually, then coordinate and present as a group.
- Give groups time to organize themselves and share the tasks that need to be completed among members of the group.
- If there is access to the internet in the classroom or in the library, encourage students to use it in order to access information, and download pictures.
- Ask groups to coordinate all their work and work on the actual poster presentation both in terms of staging and materials. Make sure that students are using visuals with captions and/or short texts.

Teaching Tip

Remind learners to face the audience when they speak and point to the appropriate picture and text/caption in the poster. Encourage them to "speak" to the audience rather than simply read aloud or recite the caption from memory. Point out that doing that does not ensure getting through to the audience and often ends up being a monologue.

Additional Activity

Have students find and present information about less popular sports. Discuss why they are less popular. Use facts as well as your own impressions and ideas.

13 Self Reflection

- Brainstorm The Sporting Life. 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 44 and 45. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example: Which item of information about the Olympic Games did you find more intriguing? Why? Who leads the procession of athletes during the
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.

opening ceremony of the Olympic Games? Why?

 Before directing students to pages 46 and 47, ask them some questions. For example:

Which is the most amazing place you've ever been

What is a sure way to have an accident? (speeding) Who is the best athlete you've ever known? Complete the following:

is dangerous. is excitina.

- 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
- Have students focus on Unit 2 Checklist and complete as they go through the unit.
- Direct students to pages 48 and 49. Call on volunteers to say what they remember from the Conversation. Elicit expressions from volunteers.
- Have students reflect on unusual Olympic athletes and complete the chart in pairs. Call on pairs to say which unusual Olympic athletes they remember from Listening.
- Have students make notes in the chart.
- Write 'A Country Born on Skis' 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 have them answer auestions like these:
 - How many medals has Norway won to date? Why is this remarkable?
 - How long have Norwegians used skis? What did they use them for?
- Have students reflect on the Speaking activity. Which are the most popular sports in Saudi Arabia? What do you think makes them popular?
- 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 describing a sport or activity in a how-to guide. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 52 and 53 and make notes as before.
- Direct students to 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 aspect of project work on the board. For example:

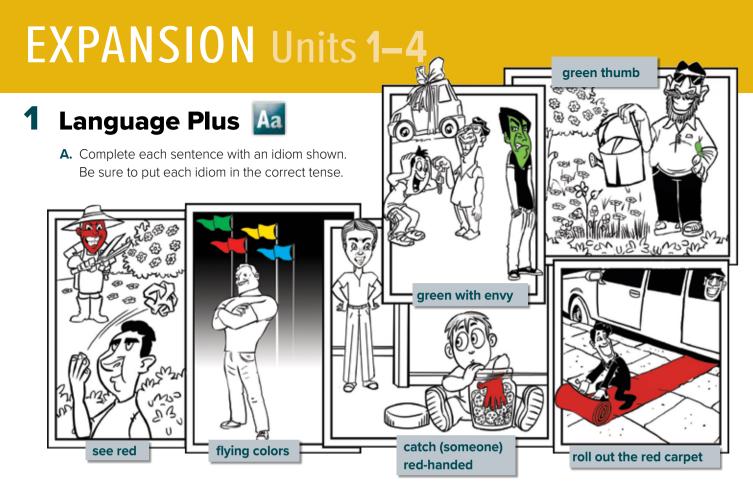
Personalization Creativity Natural language use Focus on meaning Research/collecting information Using other knowledge

- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that student feel they need more work on and make suggestions.

13 Self Reflection



Things that I liked about Unit 4:	Things that I didn't like very much:						
Things that I found easy in Unit 4:	Things	that I found diffic	cult in Unit 4:				
Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.				
talk about the Olympics, sports and athletes	very wen.	quite weii.	practice more.				
encourage and express confidence in someone							
explain steps in a process or game							
use gerunds as subjects							
use the superlative + present perfect							
use the present perfect progressive versus present perfect simple							
ask: How long?							
use adverbs of manner							
use comparative forms and structures with adjectives and adverbs							
dild daverss							
My five favorite new words from Unit 4:	If you're s from Unit	still not sure abou 4:	ut something				
	 read through the unit again listen to the audio material study the grammar and functions						
	from the	unit again teacher for help					



I.	The thief was	with	his	hand	still	in	the	busir	nessma	า'ร	jack	et p	oock	et.
----	---------------	------	-----	------	-------	----	-----	-------	--------	-----	------	------	------	-----

- 2. Look at my garden. No matter how hard I try, nothing grows. I guess I don't have a _
- 3. When I found out that my sister had taken my cell phone without my permission and then lost it,
- 4. When our grandparents came to visit, we took them to all the best restaurants in town. We really
- **5.** I passed the test in every subject with _____
- **6.** He has my dream job. I was _____ when he first told me about it.

2 Writing 💹



Tools for Writing: Common Errors with Prepositions

Verbs that are followed by a certain preposition in English may be followed by a different preposition or no preposition at all in your language. In order to make sure your writing is grammatically correct, it is important to learn which verbs are used with which prepositions in English. Study the following verbs + prepositions.

look for

Can you help me look for my keys? NOT: Can you help me look my keys?

ask for

We need to **ask for** some help. NOT: We need to ask help.

depend on

We may not go. It **depends on** the weather. NOT: It depends of the weather.

smile at

My mother was so proud. She kept smiling at me. NOT: She kept smiling of me.

remind of

She **reminds** me **of** my grandmother. NOT: She reminds me my grandmother.

congratulate on

She **congratulated** him **on** the new job. Not: She congratulated him by his new job.

Unit Goals

- Language Plus
- Writing Write about cultural meanings of color, symbols, customs, or

gestures

- **Language Review**
- Reading Can You Believe They Believed It?
- Writing Write about a hoax

Language Plus

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

see red

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

flying colors

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

green with envy

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

green thumb

Is the man a successful gardener? (yes)

Explain that when someone has green thumbs he is good at making plants grow.

catch someone red-handed

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

roll out the red carpet

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

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

 Ask students to use the idioms to talk about their own experiences or things they've seen. For example, ask:

Have you ever caught someone red-handed at somethina?

Have you ever been green with envy?

What makes you see red?

Did anyone ever roll out the red carpet for you when you visited?

Answers

- 1. caught red-handed
- 2. green thumb
- 3. saw red
- 4. rolled out the red carpet
- 5. flying colors
- 6. green with envy

Writing

Tools for Writing: Common Errors with Prepositions

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

I like being surrounded a color. (by)
White is worn brides. (by)
Red is associated danger. (with)
We respond color. (to)
I feel passionately poetry. (about)

Writing Prompt

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

Developing Your Writing

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

Write Your Expository Essay

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

Finally, students reread their essays and revise them. Tell them to check to make sure that they used grammar points from Units 1-4. If not, have them try to include at least two or three different grammar points from the units as they revise the essay. They don't have to use them all. Students might do this as homework. Write the grammar points from Units 1-4 on the board as a reference:

Subjunctive

I'd like you + infinitive I want vou + infinitive Gerunds after verbs Infinitives after verbs Adjective order Too and enough Gerunds as subjects

Workbook

Assign pages 117–119 for review of grammar and vocabulary.



Teaching Tip

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

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

Writing Prompt

Write an expository essay about what different colors, symbols, customs, or gestures mean in your culture. Say what you think this shows about your culture. Include grammar points from Units 1 to 4.

In an expository essay, the writer explains, describes, or gives information about a subject.

Write Your Expository Essay

- **1.** Decide whether you will write about colors, symbols, customs, or gestures in your culture. What do you think these show about your culture? This will be your topic sentence.
- **2.** Use a chart to organize your ideas. Write your topic sentence in the center circle. Then write ideas which support this topic sentence in the surrounding circles.
- 3. Write a draft of your expository essay.
- **4.** Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Developing Your Writing: Body Paragraphs that Support the Topic Sentence

The paragraphs of an essay between the introduction and conclusion are called the body of the essay. Each body paragraph must have one main idea, as well as examples, definitions, facts, or statistics which support that main idea. The main idea of each body paragraph must relate to and support the topic sentence in the introduction.

As you write the body of your essay, ask yourself:

- Does each paragraph have one main idea?
- Is this main idea supported by examples, definitions, facts, and/or statistics?
- Does each paragraph support the topic sentence in the introduction?



Customs and Gestures in Korean Culture
To understand the perspective of Korean people,
it is important to understand their customs and
gestures. I believe that Korean customs and gestures
show that the Korean culture is quite traditional and
conservative.

One aspect of Korean culture that is traditional and conservative is greeting people. Korean people usually bow when they meet one another. When Koreans are introduced to someone for the first time, they generally do not smile. Smiling is reserved for informal occasions. Koreans also consider staring impolite. We prefer to make only brief eye contact. When meeting a Korean person, I suggest you avoid looking into his/her eyes for more than a moment or two...

3 Language Review 🌠



- **A.** Write a response to each question. Include the word in parentheses and either **too** or **enough**.
- Why are you getting rid of this rug? (worn)

It's too worn.

- 1. Why can't we make a cake before the guests arrive? (time)
- 2. Why are you turning on more lights? (dark)
- **3.** Why don't you like driving with him? (dangerously)
- **4.** Why don't you like this landscape? (trees)
- **5.** Why isn't he running in the marathon this weekend? (lazy)
- 6. Why don't you like small rooms? (claustrophobic)
- **7.** Why do you find him difficult to understand? (quickly)
- 8. Why aren't you going to the game tonight? (tired)
- **9.** Why don't you like this couch? (comfortable)
- B. Form sentences by combining items from Boxes A and B. Use a gerund as the subject of each sentence. You can use words from Box B more than once.
- Losing your keys is irritating.

Box A

fill out forms

litter

lose your keys

read about scientific discoveries

sit in a sauna

skydive

touch your ear with your tongue

witness a crime

Box B

boring

exciting

fascinating

frightening

impossible

irresponsible

irritating

relaxing

- **C.** Write sentences using two or three adjectives to describe the following things.
- your school

It has expensive new computer labs.

- 1. your room
- 2. this book
- 3. your favorite piece of clothing
- 4. a place to visit
- 5. your favorite food
- 6. the last car you rode in



3 Language Review

- This exercise reviews the use of too and enough with adjectives and nouns, which was presented in Unit 3. Refer students to the grammar chart on page 32 for review as necessary
- Write the following sentences on the board and elicit the words that go in the blanks:

It's ____ hot to work. Let's go to the beach. (too) He can't drive. He isn't old _____. (enough)

- Remind students that enough can be used with adjectives and nouns. It goes after an adjective but before a noun; for example, enough paper but not old enough.
- Ask a volunteer to read aloud the directions and the example. Have students work individually to write answers and then ask and answer the questions with a partner.
- Check answers by calling on pairs to read aloud a question and an answer. Ask if others in the class have different answers. If so, help the class decide if these answers are also correct.

Answers

Answers may vary. Sample answers:

- 1. We don't have enough time./There isn't enough time.
- 2. It's too dark.
- 3. He drives too dangerously.
- 4. It doesn't have enough trees.
- 5. He's too lazy.
- 6. They make me feel too claustrophobic.
- 7. He speaks too quickly.
- 8. I'm too tired.
- 9. It isn't comfortable enough.

B

- This exercise reviews gerunds as subjects, which were presented in Unit 4. Refer students to the chart on page 46 for review as necessary.
- Ask a volunteer to read aloud the directions and the example. Ask if there are other possible or logical answers. (Losing your keys is irresponsible.)
- Then have students work individually to write sentences using the words in Box A and Box B.
- Check answers by calling on students to read sentences. Ask if there are any different responses.

Language Builder

Point out that verbs ending in -ing have different uses. They can be part of a progressive verb, as in I'm playing baseball now. They can be verbal nouns or gerunds as in **Playing** baseball is fun. They can also be used as verbal adjectives or participles, as in It was an exciting game.

Answers

Answers will vary. Sample answers:

- 1. Filling out forms is boring.
- 2. Littering is irresponsible.
- 3. Losing your keys is irritating.
- 4. Reading about scientific discoveries is fascinating.
- 5. Sitting in a sauna is relaxing.
- 6. Skydiving is exciting.
- 7. Touching your ear with your tongue is impossible.
- 8. Witnessing a crime is frightening.

(

- This exercise reviews the order of adjectives presented in Unit 3. Refer students to the chart on page 32 for review as necessary.
- Write a sentence on the board about a classroom object that everyone can see, such as There's a ___ table in the corner. Elicit adjectives to describe the object, such as black, wooden, and big, and write them next to the sentence. Then have a volunteer write the words in the blank in the correct order. There's a big. black, wooden table in the corner.
- Ask a volunteer to read the directions and the example. Elicit one or two more possible ways of describing a school.
- Have students work with a partner to write sentences. Ask pairs to write their sentences on the board.

O

- This exercise reviews the use of the superlative with the present perfect, which is presented in Unit 4. Refer students to the chart on page 46 as necessary.
- Ask a volunteer to read aloud the directions and the example. Ask a few other students to answer the same question with their own information.
- Have students work with a partner. They take turns asking and answering the questions.
- Check answers by going around the room as students are working. Check that they are using the sentence pattern (superlative + present perfect) correctly. Note any problems and discuss them with the class.

Answers

Answers will vary, but the questions should be as follows.

- **1.** What is the most beautiful place you've ever visited?
- 2. What's the most exciting city you've ever visited?
- 3. What's the tallest building you've ever seen?
- **4.** What's the best book you've ever read?
- **5.** What's the spiciest food you've ever eaten?
- 6. What's the hardest thing you've ever done?
- **7.** Who's the most famous person you've ever met?
- 8. What's the scariest film you've ever watched?
- 9. What's the farthest place you've ever traveled to?
- 10. What's the most thoughtful present you've ever received?

2020 G20 Summit

The G20 was founded in 1999 as a gathering between finance ministers and central bank governors of the world's 20 largest economies. Today, it continues to be a forum for economic cooperation between Heads of State and government officials. In December 2019, Saudi Arabia was announced as the 2020 G20 Presidency. The Kingdom prepared an ambitious 2020 G20 agenda under the theme "Realizing Opportunities of the 21st Century for All." The agenda focused on three main goals: empowering people, safeguarding planet earth, and shaping new frontier. Leaders from 20 nations participated in the event hosted by King Salman, including the United States, China, Japan, Germany, and India.



- This exercise reviews the...the comparatives. It also indirectly reviews participial adjectives and the use of get + adjectives and past participles.
- Remind students that in these sentences, there are two comparative forms.
- Do the first item with the class as an additional example.
- Have students work individually to rewrite the rest of the sentences.

Answers

Answers will vary. Sample answers:

- 1. The more she studies anthropology, the more fascinated she becomes with it.
- 2. The closer we get to summer, the more excited I get.
- 3. The funnier the joke, the harder people laugh.
- 4. The longer I sit on this couch, the more tired I get.
- **5.** The cheaper the shoes, the more quickly they fall apart.
- **6.** The smaller the room, the more claustrophobic I feel.



• Read the directions and focus students' attention on the picture. Brainstorm a few ideas about what's happening in the picture. Have them describe the people and talk about how they feel. For example, say:

Someone is driving an SUV vehicle (sport utility vehicle). Why? Where are they going?

Have students work individually to write their stories. Review the list of grammar points and have them include as many as possible in their stories and underline them.

Answers

Answers will vary.

Language Builder

The following are some more expressions with *get*: **get someone's drift =** understand the main point another person is making

OK. I get your drift. You'd rather be alone.

get a kick out of (something) = enjoy something a lot The little boy got a kick out of seeing the clowns at the circus.

Get a life! = Don't waste time worrying about little things. Stop complaining about every little thing. Get a life! get a load of (something)! = look at something that is amazing in some way

Get a load of that man over there! He's wearing five hats. get in on the act = participate, be part of something Here comes Bill. He always wants to get in on the act. Let's pretend we don't see him.

get your act together = be more organized My boss said I need to get my act together or I'll get fired!

Workbook

Assign pages 123–124 for review of grammar and vocabulary presented in Units 1–4.

- **D.** Use the words to write superlative + present perfect questions. Then ask and answer the questions with a partner.
- interesting event / read about

A: What is the most interesting event you've ever read about?

B: The G20 2020 Summit hosted in Riyadh is the most interesting event I've ever read about.

- 1. beautiful place / visit
- 2. exciting city / visit
- 3. tall building / see
- 4. good book / read
- **5.** spicy food / eat

- **6.** hard thing / do
- 7. famous person / meet
- 8. scary film / watch
- 9. far place / travel
- 10. thoughtful present / receive



- **E.** Rewrite each sentence as a **the...the** comparative.
- He's been getting more exercise. He's been feeling better.

 The more exercise he gets, the better he feels.
 - 1. She's been studying anthropology. She's becoming fascinated with it.
 - 2. We're getting closer to summer. I'm getting excited.
 - 3. When a joke is really funny, people laugh really hard.
 - **4.** I keep sitting on this couch. I'm getting more and more tired.
 - 5. Usually when a pair of shoes is cheap, they fall apart quickly.
 - **6.** Small rooms make me feel claustrophobic.
- **F.** Write a story about the picture. Use grammar points from Units 2, 3, and 4.
 - ☐ multiple adjectives
 - \square **too** and **enough**
 - \square gerunds as subjects

- ☐ adverbs of manner
- ☐ gerunds after verbs
- \square infinitive after verbs



4 Reading



Before Reading

- **1.** Has anyone ever played a trick on you? If so, explain what happened.
- 2. Have you ever played a trick on someone else? If so, explain what you did.

Can You Believe They Believed It?

In many countries around the world, the first day of April is a day for playing tricks and pulling pranks. Many of the most amusing and memorable tricks that have been played on this day have been perpetrated by the media.



Perhaps one of the funniest pranks to have ever been pulled off happened on April 1, 1957. On this day, a well-respected British news show called *Panorama* aired a segment focusing on a supposed spaghetti harvest in southern Switzerland! The anchorman explained that the mild winter had resulted in a huge spaghetti crop. As the anchorman gave details about the "spaghetti crop," video footage was shown of Swiss people pulling fresh, long strands of spaghetti off of "spaghetti trees" and putting them in baskets.

Convincing viewers wasn't very difficult. Apparently, this segment was realistic enough to fool a huge number of people. Hundreds of fascinated viewers called into the

television station wanting to find out how they could grow their own spaghetti tree. They were told, "Place a sprig of spaghetti in a tin of tomato sauce and hope for the best." As one studio worker remembers, "The more people called, the harder we laughed."

Another nationally broadcast prank occurred in Sweden in 1962. At the time the country had only one television channel, and it broadcast in black and white. The station had their technical expert announce to the viewers that a new technology had been created. Astonished viewers listened as he explained that this technology would make it possible to see color images on their black and white television sets. Accomplishing this was easy, he assured the audience. He explained that all that viewers needed to do to convert their black and white televisions to color was to pull a nylon stocking over the screen. He also advised moving one's head very carefully back and forth to see the best picture. Many viewers got excited, and thousands tried it. Today many Swedes still recall family members running around the house trying to find nylon stockings to place over their television set.



4 Reading

Before Reading

- With books closed, ask the two **Before Reading** questions. Discuss what it means to "play a trick" on someone. Have students tell a partner about a trick they have played on someone or a trick someone played on them.
- Have students look at the title of the article. Ask: What do vou think the article is about? Elicit answers from several students. Make notes of answers on the board but don't confirm or deny answers at this time.
- Play the audio of the article. Have students listen and follow along.
- Review and verify the answers to the question. Elicit that the article is about tricks or pranks that people play on the first day of April.

READING STRATEGY Reading aloud

- Explain to students that they are going to practice the skill of reading aloud. Read the first two paragraphs of the article aloud to the class. Ask students to comment on your reading. Ask: Did I read quickly or slowly? What kind of expression did I use in my voice? Was it easy or difficult to understand? Why?
- Write the following tips for reading aloud on the board:
 - · Prepare to read. Make sure you understand before you read.
 - · Look up or ask about words you don't know. Practice the pronunciation.
 - · Don't read too quickly. Take your time.
 - · Pause in logical places.
 - · Look at the people you are reading to.
- Have students count off around the room, 1, 2, and 3. All of the 1s will read paragraphs 2 and 3 of the article. the spaghetti story. The 2s will read paragraph 4, the Swedish TV story, and the 3s will read paragraph 5 about the Australian clock.
- Give students about 5 or 6 minutes to read their story and practice reading it aloud to themselves or to a partner in a soft voice. As students are doing this, go around and help with pronunciation and other questions as needed.

- Put students in groups of three, with one student for each story. Students read their stories aloud to the others in the group. While one student is reading, the others listen with their books closed. After each story, have students discuss what happened.
- When students have finished, discuss the experience of reading aloud. Ask: Do you like to read aloud? Why or why not? Do you read aloud in your first language? If so, when and why?
- For vocabulary practice, write the following definitions on the board. Have students find words in the reading to match the definitions. paragraphs 2 and 3

a quantity of a fruit or vegetable that is grown and picked in one year (harvest)

pieces of spaghetti (strands) a small piece of a plant (sprig)

paragraph 4

doing something successfully (accomplishing) (moving) from side to side (back and forth)

paragraph 5

was fooled by something (fell for)

Culture Note

Many Western cultures have traditions of different kinds for playing tricks and pulling pranks. In many countries, the prankster shouts "April fools!" at the recipient. In the UK and Poland, the joking ends at noon on April 1st. In Spanishspeaking countries, December 28th is a day for jokes and pranks.

After Reading



- Have students look at the list of words in the first column and find each word in the reading.
- Have students work individually to match each word with a synonym in the second column. Then have them compare answers with a partner. If their answers are different, they should try to decide on the correct answer.
- Read the answers aloud for students to verify their responses.

Answers

- **1.** a **5.** c
- **2**. d **6.** b
- **3.** f **7.** g **4.** e
- B
- Put students in groups of three to ask and answer the questions.
- Check answers by having groups report their answers to the class. Have students support their answers by referring back to the parts of the reading with the correct information.

Answers

Answers will vary. Sample answers:

- 1. They were pulled by the media.
- 2. Video footage showed people "picking" spaghetti off trees.
- 3. He instructed them to pull a nylon stocking over their TV screens and move their heads very carefully back and forth to see the best picture.
- 4. They announced that Australia would be converting to
- 5. They showed an interview with the deputy premier and a picture of the town clock with a new "metric time" face.

Discussion

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

Workbook

Assign pages 120–121 for additional reading and writing practice at word and sentence level.



Another remarkable prank was pulled by an Australian news program in 1975. On the program that evening it was announced that Australia would be converting to "metric time." It was explained that under metric time, there would be 100 seconds in a minute, 100 minutes in an hour, and 20 hours in a day. It was also explained that seconds would become *millidays*, minutes would become *centidays*, and hours would become *decidays*. The report had many convincing details, including an interview with South Australia's deputy premier and a shot of Adelaide's town hall clock, with its "new" 10-hour metric clock face. Many people fell for the trick. Some even got angry about it. One viewer was particularly irritated because, as he explained,

he had just bought a new clock and thought that it was now useless.

Sometimes it seems the sillier the hoax, the more likely people are to fall for it! So the next time you hear something that sounds too silly to be true, look at your calendar and make sure that it isn't April first!

After Reading

- A Match the words to their synonyms.
 - **1.** _____ prank
 - **2.** _____ supposed
 - **3.** _____ memorable
 - **4.** ____ convert
 - **5.** _____ perpetrate
 - **6.** _____ hoax
 - **7.** _____ footage

- a. trick
- **b.** practical joke
- c. be responsible for
- **d.** apparent
- e. change
- f. significant
- g. TV or film coverage
- **B.** Answer the questions.
 - 1. What do all of the tricks mentioned in the reading have in common?
 - 2. What footage was shown on *Panorama* to support the spaghetti harvest trick?
 - **3.** What did the "technical expert" of Sweden's television station instruct viewers to do on April 1, 1962?
 - **4.** What trick did an Australian news program play in 1975?
 - 5. What convincing details did the Australian news program use to support their claim?

Discussion

- 1. Is it OK to play tricks on people? Explain.
- 2. What kind of tricks do you think are all right to play?
- **3.** What kind of tricks do you think should not be played?

5 Writing

Writing Prompt

Write about a hoax. Explain the effect the hoax had. Include grammar points from Units 2, 3, and 4.

Write Your Essay

- 1. Decide on the hoax you will write about.
- **2.** Use a cause-and-effect chart to organize your ideas. Remember that a *cause* is something that makes something else happen. An *effect* is something that results from an action.

yet

3. Write a draft of your essay.

however

4. Have a partner read and comment on your draft. Use your partner's comments to revise your essay.

		-			
Developing Your Writing: Transition Words					
Transition words help organize your writing. They help tie ideas and sentences together to create smoother transitions, so that readers can follow the events and ideas more easily.					
Time Transition Words					
afterward as soon as	before during	finall next	•	suddenly then	
Cause and Effect Transition Words					
because of as a result		o since en therefore			
Comparison Transition Words					
another way as	in the same v likewise	in the same way likewise		one way similarly	
Contrast Transition Words					
although	nevertheless	,	still		

otherwise

Cause ——	→ Effect

The Man Who Thought He Had Inherited 12 Million Dollars
Martin received an email claiming that he had inherited a huge
sum of money from a bank in an African country. The letter said that
a wealthy relative had died and had left him all the money. The letter
asked him to send all his details and bank account number to the
address enclosed and he would be told how he could get the money.
Martin's dream was to be rich and be able to buy a lot of expensive
things. So he
J

Writing Prompt

• Tell students that they will be writing an essay about a prank or a hoax.

Write Your Essay

- Brainstorm a few ideas with the class about pranks or hoaxes they could write about.
- Focus students' attention on the Cause/Effect chart. Draw a sample chart on the board. Ask students to find examples of causes and effects in the stories in the reading on pages 62 and 63. Write these under the Cause and Effect columns. For example:

Cause	Effect		
Panorama aired story about Spaghetti trees.	People called and asked how they could grow spaghetti trees.		
Swedish TV told people how they could convert their TVs to color with nylon stockings.	People ran around looking for stockings to put over their TV sets.		

- Have students look at the chart of *Transition Words*. Point out that these are useful when writing to establish relationships of time, cause and effect, comparisons, and contrasts. Tell students they should refer to the chart as they write for ideas on what words to use.
- Read the beginning of the sample essay with the class. Ask: What information did the writer include in the first paragraph? (what the prank was, and who the victim was)
- Have students decide on a prank or hoax and write a draft of their essay. Then they exchange essays with a partner and read and comment on each other's essays. Have them focus their comments on these two points:

Wordiness: Are there any sentences in the essay that are too wordy?

Clarity: Are there any parts of the essay that aren't clear? Why? How can the writer make them clearer?

- Have students revise their essays for homework. Tell them to consider their partner's comments when deciding how to revise.
- Invite a few students to read their final essays to the class.

Language Builder

As students write, point out these features of some of the transition words.

These transition words can be used to connect clauses: before, as soon as, since, if, although.

For example:

You should practice before you read aloud.

Although Hull fooled the public, he never went to jail.

The other words on the lists cannot be used to connect sentences. Writers must use a period and start a new sentence. It is incorrect to use a comma.

For example:

CORRECT: They buried the treasure in 1868. Then the men dug it up in 1869.

INCORRECT: They buried the treasure in 1868, then the men dug it up in 1869.



Additional Activity

Give students copies of the following sentences, with blanks for the transition words. Have students complete them with transition words from the chart. There may be other possible answers.

Time Transition Words

We'll yell "Surprise!" and turn on the lights as soon as Jack comes into the room.

At first, the boys didn't understand why everyone was laughing. Finally, they realized it was all a prank.

First, you need to make the sauce. **Next** you cook the pasta in boiling water.

Cause and Effect Transition Words

They had to close the roads **because of** the storm.

The man believed the story about the clock. *Therefore* he called the office to complain.

Since he believed the story, they didn't have the heart to tell him it was a joke.

Comparison Transition Words

One way to trick someone is to put salt in the sugar bowl. Another way is to put a frog in their bed.

Contrast Transition Words

I'll come if I can. Otherwise, you'll just have to start without me.

Workbook

Assign page 122 for additional writing practice above word and sentence level.

1

Working 9 to 5

VOCABULARY

Nouns

allergen income
alternative infection
callus satisfaction
fabric status
flair trend

Verbs

analyze identify
appreciate monitor
cooperate prune
cure utilize
determine
embed
entail

Adjectives

alert captive identical methodical respectful tremendous

Jobs

arborist
air traffic controller
engineer
race car driver
pediatrician
social worker
surgeon
telemarketer
zoologist

EXPRESSIONS

Asking for favors

Do me a favor and . . .

Do you think you could . . .?

I hate to ask, but . . .
I'd really appreciate it if you would . . .

What are the chances you could . . .?

Would it be possible/too much trouble . . .?

Real Talk

cover help me out in a bind jump ship keep it to yourself No kidding? take off Will do.

2 Going Greer

VOCABULARY

Nouns

bagful sacrifice consumption self-reliance efficiency source impact thermostat landfill utility perspective waste pesticides wrapper power outage vacuum

Verbs

accumulate access conserve rely

Adjectives

bold committed enormous glossy harsh organic reusable

EXPRESSIONS

Making suggestions

Don't you think it would be a good idea + *infinitive*? How about + *gerund*? If you don't mind, I'd like to suggest + *gerund* . . . If you . . . I think you'll find . . . You might want to consider + *gerund* . . .

Real Talk

a hassle a no-brainer a piece of cake chuck I guess. lame

There's No Place Like Home

VOCABULARY

Nouns

adobe furniture architect hub asset loyalty atmosphere mortar budget plot canyon shelter cliff sorrow comfort suburbs

Verbs

comfort cripple cultivate drain give off lodge nurture shelter

Adjectives

enticing numerous potential resounding worn

EXPRESSIONS

Describing what you are looking for

I'm looking for ...
What I have in mind is ...
I'd love to find ...
I'm hoping to find ...
I have my heart set on ...
It's essential that I find ...

Real Talk

an arm and a leg Cool! grand Hold on! megabucks out of touch reality check

4 The Sporting Life

VOCABULARY

Nouns

Alpine skiing cross-country skiing freestyle skiing goaltender hurdle ice hockey marathon medal merit milestone penalty practice procession puck rink ski jumping spectator terrain

Verbs

commemorate found intersperse originate revive

Adjectives

astounding defensive offensive stiff thrilling

EXPRESSIONS

Encouraging and expressing confidence in someone

(I know) You can do it.

I have confidence/faith in you.

There's no question in my mind . . .

You'll do great.

You're going to knock 'em dead / knock their socks off. You've got what it takes.

Real Talk

down pat guts mess up psyched up for You bet!

EXPANSION Units 1–4

VOCABULARY

Nouns

anchorman crop footage harvest

hoax nylon stocking prank segment

Verbs

accomplish convert fall for perpetrate pull off recall

Adjectives

claustrophobic supposed memorable useless

EXPRESSIONS

Idioms

catch (someone) red-handed flying colors green with envy green thumb roll out the red carpet see red

Irregular Verbs

se Form	Simple Past	Past Participle
be	was/were	been
become	became	become
break	broke	broken
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sew	sewed	sewn
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written

MEGAGOAL 2.2 Audio Track List

CD1 Track	Unit	St	udent Book Section
2	Unit 1	1	Listen and Discuss Conversation Listening Pronunciation Reading Writing
3	Unit 1	4	
4	Unit 1	5	
5	Unit 1	6	
6	Unit 1	8	
7	Unit 1	10	
8	Unit 2	1	Listen and Discuss Conversation Listening Pronunciation Reading Writing
9	Unit 2	4	
10	Unit 2	5	
11	Unit 2	6	
12	Unit 2	8	
13	Unit 2	10	
14	Unit 3	1	Listen and Discuss
15	Unit 3	4	Conversation
16	Unit 3	5	Listening
17	Unit 3	6	Pronunciation
18	Unit 3	8	Reading
19	Unit 3	10	Writing
20	Unit 4	1	Listen and Discuss
21	Unit 4	4	Conversation
22	Unit 4	5	Listening
23	Unit 4	6	Pronunciation
24	Unit 4	8	Reading
25	Unit 4	10	Writing
26	EXPANSION Units 1–4	4	Reading

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Key to Phonetic Symbols

V	owels	Consonants			
Symbol	Sample Word	Symbol	Sample Word		
/iy/	w ee k	/b/	b ike		
/I/	g i ft	/p/	p ool		
/2/	b e d	/g/	give		
/æ/	b a d	/k/	car		
/α/	father, box	/d/	d ay		
/ə/	month, bus	/t/	t en		
/ɔ/	sm a ll, d oo r	/z/	zero		
/u/	r oo m	/s/	son		
/υ/	b oo k	/ʃ/	sh oe		
/eɪ/	n a me	/d ʒ /	j ust, gara g e		
/aı/	l i ne	/3/	televi s ion		
/ɔy/	b oy	/ t f/	ch eck		
/aʊ/	t ow n	/v/	v ery		
/ου/	o ld	/ f /	f ine		
/ər/	f ir st	/w/	w ife		
		/y/	y ard		
		/h/	h ere		
		/ð/	th is		
		/0/	th ousand		
		/m/	m ap		
		/n/	n ow		
		/ŋ/	ri ng		
		/1/	l eft		
		/r/	r ight		

Photocopiable Activities 2.2 Answer Key

1 Photocopiable Activity

Exercise 1

- 1. It is imperative that the documents be submitted on time.
- 2. The examiner demanded that all the test booklets be collected.
- 3. They insisted that we join them.
- 4. I recommend that you walk for at least two hours a day.
- He requested that we be at the board meeting to express our views.
- **6.** The headmaster suggests that older students be more supportive of younger children.
- 7. It is essential that our papers do not exceed the word limit.

Exercise 2

- **1.** I'd like you to brush your teeth at least twice a day and avoid eating sweets, I'd like you to come back next week.
- **2.** I want you to attend all classes and do your homework. I want you to work on your projects and spend more time in the lab.
- **3.** I want you to be on time. I don't want you to be late for work. I want you to do your job carefully, wear a suit and be polite to customers.

Exercise 3

- 1. in a bind
- 2. help you out
- 3. keep it to yourself
- 4. No kidding
- 5. taking off
- 6. cover for
- 7. Will do

Exercise 4

Answers will vary. Sample answers:

flavorist: special training experience, methodical and

patient, attention to detail

Flight attendant: special training – experience, languages,

social skills – polite, pleasant, patient

Air traffic controller: training and experience, languages, can take

pressure, is fast and accurate

Teacher: education, training, experience, - likes

working with people

Games designer: training, experience – likes gaming, is

creative and has a sense of humour.

Doctor: special training, experience, systematic,

methodical

Exercise 5

Answers will vary. Sample answers:

- 1. TV producer, director
- 2. researcher, scientist

- 1. to try out
- 2. repeating
- 3. wasting
- 4. applying
- 5. to update
- **6.** to install
- 7. to work/working
- 8. to change
- 9. spending
- **10.** to call

Exercise 2

- 1 Are you interested in protecting the environment?
- 2. Would you consider growing plants on the roof of your building
- **3.** Do you consider going off the grid feasible?
- 4. Do you think people will begin developing a greater environmental awareness?
- **5.** What would you suggest we do to motivate more people to change habits?
- 6. Do you know people who have tried to change but failed?
- 7. What might have helped them to continue trying?
- 8. What would you advise us to do to reduce waste?

- 1. I guess
- 2. rely on
- 3. harsh
- 4. committed
- 5. perspective
- 6. hassle
- 7. chuck
- 8. lame

- 1. sacrifices
- 2. bold
- 3. source
- 4. tank
- 5. impact
- 6. consumption
- 7. conveniences
- 8. Conserving

Answers will vary.

Photocopiable Activities 2.2 Answer Key

Photocopiable Activity

Exercise 1

- 1. The doctor prescribed a very expensive, new treatment.
- 2. They live in a beautifully decorated, 18th century house.
- 3. Why don't you get rid of those ugly, damaged, old chairs?
- 4. That old fashioned, white, mirrored cabinet would look great in the corner.
- 5. I don't think I've ever seen a large, crystal jewelry case.
- 6. They've bought some amazing, wool carpets at the market.
- 7. We had a wonderful, fresh, green salad.
- **8.** He should really stop driving that worn-out, old car. It's not safe.
- 9. They have put two comfortable, large, red armchairs up for
- 10. Are you interested in looking at that large, modern, stone house? It's for sale.

Exercise 2

2. b

- **1.** C
 - **3.** a
- **5.** e **6.** f
- **7.** g
- **4.** h

8. d

Exercise 3

- 1. This neighborhood is not quiet enough.
- 2. You didn't write this carefully enough.
- 3. The house is too small for a family of five.
- 4. You're too short to reach the top shelf.

- 1. maintained
- 2. claustrophobic
- 3. downsize
- 4. minimal
- 5. amenities
- 6. out of touch

Exercise 5

Answers will vary.

- 1. weightlifting
- 2. skateboarding
- 3. cycling
- 4. speed skating/swimming
- 5. fishing
- 6. skiing
- 7. skating
- 8. car racing

Exercise 2

- 1. Believing in fair play and upholding the values set forth by the Olympic Games is very important for athletes.
- 2. Winning a gold medal for his country in a swimming event was his life's dream.
- 3. Allowing someone else to win became more important to him.
- 4. Stepping down to ensure a win for his country through another team member was necessary.
- 5. Watching the scene of the two men holding the medal was moving.
- 6. Winning the gold did not seem all that important.

- 1. What is the tastiest dish you've ever had?
- 2. What is the funniest scene you've ever watched?
- **3.** What is the most interesting thing you've ever done?
- 4. What is the greatest thing someone has ever told you?
- 5. What is the best piece of news you've ever heard? Answers to the questions will vary.

Answers will vary. Sample answers:

- 1. Sporting events and competitions, Olympic Games
- 2. Organize celebrations, presentations, talks
- 3. numerical numbering, carpets, surgical instruments, metal armor, coffee, pinhole camera
- 4. Bicycles to reduce carbon dioxide emissions.
- 5. Sporting events, for example baseball
- 6. KSA, Lebanon, Sudan, Syria, Kuwait ...
- 7. A host country provides space, accommodation, equipment, facilities and support needed for an international event.
- 8. Answers will vary.

Exercise 5

- 1. spectator
- 2. downhill
- 3. interspersed
- 4. merit
- 5. outstanding
- 6. terrain

1 Working 9 to 5

Page 77

Α

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

В

satisfaction
 income
 appreciated
 entire
 cooperate
 respectful
 entail
 status

Page 78



Answers will vary. Sample answers:

- 1. take this medicine every day
- 2. to do your homework
- 3. stay out of the street
- 4. to stay still
- 5. vote for me
- 6. not play with matches
- 7. send this first-class mail
- 8. wear a seatbelt

D

- 1. I recommend that you bring your résumé.
- 2. It is important that you dress nicely.
- 3. It is imperative that you make eye contact.
- 4. It is essential that you shake the interviewer's hand.
- 5. It is important that you sit up straight.
- 6. I suggest that you use a confident voice.
- 7. It is essential that you answer all of the questions.
- 8. I recommend that you ask them questions, too.
- 9. I suggest that you write a thank-you note afterwards.

Page 79

E

- I recommend that you put your educational background
 on it.
- 2. It is necessary to give your phone number.
- 3. I suggest that you give your email address, too.
- 4. It is essential that you list your work experience.
- 5. It is imperative that you be clear and concise.
- 6. I recommend that you talk about your skills.
- 7. It is important that you include a list of references at the end.
- 8. I want you to call me if you have any questions.

F

Answers will vary. Sample answers:

- 1. It is important that they know how to sew.
- 2. It is necessary that they go to medical school.
- 3. It is essential that they like to cook.
- 4. I recommend that they like talking to people.
- 5. It is important that they are good at math.
- **6.** It is important that they like working outside.
- 7. It is essential that they be good with children.
- 8. It is necessary that they be healthy and strong.

Page 80



Answers will vary. Sample answers:

- 1. a. It is important that you wear a seat belt.
 - **b.** I recommend that you lock your doors.
- 2. a. I want you to clean your teeth.
 - **b.** It is important that you don't eat sweets.
 - c. I'd like you to open your mouth.
 - d. I insist that you brush your teeth before you go to bed.
- a. It is essential that you not get up during take-off and landing.
 - b. It is necessary to wear a seatbelt.
 - c. It is important that you not use a phone while we're in the air.
 - d. I recommend that you take a nap.

Н

keep it to yourself
 jumped ship
 cover

3. take off **7.** No kidding

4. in a bind

Page 81



false
 true
 true
 false
 false

Page 82



1. construction engineers

It is important that they are good at supervising building projects.

2. accountants

It is necessary that they keep records meticulously

3. medical doctors

We expect them to cure us.

4. architect

It is essential that they have an eye for style and design.

5. teachers

It is necessary that they take work home.

6. flight attendants

It is imperative that they be courteous and efficient.

7. TV presenters

They need to pay attention to the way they look.

8. consultants

It is important that they listen carefully.

9. photographers

It is necessary that they have an eye for detail and know what

10. reporters

It is imperative that they check information before using it.

Page 83



Answers will vary. Sample answers:

First name Family name Address Contact details work experience qualifications professional training references previous employer/s

- 1. Have you ever worked in this kind of area before?
- 2. Where were you trained?
- 3. Why did you leave your last job?

Page 84



Answers will vary.

Page 85

- 1. wasn't it?
- 2. doesn't he?
- 3. are you?
- 4. didn't they?
- 5. isn't there?
- 6. will we?

Answers will vary. Possible answers:

- 1. Could I have an application form?
- 2. Could/Can I take a short break?
- 3. Excuse me, can you tell me where the manager's office is?
- 4. Would you mind telling me your address, and phone number?
- **5.** Would you be able to lend me your phone to send a text?

1. b

5. c

2. c

6. b

3. c **4.** a **7.** C **8.** a

Page 86



- 1. doesn't have to
- 2. mustn't
- 3. must/has to
- 4. must

- 5. mustn't
- 6. have to
- 7. has to/must
- 8. mustn't

- 1. didn't have to/didn't need to
- 2. needed to/had to
- 3. didn't have to/didn't need to
- 4. needn't
- 5. had to/needed to
- 6. needn't
- 7. had to/needed to
- 8. needn't
- 9. didn't have to/didn't need to
- 10. needn't

2 Going Green

Page 87

- 1. tap water
- 6. plastic
- 2. crank up
- 7. consumption
- **3.** pesticides
- 8. source
- **4.** thermostat
- 9. efficient
- **5.** conserve
- 10. recycle

Answers will vary. Sample answers:

- 1. Pesticides keep bugs and animals away. They can hurt the environment.
- 2. You can crank up the radio, the TV, the heat, and the air conditioning.
- 3. Bottles, silverware, and furniture are commonly made
- 4. We recycle plastic and glass bottles, tin cans, and paper.
- 5. They want to save money on gas.

Page 88



I am writing because I have a concern about our community and our environment. I have been living in this town for three years now. I love living here because most people are interested in protecting the environment. However, I have noticed that when I go shopping, most people have been using the plastic bags that the store provides. I quit using those years ago because they are

WORKBOOK 2.2 Answer Key

damaging our planet. I can't stand seeing people who say they care about the environment using them. I recommend <u>buying</u> three or four canvas bags at the store and <u>using</u> them every time you go <u>shopping</u>. I advise <u>keeping</u> them in your car or near your front door so that you remember to take them when you go to the store. By <u>making</u> small changes, I think we can make a big difference in our world.



Can only be followed by a gerund	Can be followed by either a gerund or an infinitive	Can only be followed by an infinitive
consider	can't stand	agree
finish	continue	decide
imagine	hate	offer
keep	love	plan
recommend	prefer	promise
suggest	start	want

Page 89



Answers will vary. Sample answers:

getting
 to conserve
 watering
 to have
 to get
 insulating
 separating
 to eat



Answers will vary. Sample answers:

- **1. b.** I recommend eating fruits and vegetables every day.
 - **c.** I hate eating old vegetables from the supermarket.
- 2. a. I attempt to recycle everything possible.
 - **b.** I recommend getting two recycle bins.
 - **c.** I like knowing that I'm helping the earth.
- **3. a.** We started biking to work so that we don't pollute the environment.
 - **b.** We hate paying for parking in the city.
 - c. We even prefer to bike to work on rainy days.

Page 90



Answers will vary. Sample answers:

- The farmer began using organic methods./The farmer began to use organic methods.
- 2. We decided to get solar panels.
- 3. I prefer to eat organic food.
- 4. We expect to see her soon.
- **5.** She quit eating sugary foods.



a hassle
 chuck
 l guess
 a piece of cake
 lame
 a no-brainer

Page 91



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

Page 92



- 1. Products are packaged in a particular way to protect them from damage, make packing and transport easier and present them in an attractive manner. For example, cereal like corn flakes comes in a colorful box with a vacuum-sealed paper bag inside containing the cereal. Eggs come in special plastic or papiermâché case.
- **2.** Certain types of packaging are used to preserve food products. For example, canned milk and other food, vacuum wrapped cheese or meat, vacuum packaged nuts.
- 3. Packaging is used to promote products.
- **4.** People who live off the grid avoid buying packaged goods to avoid polluting the environment and causing further environmental damage.
- **5.** There are plenty of products with multiple packaging such as frozen seafood in plastic wrapping in a cardboard box. Many people dispose of the packaging by throwing it away with the rest of the garbage. We try to throw all plastic, paper and glass objects into special recycling bins



Answers will vary depending on the reasons given. Sample answers:

Paper cartons can be recycled; however, they require wood for the paper so more trees are cut. So they are not environmentally friendly.

Plastic containers or bottles are harmful to the environment.

Glass bottles or jars can be recycled or reused. If they are not recycled they can be harmful to the environment as they are often the cause of forest fires and fires in general, especially in hot weather.

Cellophane bags or wrapping can be recycled, and are biodegradable so they are environmentally friendly.

Paper packaging can be recycled but more trees are cut in order to make paper that is used for wrapping, writing etc. So it is harmful.

Paper and plastic packaging is usually thrown away and is harmful to the environment.

Cloth bags and wrappers are environmentally friendly because they can be reused and do not cause any damage.

We can reuse paper/cardboard boxes to store things. We

can use cloth bags and wrappers to store things or carry them. Cellophane bags can be reused to pack or store things. Glass bottles and jars can be reused to store jam, spices, oil etc. but they can also be cut and turned into water glasses, candleholders or pencil holders.

Page 93



Answers will vary. Sample answers:

Nouns: boys, children, gloves, bins, containers, rubbish,

garbage, trees, environment

Verbs: carry, collect, sort, put into, recycle, help **Adjectives:** aware, friendly, happy, hardworking, active,

conscious

 Children are conscious of what needs to be done to preserve the environment.

2. They are proud to be active participants in "green" projects.

They often participate in "clean the forest" or "clean the beach" campaigns enthusiastically.

Page 94



Answers will vary.

Page 95



1. grow

2. is changing

3. goes

4

4. work

5. are considering

6. does he know

7. are melting

8. doesn't have

9. are currently researching

10. Do you believe

0

1. boils, is boiling

2. studies, is studying

3. are living, live

4. is depleting, depletes

5. doesn't look, aren't looking

Page 96



1. heat, will melt

2. replant, will take

3. won't improve, don't stop

4. install, will we cut

5. don't water, won't grow

6. will ask, don't obey

7. teach, will treat

8. will be, don't reduce

Q

Students' own answers.

3

There's No Place Like Home

Page 97

Α

atmosphere
 loyalty

cultivatesorrow

5. potential

6. worn

7. comfort8.. shelter

В

1. potential

loyalty
 sorrow
 shelter

cultivate
 comfort
 worn

8 atmosphere

Page 98



1. heavy, wooden

2. giant, old

3. expensive, Mexican, ceramic

4. beautiful, Spanish, wooden

5. big, blue

6. fancy, Indian, silk

7. enormous, multicolored, Persian

8. small, old-fashioned

9. impressive, tall, wooden



Answers will vary. Sample answers:

1. My friend lives in a house with a beautiful, new, swimming pool.

2. I have an ugly, old, leather couch.

3. There was a delicious, tall, white cake at the wedding.

4. That's a big, fat, old cat.

Page 99



1. You're driving quickly enough.

2. They have **enough** bathrooms for everybody.

3. I'm not rich **enough** to buy that house.

4. You're walking too slowly.

5. That couch isn't big enough.

6. You're too short to play basketball.



- 1. She's not tall enough.
- 2. The car is too old.
- 3. The Internet isn't running fast enough.
- 4. The dress is too small.
- 5. It's not cheap enough.
- 6. He's driving too dangerously.
- 7. The test isn't easy enough.
- 8. That film is too boring.



Answers will vary. Sample answers:

- 1. The earrings are not big enough.
- 2. That house is too old.
- 3. You aren't walking quickly enough.
- 4. The test was too difficult for me.
- **5.** This film is too boring to watch.
- 6. I don't have enough time to play today.
- 7. You're talking too quietly.
- 8. This dress is fancy enough for the dance.

Page 100



- 1. He was too late to get on the airplane.
- 2. Do you have enough time to go to the store?
- **3.** His friend bought him a big, new, modern watch.
- **4.** There is a little Korean boy at the front door.
- **5.** Ahmed is not fast enough to win the race.
- 6. We had a delicious, big, Indian feast for dinner last night.
- 7. He can't go on the rollercoaster. He's too young.
- 8. Wagner drives a little, old, cheap car.



- **1.** hold on
- 5. megabucks
- 2. an arm and a leg
- 6. reality check

3. grand

7. out of touch

4. tiny

Page 101



- 1. false
- 3. false
- **5.** true

- **2.** true
- **4.** true
- 6. false

Page 102



- 1. The Minaret at Jam has a circular minaret which rests on an octagonal base.
- 2. The section for visitors outside the family and the section for close family members.
- 3. Burj Khalifa is 828 meters tall and it is called "the Needle" because its top section gets as thin as a needle as it tapers to
- 4. Minaret at Jam: a. remote, b. barren Qavam House: c. a detention house, d. porch Burj Khalifa: e. taper, f. accommodate
- 5. Answers will vary.

Page 103



Answers will vary. Sample answers:

Objects	Describing words (adjectives)
windows	arched, small, square, framed, narrow
door	heavy, wooden, ornate
columns	slim, tall, white, elegant
turret	3-story, narrow, beautiful, intricate

- 1. The palace walls are dotted with small, white-framed, square windows.
- 2. An ornate, heavy wooden door is placed in the middle of the
- 3. Elegant, slim, white columns hold a series of arches along the facade.

Page 104



Answers will vary.

Page 105

- 1. Tom is going to the park.
- 2. The bus number is 20.
- 3. The park is 15 minutes away.
- 4. The subway line to the park is F.



Answers will vary. Sample answer.

Turn left and walk to the end of the road. Turn right and walk down Franklin Street. Keep going until you see the restaurant. When you get to the restaurant, take a right and walk down Park Avenue. The park entrance is on Park Avenue.

Page 106



- **1.** 0
- **2.** R
- **3.** O
- **4.** R



Answers will vary. Sample answers:

- 1. Let me get that for you. Thanks!
- 2. I'll pay the check. Thank you very much!
- 3. Can I help you with that? No, that's all right. Thank you.

Page 107

Α

- **7.** i

- **2.** q
- **5.** b

- **3.** a
- **6.** d

В

Answers will vary. Sample answers:

- 1. I practice playing football and playing tennis.
- 2. My friend Pat ran a marathon. He trained for it for months.
- 3. Chocolate originated from my country.
- 4. A way to commemorate someone is to have a parade or
- 5. I dropped playing video games because I didn't have time for it anymore.
- 6. I have seen pigeons in the city square.

Page 108

C

- 1. Roller skating is good exercise.
- 2. Playing team sports has many benefits.
- 3. Practicing is an important part of playing a sport.
- 4. Car racing takes a lot of courage.
- 5. Playing sports is a good way to stay in shape.
- 6. Walking is easy, but it's a good form of exercise.
- 7. Bike racing requires a lot of leg strength.
- 8. Not missing practice is essential for learning a sport.

Answers will vary. Sample answers:

- 1. requires two people
- 2. is difficult but fun
- 3. takes a lot of patience
- 4. is difficult
- 5. is so much fun
- 6. requires training and certification
- 7. is exhausting
- 8. is my favorite sport

Page 109



- 1. The hardest, have taken
- 2. The longest, has taken
- 3. the scariest, have ever seen
- 4. the sickest, has been
- 5. the worst, have watched
- 6. the most famous, has ever been
- 7. The longest, have ever read
- 8. the most exciting, have ever seen
- 9. the tastiest, have ever eaten
- 10. the strangest, has ever had



Answers will vary. Sample answers:

- 1. The longest game I've watched was the championship baseball game last year.
- 2. The hardest sport I've ever played is tennis.
- 3. The most interesting book I've read took place in Africa.
- 4. This is the best dinner I've ever been to.
- 5. The easiest class I've ever taken is Health.
- 6. Egypt is the farthest place I've ever been.
- 7. The most interesting person I've ever met is Dr. Aguilar.
- 8. My trip to Tokyo was the best vacation I've ever been on.
- 9. The funniest person I've ever known is Eric.
- 10. The most boring film I've ever watched was a documentary about cars.

Page 110



Answers will vary. Sample answers:

- 1. This is the most exciting tennis match I've ever seen.
- 2. He's the best goalie we've had for years.
- 3. Watching football at home can be really fun.
- 4. Running is a great way to stay in shape.

н

1. up for

- 4. knocked their socks off
- 2. psyched
- 5. guts
- 3. down pat

Page 111

I

- 1. The name of the Red Sox home stadium is Fenway Park.
- 2. They did well. They won the World Series five times.
- Selling Babe Ruth to the New York Yankees started the curse.
- 4. The ball rolled through the first baseman's legs.
- 5. It finally ended in 2004.

Page 112



- 1. baseball
- 2. basketball
- 3. ping pong/table tennis
- 4. taekwondo
- 5. tennis

Page 113



Action words: sit, smile, look at, play, laugh, kneel, throw, watch, have (a picnic), enjoy

Gerunds: sitting, smiling, looking at, playing, showing, kneeling, throwing, watching, having (a picnic), enjoying

- 1. Sitting on the grass and watching the children play on a sunny morning is one of the most enjoyable things for parents.
- Having a picnic in the country under the shade of a tree is a common weekend pastime in countries with a warm climate.
- 3. Playing with my sister when we were little used to be a lot of fun.

Page 114



Answers will vary.

Page 115

М

- 1. Yes, he has taken a computer science class.
- 2. Yes, he does. He has been speaking Spanish for 3 years.
- 3. Yes, he can. He has been studying English for 7 years.
- Yes, he does. He has been playing basketball in the school team for 4 years.
- **5.** No, he hasn't worked as a football coach. He's the captain of the school football team.
- 6. Yes, he does. He has been playing football for 6 years.
- 7. Yes, he has. He has coached 30 primary children in swimming.

Page 116

Ν

- 1. Badr drives aggressively.
- 2. Stunt pilots fly dangerously.
- 3. Ali and Majid run slowly.
- 4. Saeed plays well.
- 5. Sabah talks quietly.
- 6. Khalid works hard.
- 7. Fadwa reads enthusiastically.
- 8. Adel surfs well.



Students' own answers.

EXPANSION Units 1-4

Page 117



Across

2. hassle

- ----
- 3. in a bind
- 5. puzzling
- 7. income
- 9. help me out
- 12. take off
- 14. version

Down

- 1. get a kick out of
- 4. a piece of cake
- 6. appreciate
- 8. organic
- 10. prosperous
- **11.** pesticides
- 13. cooperate
- **15.** chuck

Page 118



- **1.** for **3.** for **5.** to **7.** to
- **2.** to **4.** to **6.** for

1. helping **5.** going 2. to start 6. working 3. to get 7. to apply 4. working/to work 8. to bring

Answers will vary. Sample answers:

- 1. hanging out with my friends
- 2. to pay a lot of money for clothes
- 3. to go to the store today
- 4. waiting in line
- 5. to vacation close to home
- 6. to get a job for the summer
- 7. going to a university that is far away
- 8. to do very well in this class

Page 119

- 1. He suggested that I buy a hybrid car.
- 2. I want you to buy a stainless steel water bottle.
- 3. It is essential that we all try to save water.
- **4.** Environmentalists request that we eat locally grown food.
- **5.** It is important that everyone try to conserve energy.
- **6.** Environmentalists recommend that you turn off the lights when you're not in a room.
- 7. I'd like you to recycle all of that paper.
- **8.** They asked that she reuse containers as much as possible.

- 1. I want you to become a lawyer.
- 2. He ordered it for me.
- 3. The carpenter built a new closet for us.
- 4. I decided to take a break.
- **5.** It is important that you come on time.
- **6.** Will you reserve a table for me?
- 7. Maria asked that Lisa bring a dessert.
- 8. My teacher suggested coming a little early tomorrow.
- 9. I love to eat/eating out at restaurants.
- 10. I demand that you tell me what you're talking about.

Page 120



Answers will vary. Sample answers:

- 1. To meet the demand for chocolate during the festive season.
- 2. Dark, light, white, bitter, semi-sweet, sweet, with wafers, caramel or fruit, in powder or syrup form, in different sizes and shapes.
- **3.** The busiest time is the post-Ramadan period because of the numerous orders of chocolate arrangements that have to be filled.

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

Page 121



Answers will vary. Sample answers:

Feelings: happy, surprised, shocked, excited, delighted

Actions: give, see, find, be faced with, get a gift

- 1. Children get really excited about celebrations.
- 2. Most people are delighted to have surprise gifts, but most of all they are really happy to see someone they like turn up unexpectedly.
- **3.** The boy is delighted with the present that his parents got him to reward him for his good grades at school.



- 1. the biggest, have ever seen
- 2. the most irritated, has felt
- 3. the most annoying, has ever met
- 4. the coolest, have ever seen
- 5. the most uncomfortable, have owned
- 6. the worst, has ever been
- 7. the most tired, have been
- 8. the most frustrated, have ever seen

Page 122



Answers will vary.

Page 123



1. downsize 7. irritated 2. claustrophobic 8. killer 3. reality check 9. pediatric 4. psyched 10. genuine 5. spectators 11. shelter

Page 124

6. quirky



- 1. That's a nice, new car!
- 2. I can't find my black, leather shoes.
- 3. The cute, little, black and white penguin jumped into the water
- 4. I bought a beautiful, French, velvet chair.
- **5.** The frightened, little, gray mouse ran into a hole.
- 6. My old, blue, racing bike is ready to retire.

WORKBOOK 2.2 Answer Key

M

Answers will vary. Sample answers:

- There are too many practices. I don't have enough time to study.
- 2. He tells too many jokes. He's not serious enough.
- 3. The house is too big. My parents aren't close enough to me.

Ν

Answers will vary. Sample answers:

- 1. is exciting
- **2.** is entertaining
- 3. Falling down
- 4. Getting a bad grade
 - 5. is amazing
 - 6. Watching the news

WRITING SKILLS

Page 125

A

- **1**. 1
- **3.** 1, 4
- **5.** 1, 6

6. 1, 3

7. 1, 7, 8, 10

- **2.** 1, 2, 3, 9 **4.** 1, 2
- **8.** 1, 5

- В
- 1. 🗸
- 2. How long have you been studying English?
- 3. Have you read 20,000 Leagues under the Sea?
- 4. 🗸
- **5.** Faisal wants to be a <u>doctor</u> when he's older.
- 6. Paul turned and asked, "What time does the game start?"
- **7.** Tony thinks he's very clever because he studied at <u>Harvard</u> University.
- **8.** Roy and Colin are really excited because they're going skiing in December.

С

- 1. My father was born in London on October 16, 1967.
- 2. <u>Veronica</u> can speak <u>Russian</u>, <u>French</u>, <u>Spanish</u>, <u>English</u>, and Italian.
- **3.** <u>Gregor Fischer</u>, the famous <u>French</u> writer, has just published his new novel *Wind in the Trees*.
- **4.** I really don't like <u>Mondays</u> and <u>Wednesdays</u>, because we have math, <u>Spanish</u>, and biology.
- **5.** Ahmed yawned and said, "There's nothing better in life than a quiet Friday at home."

Page 126

A

- 1. Donna Keeley she likes reading the books and the poetry. (1, 6)
- 2. Can you ask to the waiter for the check? (2)
- **3.** Although he is very clever intelligent, Ali failed to his math test. (2, 4)
- I normally get to the work at eight in the morning and go for the lunch at twelve. (1)
- 5. Could you lend to me five dollars, please? (2)
- 6. I'm very really interested in the ancient history. (1, 4)
- Even though they threatened to him, he refused not to tell them the secret. (2, 4)
- 8. The Violence is never an answer to the problems. (1)
- 9. My brother he lives in Washington, D.C. (6)
- 10. We're are looking forward to seeing you the next week. (1, 5)

Page 127

A

- 1. We'll arrive at about half past seven.
- 2. It's raining. What are we going to do?
- 3. He asked me what time the banks closed. I said I didn't know.
- 4. Don't touch that iron! You'll burn yourself!
- **5.** Have you met Mohammed's cousin, Adel?
- **6.** Aisha turned to Mona and said, "I'm sorry, but I still don't know what you mean."
- 7. He's written a new poem called "Seasons."
- **8.** "Can you give me a call in the morning," he asked. "You know how bad I am at waking up early."

В

- 1. 🗸
- 2. "Would you like him to call you back?" she asked.
- 3. The horse lifted its head and looked at us.
- 4. We've invited the Harrisons to dinner.
- **5.** "Leave me alone!" Tom <u>screamed.</u> "Nobody here understands me."
- 6. ✓

Page 128



- 1. What do you think, John?
- 2. If I had a million dollars, I'd buy a house on the coast.
- 3. It was very hot in the sun, so we moved our chairs into the shade.
- **4.** "I really don't think that that's fair," he said. "You hardly know me."
- **5.** Mr. Wassermann, who was born in Germany, has taught at the school for the last twenty years.
- 6. For breakfast this morning I had yogurt, peaches, toast, and coffee.
- 7. I've had these books for over a year. However, I only started reading them last month.
- 8. Yes, I know what you mean, but I really don't agree!
- 9. When you get to the hotel, can you give me a call?

Grammar and Vocabulary Review

E>	ercise 1	
₹6	write the sentences using the subjunctive.	
1.	The documents must be submitted on time.	
	It is imperative that the documents be submitted on time.	
	The examiner wants all the test booklets to be collected.	
٠.	The examiner demanded	
2	They want us to join them and their guests for dinner tomorrow evening.	
-	They insisted	
1	You should walk for at least two hours a day.	
т.	I recommend	
5	He asked us to be at the board meeting tomorrow to express our views.	
٥.	He requested	
ŝ	The headmaster thinks that it would be a good idea for older students to be	
٠.	supportive of younger children.	
	The headmaster suggests	
7	We shouldn't exceed the word limit or our papers will not be accepted.	
•	It is essential	
	it is essential	•
E >	rercise 2	
Re	ad the situations and write sentences using the subjunctive or <i>I'd like you to / I want you</i>	ı to.
I.	Saeed is at the dentist. He has just had his teeth checked. The dentist knows that Saeed care of his teeth. What does he say to him? (brush your teeth at least twice a day, avoid next week)	
2.	Aisha is listening to her teacher. She will have to take her final test in science soon and he because she has been missing classes and she has not been working the way s does she say to her? (not miss classes, do your homework, work on projects, spend som	he should. What
3.	Halil was late for work this morning. His boss is talking to him about it and other things he work. What does he say to him? (not be late for work, do your job carefully, wear a suit, b	

Exercise	2 3						
Fill in the	blanks with the	e appropriate	words or phrases.				
	help you out	no kidding	keep it to yourself	cover for	will do	taking off	in a bind
Susan: Maida: Susan: Maida: Susan: Maida: Susan:	Yes, you can, Yes, of course Oh, nothing re (4)	actually. But e. What's the eally. It's just t	can you (3)	oubai with m	ny father.		ne else to know.
Maida: Susan:	That's great! In Thanks but it's the library for	Have a great s not that sim a day but I'll	vacation. ple. You see I had p be away.	romised to	(6)		Judy, our friend, at
Maida: Susan: Maida:	Please, Maida	a. I'll owe you	. I'll check my sched big time. I'll do it Susan. What		-		
Exercise							
		_	and personal chara empare with a partne		iat would	make some	one an ideal
Job		qualifica	tions/training	pers	onal cha	aracteristic	S
flavoris		special t	raining - experier	nce			
	tendant						
	ic controller						
teache							
	designer						
doctor							
Choose	one of the jobs	above and v	vrite a brief profile al	bout it in yo	ur noteb	ook.	
Exercise	e 5						
Read the	texts below ar	nd suggest jo	bs for these people	. You may s	uggest m	ore than on	ie type of job.
best thin	g that was eve	r invented. I v	asily. I like design bu vatch a lot of shows like lighting and sei	and films a	and often	make notes	s about ideas that l
1							
at a desk	k that's piled wi	th papers an	I can't stand a mes. d books and all sort ning language and li	s of stuff. I d	am keen	on chemistr	ry and physics. I am

Grammar and Vocabulary Review

EX	Refrise 1						
Us	se the correct verb form. Sometimes both the gerund and the infinitive are possible.						
	Our supervisor advised us (1) (try out) <u>to try out</u> a different experiment. They keep (2) (repeat) the same things over and over.						
2.	I hate (3) (waste) resources for no reason.						
	I would consider (4) (apply) for the job if it didn't involve travel.						
	He attempted (5) (update) his files but the program was incompatible.						
	She needs us (6) (install) the equipment and try it out.						
	I prefer (7) (work) early in the morning.						
	You wouldn't expect him (8) (change) habits, would you?						
9.	I would recommend (9) (spend) less time on football practice and more						
٠.	time on fitness exercises.						
10	Sabah often forgets (10) (call) and let us know when she is not able to						
	attend the lesson.						
	attend the lesson.						
Ex	kercise 2						
Us	se the prompts to write questions. Then ask your partner or answer the questions for yourself.						
	you / be /interested / in / protect / the environment?						
	Are you interested in protecting the environment?						
2.	would / you / consider / grow / plants / on the roof of your building?						
3.	you / consider / go off the grid / feasible?						
4.	you / think / people / will begin / develop / a greater environmental awareness?						
5.	what / would / you / suggest / do / to motivate more people to change habits?						
٥.	What / Would / you / buggest / do / to motivate more people to change habits.						
6	you / Imput / people / who have tried / change / but failed?						
6.	you / know / people / who have tried / change / but failed?						
7.	what / might have helped them / to continue / try?						
8.	what / would you / advise / do / to reduce waste?						

Fill in the	blank	s with t	he appro	priate wo	ord or phrase				
H	guess	lame	hassle	rely on	committed	harsh	chuck	perspective	
Omar:		-		-	our assignme				
Adel:		U			py with some	e parts.			
Omar: Adel:		-		help in a			mycolf	Lean't evpect co	meone else to bail
Adei:		out ever		iiu ieaiii i	.0 (2)		_myseii.	. i carri expect soi	meone eise to bail
Omar:			-		on yoursel	f. You ar	re a (4) _	le	arner. You always try
				subjects.			, ,		
Adel:					nge my (5) _		·	I always feel that	people expect me to
			an I have						
Omar:		-			_			-	e that you are the
				many topi		101	u diways	have something	to say and you're
Adel:					g that to mak	ke me fe	el better	r.	
Omar:					-			t you've done so	far and start from
	scrat							•	
Adel:					thing	to do. I'v	e alread	ly done my resea	rch and written more
	than	five pa	ges of it.						
Exercis	e 4								
Circle th	e corre	ect wor	d or phra	se.					
1. Livin	a off th	e arid e	entails se	ries / sac	rifices.				
	-	•			a blood / bol	d choice	e to mak	e.	
3. A lot	of peo	ple set	up a ren	ewable s	ource / sauc	e of ene	ergy.		
4. A cis	tern is	a type	of well / i	t ank that	is used to co	llect rair	nwater.		
				-	-		•	n the environmer	
			J		•		-	of packaged foo	
		_						•	n the environment.
8. Cons	serving	j / Rese	erving en	ergy is a	necessary re	quireme	ent for er	nvironmental prote	ection.
Exercis	-								

Dos	Don'ts

Grammar and Vocabulary Review 🥘

Ex	vercise 1								
Re	write the sentences putting the adjectives in the correct order. Use commas where necessary.								
1.	The doctor prescribed a (very expensive / new) treatment. The doctor prescribed a very expensive, new treatment.								
2.	They live in a (18th century / beautifully decorated) house.								
3.	Why don't you get rid of those (old / damaged / ugly) chairs?								
4.	That (old-fashioned / white / mirrored) cabinet would look great in the corner.								
5.	I don't think I've ever seen a (crystal / large) jewelry case.								
6.	They've bought some (wool / amazing) carpets at the market.								
7 .	We had a (fresh / wonderful / green) salad.								
8.	He should really stop driving that (worn-out / old) car. It's not safe.								
9.	They have put two (large / comfortable / red) armchairs up for sale.								
Ю.	Are you interested in looking at that (large / modern / stone) house? It's for sale.								
Ex	rercise 2								

Fill in the blanks with the appropriate beginning to form sentences. More than one option is possible for some items.

- a) They traveled too far
- c) They were far too tired
- e) You drive too slowly
- g) He is not experienced enough
- b) I wasn't fast enough
- d) She was too busy
- f) It was too early
- **h)** The people were not friendly enough

1	They were far too tired	to notice what was happening.
2. _		to catch the ball.
3. _		to only stay for a night and come back.
4		to make us feel welcome.
5		to get to work on time.
6. _		to leave for school and too late to go back to sleep.
7. _		to apply for the job.
8. _		to spend time chatting to people.

Ех	rercise 3				
Re	write the sentences with too or enough use the words in parentheses. Make necessary changes.				
•	I don't like this neighborhood. It's too noisy. (quiet) This neighborhood is not quiet enough.				
2.	You wrote this too carelessly; you've made too many mistakes. (carefully)				
3.	The house is not large enough for a family of five. (small)				
4.	You're not tall enough to reach the top shelf. (short)				
Ех	rercise 4				
Fill in the blanks with the correct word or phrase. Make changes to the form when necessary.					
	out of touch minimal claustrophobic amenities downsize maintain				
2. 3. 4. 5.	A house needs to be if you don't want it to fall apart. Small elevators can be really A lot of businesses to reduce running costs and save money. Nanotechnology has made it possible for devices to take up space. Living off the grid requires giving up some of the of modern life. I have no idea how much office furniture costs. I have been for a long time.				
Ех	rercise 5				
An	swer the questions.				
1.	Do you live in a house or an apartment?				
2.	Do you like the area that you live in? Why? Why not?				
3.	What are buildings made of in your town/neighborhood?				
4.	Is your neighborhood too quiet or too noisy?				
5.	Would you prefer to live somewhere else? Why? Why not?				
6.	Which modern amenities do you consider absolutely necessary?				
7.	If you had to move, which area would you choose to move to? Why?				
8.	Are there other places where you "feel at home"? Explain.				

Grammar and Vocabulary Review

Exercise 1	
Answer the questions using a gerund.	
 Which sport do people use weights for? Which sport do people use skateboards for? Which sport requires a helmet and a bicycle? Which sport requires special goggles and a cap? Which activity do people use a line, hooks, and bair What are skis used for? Which sport is done on an ice rink? Which sport requires fast cars and skilled drivers? 	t for?
Exercise 2	
Rewrite each underlined sentence or phrase with a ge	rund as the subject.
values set forth by the Olympic Games.	
	ld shoulder injury acted up, preventing him from performing im to step down to ensure a win for his country through
His fellow countryman won the silver medal but insiste scene of the two men holding the medal.	d on sharing it with Osmond. (5) <u>It was moving to watch the</u>
Suddenly, (6) it did not seem all that important to win the athletes and paid less attention to the gold medalist will	ne gold. Most spectators watched and applauded the two ho had come first.
Exercise 3	
Use the prompts to write questions. Ask and answer w superlatives.	vith a partner or write your own questions and answers. Use
 What / tasty dish / you / ever / have? What / funny / scene / you / ever / watch? What / interesting / thing / ever / do? What / great / thing / someone / ever / tell / you? What / good / piece of news / ever / hear? 	What is the tastiest dish you've ever had?

EX	rercise 4
An	nswer the questions. Compare your answers with a partner.
1.	What events might begin with a procession?
2.	What kinds of things do people do to commemorate an important event?
2	Name some things that originated in the Arab world.
J .	Name some things that originated in the Arab world.
4.	Which means of transport has been revived due to environmental concern? Why?
_	
5.	What is often added or dropped from the Olympics? Give examples.
_	
6.	Name some organizations or states that were founded by Arabs.
7.	What does a host country do?
8.	Who do you think has confidence in you? Why?
Ex	xercise 5
Fill	I in the blanks with the correct word.
	interspersed outstanding spectator merit terrain downhill
1.	Ice hockey is an exciting sport.
	Alpine skiing requires athletes to ski
3.	The biathlon competition is with shooting events.
	The of cross-country skiing is that it can serve as a means of transport when
_	people are snowed in.
	The athletes gave an performance in freestyle skiing.
	Polar explorers had to travel through treacherous to get to their destination as the ice started melting.