MEGA

GOAL 2.1

TEACHER'S GUIDE

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MegaGoal 2.1 Teacher's Guide

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Scope and Sequence

	Unit Title	Functions	Grammar
	Intro **Pages 2–5**	Express opinion, feeling and preference Agree and disagree Ask for and give information and instructions Warning and advice	*Had better* Recycling/using familiar verb forms, prepositions, modifiers, inversion, conditioners
1	Connected by Technology **Pages 6–19**	Ask for clarification and confirm Discuss using technology for communication Talk about personality characteristics	Auxiliary verbs: *do*, *have*, *be* The comparative and superlative Needs to be done; have/get something done Past participles as adjectives
2	Crime Doesn't Pay **Pages 20–33**	Discuss crime and punishment Read and discuss newspaper articles Explain steps in a process	The passive Past perfect and past perfect progressive Simple past tense: *be*, regular and irregular verbs *Used to* and *would* Past progressive tense
3	Far and Away **Pages 34–47**	Talk about travel experiences and travel dreams Discuss hotels and services Make and decline special requests	Adverbs of degree Sentence adverbs Future with *be going* to and *will* Information questions Present progressive
4	TV Around the World **Pages 48–61**	Discuss types of TV programs Express and explain preferences Express certainty Talking about festivals	Direct and indirect objects *To* and *for* before indirect objects Articles Adjective clauses and relative pronouns Relative pronouns as subjects and objects
	EXPANSION Units 1–4 **Pages 62–71**	**Language Review** **Reading:** Computer Viruses: A Headache for Humans **Reading:** The Psychology of Color	

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Listening	Pronunciation	Reading	Writing
Listening for fact, speaker attitude, relationship	Recycling and using familiar stress and intonation patterns		
Listen for specific details about a cell phone bill	Syllable stress on numbers	Amazing Internet Connections	Write an essay comparing ways of socializing and state your preference Write about and evaluate things you can do on the Internet (Project)
Listen for specific details in a lecture on safety	Linking adjacent consonant sounds	Crime Puzzles	Write a story for a newspaper or web article Research and write about Famous Crimes, Frauds, or Blunders (Project)
Listen for specific details about packing for a trip	Stress on compound nouns	Ecotourism: See the World While Saving It	Write a letter about places to visit in Saudi Arabia Research and make a poster promoting ecotourism in your country (Project)
Listen for specific information about a game show	Reduction of *going to* and *want to*	A Brief Overview of the History of Television	Write a book review Write, direct, and film your own TV episode (Project)

Language Plus: Words ending with *load*
Tools for Writing: Capitalization
Writing: Write about a problem or difficult situation you have experienced

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 and **2.1–2.3**	4 Units 1 Expansion	14 pages 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

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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 and **2.1–2.3**	4 Units 1 Expansion	10 pages 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-of-use in the Teacher's Guide.

Testing Program

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

IWB Software & ActiveBook

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.

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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

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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.

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Reading

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

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

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

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

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

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

Writing

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

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

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

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

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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.

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Pair Work

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

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

Cooperative Learning

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

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

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

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

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

Reading Strategies

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

Grammar and Vocabulary Review

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

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

Monitoring Students and Correcting Errors

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

In terms of error correction, it is recommended that you don't interrupt students to make corrections. Instead, make a list of major mistakes or misunderstandings, and reteach once the pair or group activity is completed. It is important to realize that errors are a natural part of the learning process and that students may recognize errors when doing grammar activities but produce them while speaking.

Give priority to errors that interfere with understanding. Less important errors can be ignored, at least while you are focusing on major errors. Another technique is to tell students that you will correct only errors of a specific type or a particular grammar point in a forthcoming activity.

Ongoing, Informal Assessment

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

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

Self Reflection

- The Self Reflection 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.

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Intro

1 Listen and Discuss

Read the texts below and match each one with the correct heading. Write in the blank.

Technology
TV Around the World
Unusual Buildings
Working Days
Ecotourism
Going Green

The paper vs. eBook debate, which has been going on for several years, does not seem to serve any real purpose. Digital has become an integral part of life; so much so, that we fail to notice it. Hard copies, on the other hand, are still available, but for how long?

The Makkah Clock Royal Tower is among the top tallest buildings in the world. The clock face is large enough to be seen from 25 kilometers away. Have you seen it?

Ecotourism allows travelers to observe and experience life and culture in a natural and often undisturbed location that lends itself to activities like hiking, climbing, rafting etc. This type of tourism often provides funds for conservation and contributes to the development of the local economy. Would you be interested in this type of travel?

Cable television is gradually being replaced by the Internet. Recent research indicates that a substantial number of cable subscribers in their late twenties to mid-thirties are planning to discontinue their cable TV subscriptions. On-demand viewing appeals a lot more to people who want to watch a show of their choice at a time that suits them best. What is your view?

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Unit Goals

Vocabulary
eBook
ecotourism
buildings
cable television
work routine
climate change and "green" policies

Functions
Express opinion, feeling and preference
Agree and disagree
Ask for and give information and instructions
Warning and advice

Grammar
Had better
Recycling/using familiar verb forms, prepositions, modifiers, inversion, conditioners

Listening
Listening for fact, speaker attitude, relationship

Pronunciation
Recycling and using familiar stress and intonation patterns

Warm Up

- With books closed, ask students:
  Do you watch television? What kind of shows do you watch?
  What do you know about ecotourism?
  Do you prefer to read paper books or eBooks?
  Name some of the tallest buildings in your country.
  Do you follow a set routine every day?
  What do you know about climate change?
- Encourage students to say whatever they know or think. You don't need to spend too long on each question. You are simply using the questions to activate prior knowledge.

1 Listen and Discuss

- Have students look at the pictures on pages 2 and 3 and quickly and make guesses about the topics. Make a note of their answers on the board.
- Have students read the directions.
- Play the audio for the texts on pages 2 and 3. Have students listen with their books closed.
- Play the audio again. Ask students to read along in their books.
- Put them in small groups or pairs and give them a few minutes to write the headings in the blanks.

Answers

page 2	Technology	Ecotourism
	Unusual Buildings	TV Around the World
page 3	Working Days	Going Green

- Ask students to read through each text and highlight any new information that they find. Then have groups report and comment. Some students are likely to know more about some of the topics. Encourage them to comment and exchange information at this stage. Elicit or explain the meaning of any words or expressions students don't understand.
- Write these words and phrases on the board. Have students find them in each text and try to work out their meaning from context.
  debate : *a discussion between people in which they express different opinions on an issue or subject*
  an **integral part of** life: *very important and necessary, essential*
  a location that **lends itself** to activities: that is good/ suitable for
  funds: *available money*
  conservation: *the protection of animals, plants, and natural resources*
  cable television: *a system in which television signals are sent through cables rather than through the air*
  discontinue : *end, stop*
  subscription: *an agreement with a company or organization to get a publication or service regularly and that you usually pay for in advance*
  on-demand viewing: *available when needed or wanted*
  retirement: *the act of ending your working or professional career, the period after ending your career*
  timely : *happening at the correct or most useful time*
  prevent the implementation: *stop the use/practice, stop putting into action*
- Have students find and highlight at least one sentence in each text that expresses an opinion/point of view. Tell them that they will have the opportunity to express their own view later in the lesson.

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2 Pair Work

- Go over the directions.
- Have students find and read the last question in each text, to make sure they are all clear about what they are expected to do.
  Direct the students' attention to the expressions in the *Expressing Opinion/Feeling/Preference – Agreeing/Disagreeing* box and go through the expressions. Give some examples, ask:
  What do you think of Ecotourism?
  Call on volunteers to answer the question using expressions from the box, for example:
  I admire people who do it but I can't see myself doing it. What's your view on eBooks? I'm not sure I can see why people are still debating the point. Everything seems to be digital these days.
  Explain: ***We're on the same page here*** to express strong/total agreement.
  I see your point but (don't you think it's worth considering a different option?) Explain that we use this expression to express tentative agreement/disagreement.
  I think I'd opt for (*cable television*) to express preference, i.e. I would choose cable television.
- Put the students in groups and have them discuss the points raised by the questions. As students work go around and help as needed with vocabulary. Write some of the more useful words and phrases that students ask for on the board for everyone to see.

It is not unusual for working people to complain about having to follow the same routine day in and day out. Come retirement time, however, a great number of them feel lost and suffer physically and psychologically through the absence of the same routine. Why do you think this happens?

Climate change has been a critical issue in recent years due to its destructive consequences caused by natural disasters, such as storms, hurricanes, flooding and landslides. Deciding to "go green" has presented a dilemma for countries which have to choose between immediate economic growth and greener policies. This has delayed timely action and prevented the implementation of "green" measures that can contribute to the reduction of carbon emissions. What is your view?

2 Pair Work

Answer the question at the end of each text and discuss. Express your opinion and agree or disagree. Use phrases from the box.

Expressing Opinion/ Feeling/ Preference - Agreeing/ Disagreeing
What do you think of ...? I think it's interesting / an amazing achievement.
What's your view on ...? I'm not sure. I can see why ... but I can't see eye to eye with ...
Don't you think it's an interesting / original ...? No, not really.
We're on the same page here.
I see your point but ... / I have no doubt that your view is valid, but I personally feel that...
I admire people who ... but I can't see myself doing it.
Which would you choose? I prefer... / I think I'd opt for ... / go for (conventional travel).

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3 Conversation

Listen and practice reading the conversation in pairs. Then act it out.

Librarian: Can I help you?
Hashim: Could you please tell me where I can find biology books and research documents?
Librarian: What exactly are you looking for?
Hashim: It's about a science project and I need to gather information, in order to create a timeline for biological research over the last 60 years or so.
Librarian: I see. That must be interesting. It can't be easy to collect all the information and choose the key items you need but I'm sure you'll manage. Go to aisle 5 and look up the biology section. I'm sure you'll find what you need.
Hashim: I hope so. Thanks for your help.
Librarian: One more thing! The research documents are in the reference section. You have to sign and get a key. You can look up what you need and read documents in the reference section, but you mustn't take anything out.
Hashim: Can I photocopy any pages?
Librarian: You'll have to check with me first. You are not allowed to photocopy old manuscripts.
Hashim: I understand. Thanks again.

(an hour later)

Ali: I've noticed you have to use a whole pile of books. Are you doing research?
Hashim: Yes, I'm trying to. But I'm not sure I can do it within the deadline. I'll need to spend days in the library, reading and making notes.
Ali: Don't you worry! Of course you'll make it. It seems impossible at first but you get used to it. Would searching online or using eBooks help?
Hashim: That would be awesome but all the computers are taken.
Ali: No, not really. How about using this one? I'm just about to leave.
Hashim: Are you sure?
Ali: Absolutely. I'll let the librarian know on my way out. You'd better move over right away before someone else takes it. Here, I'll help you move your things.
Hashim: Thanks a lot. I owe you big time!
Ali: Not, at all. I'm sure you'd do the same!

Your Turn

Role-play a conversation like the one above with a partner. Use phrases from the box below.

Asking for and Giving Information / Instructions

Could you please tell me where I can ... / where the ... is? Go to (aisle 5) and ... / walk down (aisle 3) and turn right ...
What exactly are you looking for?
Information / data ... / It's a project that I need ...
Asking permission

Can I photocopy ...? / Am I allowed to ...? / Is it all right if I ...?

Obligation / Ability / Prohibition

You have to/need to sign ...
You mustn't take anything out/touch anything ...
You are not allowed to...

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3 Conversation

- Look at the photo and elicit ideas about the place.
- Ask students to think about libraries in groups/pairs and say what people can do there. Ask them if there is a library in their school and if it is a *lending* library. (Explain that people can borrow books at a lending library and return them after a set period of time. Tell them that there can be a *reference section* or a *reference* library where readers can use the books, documents etc. but are not allowed to take them out.) Ask them if there is any other equipment in modern libraries that they know of, for example, computers, photocopiers, printers, etc.
- Write these questions on the board: ***What kind of books and documents is Hashim looking for?*** (biology books and research documents) ***Which section of the library are the documents in?*** (the reference section) Play the first part of the conversation and have students listen with their books closed. Call on volunteers to answer. Add one more question: ***Why do you think Ali knows more about how things are done?*** (He's an older, more experienced student.)
- Play the audio again. Have students listen and follow in their books.
- Put students in groups of three (one for each role). Have them practice reading the conversation. Tell students to try and act out the conversation as best they can. Encourage them to rehearse more than once. Advise them to look up after they've had a quick look at their lines and act out.
- Have them switch roles and repeat.
- Invite groups to stand up and act out the conversation.

- Go over the expressions in the *Asking for and Giving Information/Instructions* box.
- Ask students to try and think of their own examples, in pairs.
- Point out the expressions for *Asking permission* and *Obligation/Ability/Prohibition.*
- Have students find examples in the conversation and replace them with alternative expressions. For example, "You have to sign ..." can be replaced by "You need to sign ..."; "...you mustn't take anything out," can be replaced by "...you are not allowed to ... , etc.

Your Turn

- Have students read the directions. Tell them that they can use the same context, i.e. student, librarian, at the library with the student asking for information and an older student, or a different context, e.g. a large store, a bank, a museum with different roles.
- Put students in groups of three and give them time to decide on the situation and their roles before they practice.
- Give them time to rehearse. Encourage them to make notes. Remind them not to write down every single word as this is a speaking activity.
- Advise students to listen to each other and respond as naturally as possible while role-playing. Tell them not to worry about mistakes during the role-play. Encourage them to focus on meaning and communication.
- Invite volunteers to stand up and act it out.

4 Listening

- Have students look at the photo and talk about the people, where they are, and what they are doing.
- Go over the directions with students. Ask them to focus on questions 1 and 2, about the relationship between the speakers.
- Have students close their books and listen to the conversation between the speakers. Elicit ideas about the speakers' relationship. Make sure students justify their answers.

Answers

Likely answers include:
friends - older to younger friend: Omar, the first speaker must be older because he advices Imad about what he should or shouldn't do and warns him about the consequences.
Instructor-student: possibly at university or technical college.
Accept any answer that can be justified through content, attitude, and/or register/style of language used.

- Have students listen to the conversation and follow in their books. If necessary, play the CD again and pause after each speaker to allow students to repeat quietly in pairs.
- Put students in pairs and ask them to act out the dialog. Tell them to switch roles and practice again.
- Invite volunteers to act out in class.

- Go over the expressions in the *Warning/Advice* box. Have students find and highlight the expressions in the conversation. Then ask them to provide their own examples. Give them situations they can relate to in order to help them. For example, a teacher warning a student, a boss warning or advising an employee, etc.

5 About You

- Have students read and answer question 1 in class, or circulate a paper where each student writes the number of hours they study. Write on the board: 1. from (minimum number of hrs) to (maximum number of hrs). Continue with question 2. Put students in groups and let them talk and compare answers. Call on groups to report.
- Ask student to discuss question 3 in their groups. Remind them that they have to justify their answers. If the members of each group do not reach a unanimous decision, i.e. if some choose statement A and some statement B, ask them to regroup with students who have the same opinion. Eventually, you should have a group A and B. Tell students to exchange ideas and prepare a brief presentation of their view and their reasons. Tell them to choose up to 5 speakers per group. Call on the first speaker of each group to present their view in about 2 minutes. The audience can comment or ask questions. The speakers of each group should defend their team's standpoint as they respond Tell students that the team which manages to persuade more people to join them, wins.
- Have students read question 4 and discuss it in pairs. Call on students to report. Alternatively, you might choose to ask student to write a Dos and Don'ts list.
- Put students in pairs and ask them to role-play a conversation like the one they listened to. Remind them to use language from the box. Tell them that they can change the context of the conversation, i.e. decide on a different setting/location, and people with a different relationship, time, activity etc. Invite volunteers to act out in class.

4 Listening

Listen to the conversation and answer the questions.

1. What is the relationship between the speakers? Are they friends, brothers, other?
2. How do you know?
3. Listen and practice the conversation in pairs.

Omar: You'd better have your eyes checked if you don't want to get into serious trouble.
Imad: Yes, I know they feel all dry and puffy.
Omar: Have you been sleeping well?
Imad: As well as possible! I've been staying up trying to finish my project, and spending a lot of time in front of the computer.
Omar: Do you take breaks? You need to take a break every hour.
Imad: I'd never get to the end of it that way.
Omar: Well, you won't have the eyesight you need to get to the end of it if you don't have breaks! Another reason for taking breaks is to prevent damage to your back from endless hours of sitting at your desk.
Imad: But I'm young. Older people tend to have back problems.
Omar: You're wrong there. People can cause themselves damage at any age. What has saved you so far is the fact that you work out and do sports.
Imad: Yes, my parents have said the same thing!

5 About You

1. How many hours a day do you spend studying during exams?
2. How do you feel at the end of an examination period?
3. Which of the statements below do you agree with? Give reasons.
   - **A.** You'll do a better job if you stay up and work through the night.
   - **B.** You'll do a better job if you get some sleep and work in the morning.
4. What would you advise your friend to do/not to do when preparing for exams?
5. Role-play a conversation like the one above with a partner. Use phrases from the box.

Warning / Advice

You'd better ... if you don't want to get into serious trouble.

You 'll do a better job/ have a better ... if you ...

You won't ... if you don't / You need to ... or else ...

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1 Connected by Technology

1 Listen and Discuss

Read the Internet profiles of the three young people.
Find two important details about each.

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Unit Goals

Vocabulary
Personality characteristics
Technology and the Internet

Functions
Ask for clarification and confirm
Discuss using technology for communication
Talk about personality characteristics

Grammar
Auxiliary Verbs

Listening
Listen for specific details

Pronunciation
Syllable stress on numbers

Reading
Amazing Internet Connections

Writing
Write about ways to socialize

Form, Meaning and Function
The Comparative and Superlative
Needs to be Done and Causative Have
Past Participles

Warm Up

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

1 Listen and Discuss

- Have students look at the notes on the board about the Warm Up discussion. Which of these means of communication involve technology?
- Have students open their books and look at the pictures and profiles from the social networking site. If you haven't discussed this already, ask students what a social networking site is and which ones they and their friends use most.

Play the audio for the profiles on pages 6 and 7. Have students listen with their books closed.

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

- Put students into small groups and assign each group one of the profiles. Have each group find two important details about each and list three or four words or phrases from the profile that describe the person's personality. As an example, point out the word *spontaneous* in Faisal's profile. Elicit that *spontaneous* means that a person is ready to do something at a moment's notice, without a lot of planning. These are a few of the words and phrases students might choose:

  Faisal Alharbi: spontaneous, likes to set challenges for himself, straightforward, constantly late

  Luke Mitchell: obsessed with technology, not a loner, funny, laid back

  Ahmed Al Ali: down to earth, loves being outdoors, a good listener
- Have groups report on the important details and the words or expressions they selected for each person. Elicit or explain the meaning of any words or expressions students don't understand.
- Write these phrases on the board. Have students find them in the profiles and guess their meaning.

  (be) plugged in = be connected to some kind of technology

  crack people up = make people laugh

  lighten up = not be too serious

  down to earth = realistic and practical; a person who likes simple things in life, such as friends and family

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Quick Check

A

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

Answers

Answers may vary. Sample answers:

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

Language Builder

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

B

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

Answers

Answers may vary. Sample answers:

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

2 Pair Work

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

Workbook

Assign page 83 for practice with the vocabulary of the unit.

Teaching Tip

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

Additional Activity

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

fun facts

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

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Quick Check ☑

A. **Vocabulary.** Who do you think would most likely do the following actions—Faisal, Luke, or Ahmed?

1. Chat with friends over the computer.
2. Go camping with friends.
3. Go bungee jumping.
4. Help a friend with a problem.
5. Share his honest opinion about a friend's problem.
6. Make a friend laugh about his problem.
7. Spend evenings watching TV with his friends.

B. **Comprehension.** Discuss the meaning of these expressions with a partner. Decide which person each proverb describes best—Faisal, Luke, or Ahmed.

1. Better late than never.
2. Nothing ventured, nothing gained.
3. Silence is golden.
4. The apple doesn't fall far from the tree.
5. Laughter is the best medicine.
6. Honesty is the best policy.

2 Pair Work

1. Which person is most like you? Why? Which person is most unlike you? Why?
2. Write your own profile. Exchange and discuss your profile with your partner.

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3 Grammar

Auxiliary Verbs

Auxiliary verbs work together with main verbs. The most common auxiliary verbs are *do*, *have*, and *be*.

Use *do* with negative statements and questions and with affirmative and negative short answers.

She **doesn't** like social networking websites.
Do you send lots of text messages? Yes, I **do**. / No, I **don't**.
Did Thomas answer your email? Yes, he **did**. / No, he **didn't**.

Use *have* with present perfect and past perfect affirmative and negative statements, questions, and short answers.

She **has** (not) created her own website.
Has she posted any photos yet? Yes, she **has**. / No, she **hasn't**.
Have you charged your cell phone? Yes, I **have**. / No, I **haven't**.
I **had** gotten his email an hour before he called me.

Use *be* with progressive affirmative and negative statements, questions, and short answers.

She **is** (not) answering her cell phone.
Is your cell phone working? Yes, it **is**. / No, it **isn't**.
He **was** using his brother's cell phone yesterday.
Were you surfing the Internet last night? Yes, I **was**. / No, I **wasn't**.

Also use *be* with passive affirmative and negative statements, questions, and short answers.

The Internet **is** (not) used by millions of people.
Were you given a password? Yes, I **was**. / No, I **wasn't**.

A. Circle the auxiliary verb in each sentence.

1. We are downloading an antivirus right now.
2. I do not check my email when I'm on vacation.
3. Online newspapers have become more popular than print newspapers.
4. Did you send her a message?
5. The Internet is used by millions of people each day.
6. My grandmother had never used the Internet before last week.
7. We have been online for a long time.

B. Write ***yes/no*** questions.

I'm shutting the computer down now. *Are you shutting the computer down now?*

1. He found lots of good resources for his essay online.
2. She usually turns her cell phone off before class.
3. She's had that bicycle for a long time.
4. He's not answering his phone.
5. She has posted photos on her website.
6. We've downloaded the program we were looking for.

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3 Grammar

Auxiliary Verbs

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

  The short answer echoes the auxiliary used in the question.

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

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

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

  Have you charged your phone?

  Did they call you?

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

  He didn't answer the phone.
- Write a few questions and answers on the board and have students come up and write the correct auxiliary in the blank. For example:

  _____ ***you gone online today?*** (Have)
  Yes, I _____. (have)

  _____ ***he join the networking site yesterday?*** (Did)
  No, he _____. (didn't)

  _____ ***you chatting online last night?*** (Were)
  Yes, I _____. (was)

  _____ ***she like being outdoors?*** (Does)
  No, she _____. (doesn't)

Language Builder

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

A

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

Answers

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

B

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

Answers

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

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C

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

  What does Ana make? (jewelry)

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

  Where does she sell her jewelry? (online)

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

Answers

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

D

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

Workbook

Assign pages 84–86 for practice with the grammar of the unit.

Teaching Tip

When students are writing, tell them not to worry about things like spelling and grammar at first. They should just focus on putting their ideas down on paper. Then they can go back and make corrections as necessary. Also, tell students that there are no right or wrong answers. Some students might write about business people having a business meeting and other students might write about a university professor discussing research topics with postgraduate students.

Additional Activity

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

C. Complete the sentences with the correct forms of ***do***, ***have***, and ***be***.

Leila: (**1**) _____ you still make your own jewelry?

Ana: Yes, I do. In fact, I (**2**) _____ turned my hobby into a business.

Leila: Really? (**3**) _____ you selling your jewelry now?

Ana: Yes, I (**4**) _____. I (**5**) _____ sold more than 50 pieces of jewelry online this year. My jewelry (**6**) _____ bought by people all over the world. Right now, I (**7**) _____ making a bracelet for a woman in Shanghai!

Leila: (**8**) _____ you make that necklace you're wearing?

Ana: Yes, I (**9**) _____.

Leila: It's lovely. (**10**) _____ you have time to make one for me?

Ana: Of course.

Leila: How much (**11**) _____ a necklace like that cost?

Ana: I (**12**) _____ not accept money from friends! I'll make you a necklace, but (**13**) _____ not even think about paying me for it!

D. Look at the picture. Make up a story about it. Use sentences with auxiliary verbs. Answer questions like these:

- Who are these people?
- How long have they known each other?
- How long have they been here?
- What are they doing?

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4 Conversation

Grandma: What are you doing, Cara?

Cara: I'm texting Maria. I haven't seen her all week, so I'm just saying "hi."

Grandma: What's that beep?

Cara: It's Maria. She just sent a text message back to me.

Grandma: I don't understand. How on earth do you type what you want to say so quickly?

Cara: You don't actually type the words out. You use abbreviations and acronyms. Hold on. I'll show you. Right now I'm asking if she wants to come over and hang out.

Grandma: That's a lot to type.

Cara: Right. So instead I type "DYWT come ovr." Does that make sense?

Grandma: DYWT? What does that mean?

Cara: DYWT means "Do you want to." It's the first letter of each word.

Grandma: Oh. OK. Now what?

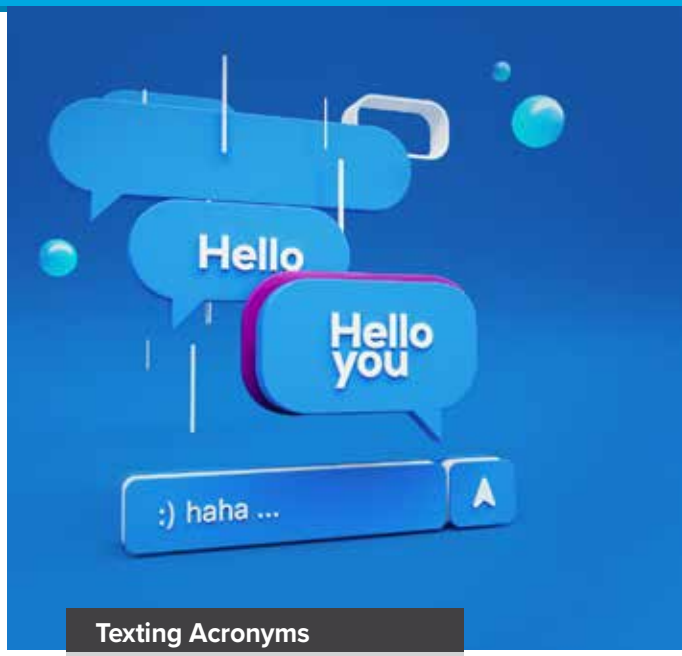
Cara: She'll respond in a second. *(beep)* There.

Grandma: What did she say?

Cara: (*spelling it out*) Gr8. B ovr n 10 mins.

Grandma: I think I get it. She's saying, "Great. Be over in ten minutes."

Cara: Now you've got the hang of it, Grandma!



Texting Acronyms

WU?	What's up?
LOL	laughing out loud
B4N	bye for now

Real Talk

How on earth? = How is it possible
Hold on. = Wait a moment.
hang out = spend time together informally
get it = understand
got the hang of it = started to understand something

About the Conversation

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

1. What doesn't the grandmother understand?
2. What acronym does the grandmother learn? What texting acronyms do you use?
3. Tell your partner about a time you explained something or learned something new from someone.

Your Turn

Role-play with a partner. Explain to your partner how to do something. Use phrases to ask for clarification and confirm from the box.

Asking For Clarification and Confirming

I don't understand.	How do you...?
Can you explain it?	What does that mean?
Does that make sense?	I get it.

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4 Conversation

- With books closed, ask students what they know about texting. For example, ask: ***Is texting a common means of communication? How do people text in your language? Do you use abbreviations?***
- Tell students they are going to listen to a conversation between a grandmother and granddaughter about texting.

Play the audio. Tell students to listen with their books closed.

- Ask a couple of simple questions to see what students have understood. For example:

  What's Cara doing? (texting her friend Maria)

  Does Cara's grandmother know how to text? (no)

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

- Have students practice the conversation with a partner. Then they switch roles and practice again.

Language Builder

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

Real Talk

- Model the phrases for students to repeat.
- Ask students who says each phrase and why. For example, ask: ***Who says* How on earth?** (Cara's grandmother says it because she doesn't understand how Cara can type so quickly.)

  ***Who says* Hold on?** (Cara says it because she's going to show her grandmother how texting works.)

  ***Who says* hang out?** (This is what Cara wants to do with Maria.)

  ***Who says* get it?** (Cara's grandmother says this when she understands the text message.)

  ***Who says* got the hang of it?** (Cara says this when she knows that her grandmother understands texting.)
- Write the following sentences on the board. Have students practice by completing these sentences with their own ideas and telling or asking a partner.

  How on earth can you _____?

  My friends and I often hang out at _____.

  Hold on a minute. I have to _____.

  I don't get it. Why do you _____?

  I finally got the hang of _____.

About the Conversation

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

Answers

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

Your Turn

- Call on a student to read the directions aloud.
- Direct students' attention to the box of phrases for *Asking For Clarification and Confirming*. Ask students about the items in the box. For example:

  Which things would you say when you don't understand something or want an explanation? (I don't understand. Can you explain it? How do you...? What does that mean?)

  What do you say when you understand something? (I get it.)

  What do you say when you want to know if your explanation is clear? (Does that make sense?)
- Brainstorm with students a few ideas that they might use for the conversation. Remind them of their answers to question 3 in About the Conversation.
- Put students in pairs to create their conversations. Remind them to use the phrases from the box and also the phrases from Real Talk. Students should switch roles so each student gets a chance to explain something.
- Ask two or three pairs to present their conversations to the class. As they do this, have the class check off the phrases that they use to ask for clarification and confirm.

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5 Listening

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

Answers

1. 300 **2.** 950 **3.** $79 **4.** $0.40 **5.** $20 **6.** one-third

Audioscript

Father: Michael, I want to talk with you.

Son: About what, Dad?

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

Son: I don't know. Maybe 300?

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

Son: No! Really?

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

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

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

Son: Aw dad. How much?

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

Son: OK. I guess that's fair.

Father: What are you doing?

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

6 Pronunciation

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

Answers

1. SEVENteen **2.** FORty **3.** fifTEEN **4.** THIRteen **5.** THIRty

7 Vocabulary Building

A

- Have students work individually to complete the chart.

B

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

Answers

Related to Computers: networking, virtual, cyber, posted
Synonym for "Special": unique, extraordinary
Related to Health: asthma, paramedics

Workbook

Assign page 87 for additional reading practice.

Teaching Tip

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

Additional Activity

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

fun facts

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

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5 Listening

Listen to a father talk to his son about using his cell phone. Write the numbers.

1. How many cell phone minutes does Michael think he has used this month?
2. How many minutes has he actually used?
3. How much does it cost for 900 minutes?
4. How much does each additional minute over the plan cost?
5. How much does Michael's bill add up to this month?
6. How much of the bill does Michael's father suggest he pay?

6 Pronunciation

When counting "teen" numbers, such as thirteen and fourteen, stress the first syllable. In most other cases, we tend to stress the last syllable in "teen" numbers. When using these words to talk about quantity, time, or money, stress the second syllable.

In "ten" numbers, such as twenty and thirty, always stress the first syllable.

Listen and repeat the sentences. Circle the correctly stressed numbers.

1.	SEVENteen	sevenTEEN
2.	FORty	forTY
3.	FIFteen	fifTEEN
4.	THIRteen	thirTEEN
5.	THIRty	thirTY

7 Vocabulary Building

A. You will see these words in the reading on pages 12 and 13. Put each word into a category in the chart.

asthma	extraordinary	paramedics	unique
cyber	networking	posted	virtual

Related to Computers	Synonym for "Special"	Related to Health

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

Has the Internet ever helped you meet or reconnect with a friend? Explain.

Amazing Internet Connections

We all use the Internet to connect with people. Using email, social networking sites, and instant messaging are ordinary ways that people connect. But at times, the Internet has been used to connect ordinary people in extraordinary ways.

SAVING A LIFE

12-year-old Sean Redden from Denton, Texas, was in on the Internet, playing a cyber fantasy world game. Suddenly someone came online, asking for help. The person said she was a Finnish business student who was locked in her college's computer lab. She said she was having an asthma attack and couldn't breathe.

Redden wasn't sure if this was part of the game as sometimes a few people lie on the Net. However, as he later told the *Dallas Morning News*, he decided it was, "too real to be a joke." So Redden called the police. With the additional help of international phone operators, Finnish paramedics found 20-year-old Tara Laintinen and gave her the medical attention she needed. Without the Internet and the efforts of a 12-year-old boy half a world away, she might not have survived.

FINDING YOUR DOUBLE

It was just an ordinary night on a crowded subway car for Patrick Swales, a 21-year old web designer in New York City. The car had just stopped at a station and the doors opened. Suddenly, he saw himself waiting at the platform. But the clothes were not really his style. What was he doing waiting there? He should be in the car. But he was in the car! By the time he realized that he had just run into his double, the doors had shut and they were moving. At that instant, their eyes met. Disbelief, amusement, wonder were all conveyed in that one look! They both raised a hand in an attempt to catch each other but it was too late.

Shaken by the encounter and determined to find his double, Patrick came up with a unique idea. He created a website called subwaymydouble.com. He posted his own photo and a description of the man he had seen in the subway, in the hope that someone would see it and make contact. He got the call two days later.

Now Patrick and his double are best friends. His name is Manuel and he is in New York studying web design! Patrick and Manuel have decided to take themselves out of the public eye, so they have stopped updating the site. Patrick posted this message on the website: "In our best interest, there will be no more updates to this website. Unlike popular TV series, you will have to continue the story yourselves. Best wishes to all and may you find your double someday."

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8 Reading

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

READING STRATEGY

Using pictures and titles to predict

- Focus students' attention on the pictures on pages 12 and 13. Ask: ***What can you tell about the people in the pictures? How old are they? Where are they? What are they doing?***
- Have students read the titles on pages 12 and 13. Then have them tell you what they think each article will be about. Make notes of their answers on the board.
- Play the audio for the first story. Have students read along as they listen. Then refer to the notes on the board. Were their predictions correct?
- Have students read the story again. Ask a few questions to check comprehension. For example:

  Saving A Life

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

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

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

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

  What did Sean do? (He called the police.)
- Play the audio for the next two stories and check the predictions on the board as before.
- After students listen to each story, have them read the story again. Ask questions to check comprehension. For example:

  Finding your double

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

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

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

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

  What are Patrick and Manuel doing now? (They are best friends.)

  Reunited 60 Years Later

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

  Why did they lose contact? (Sabah's family moved away.)

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

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

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After Reading

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

Answers

Answers will vary.

9 Speaking

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

Workbook

Assign pages 88–89 for additional writing practice at word and sentence level.

Teaching Tip

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

Additional Activity

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

Project: Social Networking Sites

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

fun facts

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

REUNITED... 60 YEARS LATER

Asma, a 75-year-old grandmother of eight, enjoyed telling her grandchildren stories about her youth. These stories usually featured Sabah, Asma's best childhood friend. Asma and Sabah had been as close as sisters. Then, when the girls were 15, Sabah's family moved away and the girls lost contact. But Asma never forgot her childhood friend.

One day, Asma was telling her 13-year-old grandchild, Ali, a story about Sabah, when Ali asked, "Why don't you try to find her?" Ali got out his laptop and showed Asma how to surf the Web. A mere 30 minutes later, they had found Sabah! Asma's hands trembled as she dialed her old friend's phone number. When Sabah answered and Asma identified herself, Sabah burst into tears. By coincidence, Sabah was now living nearby.

Sixty years later, the women are inseparable once again. "My life has improved dramatically since Asma found me," says Sabah. "I never feel lonely anymore."
Adds Asma, "It's as if we had never been apart. Sixty years have made no difference to our friendship!"

These are just a few of the incredible ways people have been brought together by the Internet. Every day there are more. Who knows what amazing Internet stories are unfolding at this very moment.

After Reading

1. In your own words, explain how Sean Redden saved Tara Laintinen.
2. What do you think of the way Patrick Swales found his double? Would you ever do something like this? Why? Why not?
3. Think about the story of Asma and Sabah. Is there someone you would like to be reunited with? Who and why?
4. What do all of the stories have in common?

9 Speaking

Work in pairs or groups. Think about the advantages and disadvantages of the Internet and make notes in the organizer. Discuss your ideas in class.

	Advantages	Disadvantages
1		
2		
3		
4		

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10 Writing

A. Look at the photos and define face-to-face and online learning.

1. Do you know anyone who is studying online? Would you prefer to learn online? Why? Why not?
2. Do you prefer to communicate with your teacher and classmates face-to-face? Why? Why not?
3. What are the differences?
4. Read the text and answer the questions:
   - What is the trend for university courses?
   - What kinds of students opt for online courses?
   - Why do some students enroll in face-to-face courses?
   - Which type of course is more successful?
5. Read the text again and find out which paragraph:
   - presents information about face-to-face courses
   - sets the scene and introduces the topic
   - presents information about online courses
   - rounds up issues

Learning Face-to-Face and Online

There have been significant changes in education due to technology. The Internet has played a determining role in transforming the face of education as we used to know it. More and more universities and colleges offer face-to-face and Online course modes or blended versions that combine classroom face-to-face and email, social networking, or synchronous e-learning.

Research has shown that students choose different options, depending on individual preferences, learning styles, and practical considerations. For example, working adult students prefer online courses as they offer the flexibility that they need to combine learning with work. In other words, individuals, whose time and/or mobility are restricted, are happier with online courses.

On the other hand, a large number of students enroll in face-to-face courses as they feel that face-to-face instruction and communication with peers will help them understand concepts better and learn more effectively. They are not opposed to using email or social networks to communicate with peers but not with their instructor. On the contrary, online students find it easier to communicate with instructors by email as it frees them of inhibitions they might have about asking questions or raising issues face-to-face.

Both groups defend their respective choice wholeheartedly. This is further demonstrated by success rates and learning outcomes. So, given a positive attitude to technology and the necessary skills, students will benefit from online courses as much as their counterparts in face-to-face contexts. What remains to be seen is if such courses will also benefit interpersonal skills and help people perform as members of a team.

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10 Writing

A

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

Answers

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

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

Additional Activity

On the contrary For example On the other hand

The main advantage of synchronous e-learning is that participants can interact with each other and their tutor as well as work in smaller groups when necessary.(1)_____, should a participant wish to address a question or make a comment, all they need to do is signal their intention and speak, closely following standard norms of interaction.

(2)_____, if participants do not have access to a reliable connection, they can miss sessions for reasons beyond their control.

(3)_____, face-to-face courses can operate under minimal conditions if necessary without disruption in the event of power failure or inability to access the internet. This is further demonstrated by the fact that schools in a number of developing countries consist of as little as a straw enclosure and boulders as seats.

Answers

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

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B

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

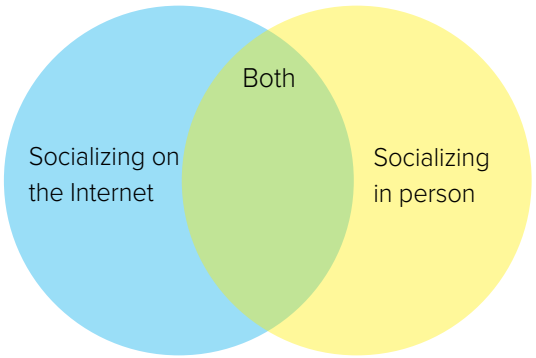
Additional Activity

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

Workbook

Assign page 90 for additional writing practice above word and sentence level.

B. Study the charts below. What is the topic for discussion shown in both?



1. Write an essay comparing and contrasting the two ways of socializing and say which you prefer and why.
2. Think about the features of socializing with friends in person or face-to-face and socializing on the Internet. Make notes in the chart below. Are there things that you can do in both cases?
3. Use your notes to write the essay.
4. Exchange and read each other's draft essays. Suggest improvements.
5. Revise, improve, and re-write your essay.

Socializing in person/ features	Socializing online/features	Same	Different

Socializing Online and In Person

In some ways socializing on the Internet is similar to socializing in person. For example, whether you are actually with your friends or on the Internet you can ...

Writing Corner

In an essay, you often have to discuss the similarities or differences between two different situations, opinions or ideas:

- use phrases to say what is similar; Likewise ..., In the same way ..., Similarly ..., as well as, ...both ...
- use phrases to say what is different; In contrast, ..., However, ..., On the other hand, ...,
- provide examples to illustrate what you mean with phrases like:

  For example, as in ..., such as ..., in other words...

Underline examples of phrases used in the text on page 14 for comparison and contrast and explain why they are used.

Paragraph 4, line 1: Both groups defend... is used to compare.

- use phrases to state your preference and give reasons why: Personally, I prefer ..., I'd rather ...than ..., because ..., The reason for this is ...

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11 Form, Meaning and Function

Comparative and Superlative Forms of Adjectives

The Comparative

Use adjective + *-er* or *more / less* + adjective to make the comparative.

Email is a **fast** way to communicate.
Print newspapers are **popular**.
Smartphones are **expensive**.

Instant messaging is **faster** than email.
Online newspapers have become **more popular** than print newspapers.
Cell phones are **less expensive**.

Note: The comparative is often used with *than*.

The Superlative

Use *the* + adjective + *-est* or *the most / least* + adjective to make the superlative.

Face-to-face courses are **the fastest** way to learn.
F2F courses are expensive. Blended learning is **less expensive**.

Our online courses are **the most popular**.
Our short online course is **the least expensive** way to study.

Some adjectives have irregular comparative and superlative forms.

good–better–the best **bad–worse–the worst**

A. Complete the sentences with the comparative or superlative forms of the adjectives in parentheses. Use *the* before superlatives.

1. The clock tower of the Abraj Al-Bait Towers in Makkah is one of _____ (tall) buildings in the world.
2. Social networking is _____ (good) way to stay connected with friends.
3. The Taj Mahal in India is one of _____ (beautiful) buildings in the world.
4. _____ (popular) online video game on the market is 'Big Ideas 2'.

B. Look at the statements and choose the best option. Work with a partner. Give your opinion with some reasons. Use comparatives and superlatives.

> **In my opinion, smartphones are a waste of money. Cell phones are cheaper and less addictive...**

1. *Smartphones / Cell phones* are a waste of money.
2. The best way to make new friends is *by using social media / joining a school club.*
3. *Car / Plane* travel is more dangerous than *car / plane* travel.
4. Nowadays, people prefer to *shop online / shop at the mall.*
5. The best way for young children to learn is by *using technology such as computers, laptops and tablets / reading books.*
6. It is better to *take a train or a bus / drive* to college.
7. On weekends, I prefer to see *family / friends*.

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11 Form, Meaning and Function

Comparative and Superlative Forms of Adjectives

The Comparative

- Choose volunteers to read aloud the sentences in the first part of the presentation and elicit the function. Ask: *What is being compared in each sentence?*
- Point out the three ways we form the comparative. Ask: *Why do we add* ***-er*** *to fast but add* ***more*** *(or* ***less****) before popular and expensive?*
- Elicit that we add *-er* to most one-syllable adjectives when we make them comparative, and use *more* and *less* with most three-syllable adjectives.
- Ask: *What word do we often use with comparative adjectives?* (than)

The Superlative

- Choose volunteers to read aloud the sentences in the next part of the chart. Have students identify the adjectives in the sentences. Ask: *How many different ways to learn have most likely been identified by the speaker?* (three or more)
- Elicit why *-est* and *most* have been added to the adjectives *fast* and *popular* respectively. (The speaker is comparing three or more things in terms of speed and popularity.)
- Ask: *Why do we add* ***-est*** *to fast but add* ***most (or least)*** *before popular and expensive?* Elicit that we add *-est* to most one syllable adjectives when we make them superlative, and use most with most three-syllable adjectives.
- Ask: *What word do we usually use before superlative adjectives?* (the)
- To make sure students understand the difference between the comparative and superlative, ask: *Why do we use* ***faster*** *in the sentence about email and instant messaging, but we use* ***the fastest*** *in the sentence about F2F learning?* Elicit that with the comparative we compare two people, two places, or two things; with the superlative we compare three or more items in a group or in the entire world.
- Finally, try to elicit as much as possible about the spelling rules and irregular comparative and superlative adjectives before directing students' attention to the last part of the presentation.

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Language Builder

We can use both *-er* or *more* and *-est* or most with many two-syllable adjectives; for example, *politer* and *more polite* are both correct.

We usually use *-er* and *-est* with adjectives ending in *-y, -ow, -le*, and *-er*; for example: *prettier, heavier, narrower, simpler*, and *cleverer*.

We use *more* or *most* with two-syllable adjectives ending in *-ed, -ing, -ful,* and *-less*; for example: *more tired, more boring, more stressful,* and *more careless.*

A

- Ask a student to read aloud the first item and elicit the superlative form of the given adjective. Then have students do the rest of the exercise alone or in pairs.
- Have students that finish first use three adjectives in the exercise to make sentences about their country.
- Check their answers by having individual students read the sentences aloud.

Answers

1. the tallest
2. the best
3. the most beautiful
4. the most popular

B

- Read through the directions to the exercise with the class and tell students to firstly read through the sentences alone and circle the choice which is true for them.
- Then put students into pairs. Students should take it in turns giving their opinion supported by reasons. Remind students to start appropriately. For example, *In my opinion..., I think..., I believe ...,* and so on.
- Students should report on their partner's opinions to the class.

Answers

Students' own answers

Teaching Tip

A good lesson has a beginning, a middle, and an end. The beginning might be just a short introduction reminding students of what they are going to study that day, but it is important to give students a sense of structure. In the same way, you should take a few minutes at the end of each class to summarize what students did and perhaps tell about what they are going to do in the next class.

Needs to Be (Done)

- Have students read the two example sentences in the presentation and ask: *Will the speaker fix the TV him or herself?* (No) *Does the speaker intend to clean the car seats him or herself?* (No)
- Ask students to identify the object in each of the example sentences. (TV, car seats)
- Read the explanation and explain that we use this structure when we want someone else to perform a service for us.
- Elicit more examples from students and write the examples on the board, identifying the object and highlighting the structure: *needs to be* + past participle verb. For example,
  My smartphone needs to be upgraded.
  My coat needs to be dry-cleaned.
  My car needs to be serviced.

Have/Get Something (Done)

- Go through the examples with students and elicit or explain that this structure is used in the same way as the previous one. (ie When we want someone else to perform a service for us.)
- Call on volunteers to identify the object in each example sentence. (room, air conditioner, house)
- Call on volunteers to identify the time and the tense being used in each example sentence. For example,
  *We **'re having** the rooms decorated.* (at the moment/ present progressive)
  *We **'re going to have** the air conditioner repaired.* (future intention/ going to do)
  *We **had** the house painted.* (past time, finished action/ simple past tense)
- Ask students to identify the past participles and write the base form, simple past and past participle for each one on the board:

decorate	decorated	decorated
repair	repaired	repaired
paint	painted	painted

- Elicit that these are regular verbs and direct students to the back of the Student Book page 75 for a list of irregular verbs. Ask them to find the past participle for the verb: *break (broken)*

Past Participles as Adjectives

- Turn back to page 17 in the Student Book and call on volunteers to read out the example sentences which use past participles as adjectives.

C

- Have students read through the conversation alone and answer the questions: *What are the problems? Who will fix the car?*
- Students should work to complete the exercise alone and then compare their answers with a partner.
- Go round the class and students have the right answers.
- Call on two volunteers to role-play the conversation for the class.

Answers

1. have had
2. isn't starting/doesn't start
3. might be
4. to be recharged
5. had (a new battery) put in
6. to be repaired
7. is falling off/fell of
8. to be fixed
9. have (everything) fixed
10. said

D

- Students work in pairs to complete the exercise and then report on their partner's answers to the class.

Answers

Answers will vary. Sample answers.

1. I need to have a website created.
2. I have to have my printer fixed.
3. I have my laptop computer serviced.
4. I need to have my digital photos printed.
5. I will get the screen on my tablet replaced soon.

Workbook

Assign pages 91–92 for more practice with the form, meaning and function of the structures in the unit.

Teaching Tip

When preparing for the lesson, think about how you're going to use the board. For example, what can you put on the board before class starts so that you won't have to use valuable class time to write on the board? Since students are often not doing anything when teachers write on the board, the pace of the class can be impacted.

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Need to Be (Done)

The TV **needs to be fixed**. (= Someone needs to fix the TV.)
The car seats **need to be cleaned**. (= Someone needs to clean the car seats.)

Have/Get Something (Done)

Use *have* or *get*, with the past participle, when someone else performs the service for you.

The rooms need to be decorated.	We're **having/getting** the rooms **decorated**.
The air conditioner needs to be repaired.	We're going to **have/get** the air conditioner **repaired**.
The house needed to be painted.	We **had/got** the house **painted**.

Past Participles as Adjectives

break–**broken**	The cell phone was **broken**. I threw away the **broken** cell phone.
crack–**cracked**	The tablet's screen was **cracked**. I got the **cracked** screen replaced.
damage–**damaged**	The laptop was **damaged**. The computer technician fixed the **damaged** laptop.

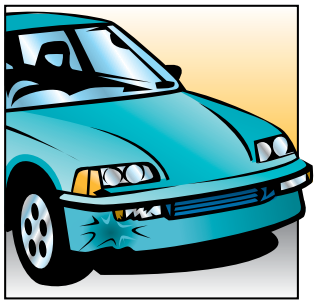
C. Complete the conversation. Use the correct form of the verbs in parentheses. Then practice the conversation with a partner.

Khaled: I _____ (1. have) this car for six months, and it gives me all kinds of problems.

Joe: What is it this time?

Khaled: It _____ (2. not start) in the mornings.

Joe: Maybe it's because of the cold, or the battery _____ (3. might/be) low. It probably needs _____ (4. recharge).



Khaled: It isn't that. I just _____ (5. have/put in) a new battery _____, and it still won't start. I think the starter needs _____ (6. repair).

Joe: Is there anything else wrong with the car?

Khaled: Yes, the exhaust pipe _____ (7. fall) off, and the radiator is leaking. They both need _____ (8. fix).

Joe: Is your car under warranty?

Khaled: Yes, it is.

Joe: Then you shouldn't worry. We'll _____ everything _____ (9. have/fix) for you.

Khaled: That's what you _____ (10. say) the last time.

D. Talk about what you *get (have) done* regularly or *need to get (have) done*, or *will get (have) done* soon. Use the ideas in the box.

create a website • fix my printer
service my laptop computer • print my digital photos
replace the screen on my tablet

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12 Project

Prepare a presentation for your class on **Things to Do on the Internet**.

1. Work in groups. Discuss things that you do on the Internet. Use the list below to help you and add your own ideas.

Interactive games	☐	Blogs	☐	Add your own ideas:	
Competitions	☐	Videos	☐		
Problem solving	☐	News	☐		
Role-play games	☐	Information	☐		
E-shopping	☐	Education	☐		
Social networks	☐	Download programs	☐		

2. How do you use the following? What are some of the advantages and disadvantages? Add your own ideas to the list.

	Use	Advantages	Disadvantages
Social networks			
Blogs			
Threads/discussions			
Electronic articles			
Videos			
Information			
Websites			

3. How do you feel about the Internet as a medium? How reliable is it? Would you recommend it as a reliable and valid source of information? Why? Why not?

4. How does the Internet contribute to learning? Is it effective?

5. Use your notes to prepare a PowerPoint presentation or a poster. Work in groups or pairs.

6. Present in class.

When you prepare a PowerPoint presentation, remember to:

focus on your audience: think about what they would like to hear or find out about
focus on your content: be selective, use visuals and/or examples
focus on your slides: plan what you are going to include on each slide (up to 5 points)

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12 Project

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

Additional Activity

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

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

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13 Self Reflection

- Divide students into groups and have them brainstorm on Technology in learning, life and work. Tell them not to open their books. Remind them that this is not a test and they should not feel that they have to remember everything. Write some questions on the board to help them, for example:
  What was the main focus of the unit? Which aspect of technology did it provide more information and activities on? Which activity do you remember more clearly?
  Which words and phrases do you remember? Which part of the unit did you dislike? Why? Did you like any part of the unit? Which?
  What do you feel you can do better now?
- Call upon a student from each group report what the group decisions were.
- Have groups compare their findings and make notes. For example, compare the words and phrases they remember and make a note of additional items.
- Have students scan pages 6 and 7. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
  Would you choose to communicate with any of the people whose profiles are presented? Which? Why? Why not?
  Which qualities would you include about yourself?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 8 and 9, ask them some questions. For example:
  Have you created your own website?
  How many different cell phones have you used so far?
  Is your cell phone working? How do you know?
  Have you joined a social network recently?
  Were you asked to use a new password?
  Do you use the same or different passwords for different sites?
- Have students work in pairs to discuss the questions. Ask them to compare with other students in class.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 10 and 11. Call on volunteers to say what the conversation was and if they feel it was realistic, interesting, useful or boring. Ask them to give reasons for their answer.
- Have students say what they remember from sections 4 to 7 and make notes in the chart. Use questions like these:
  Do you use your cell phone or landline when you are at home? Why? Why not?
  Do you use your cell phone to speak to someone who is in the same building? Why? Why not?
  What's the difference between 70 and 17?
  Is 'asthma' a condition or a computer virus?
- Write Amazing Internet Connections on the board and brainstorm on language and information that students remember.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
  What would you do if someone asked you for help through the Internet?
  Would you ever try to find your double? Do you think there is another person who is identical to you in the world? Why? Why not?
- Have students discuss what they liked and/or disliked and what they found difficult or easy. Ask them to make notes in the Self Reflection chart.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

13 Self Reflection

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

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

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
ask for clarification and confirm			
discuss using technology for communication			
talk about personality characteristics			
use the auxiliary verbs *do*, *have*, and *be*			
use the comparative and superlative			
talk about what needs to be done			
use *have/get* something done			
use past participles as adjectives			

My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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2 Crime Doesn't Pay

1 Listen and Discuss

1. Discuss one or two famous crimes. Who was involved? What happened? Where and when did it happen?
2. Read the newspaper headlines. Then read the newspaper articles about foolish crimes. Which headline matches which article?
3. Discuss the articles. Which criminal do you think is the most foolish? Why?

a **British Burglar Says "Sorry" With Flowers**

b *Killer Sentenced to Die for Second Time*

c Credit Card Thief Signs Own Name

d *The Impatient Inmate*

e **Paper Boy Steals Truck to Speed Up Deliveries**

f **Criminals with Big Plans, Small Car**

1

GRAYSON, California, USA — An inmate who was just a day away from being released from jail fled the county prison on Thursday, according to the Grayson sheriff's department. When Bob Newton, 32, saw a gate that had been opened for a truck, he couldn't resist the opportunity to escape. Deputy Royjindar Singh saw Newton run through the gate and disappear into a cornfield. Newton is being pursued by a K-9 unit, a helicopter, police deputies, and the California Highway Patrol. Newton had been serving a five-day sentence for a misdemeanor reckless driving charge. When caught, Newton could now face up to a year in state prison.

2

KUALA LUMPUR, Malaysia — Malaysian police reported on Tuesday that two armed robbers stole a car, then hijacked a security van with $1.3 million inside. However, the robbers encountered a problem when they tried to transfer the money to their getaway car. The car the robbers had stolen was a compact car. It was so small that it could not carry all of the cash, and the robbers were forced to abandon more than half of it!

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Unit Goals

Vocabulary
Crime
Punishment

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

Grammar
The Passive
Past Perfect and Past Perfect Progressive

Listening
Listen for specific details

Pronunciation
Linking adjacent consonant sounds

Reading
Crime Puzzles

Writing
Write a story for a newspaper

Form, Meaning and Function
Simple Past
Used to and *Would*

Warm Up

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

1 Listen and Discuss

- Discuss the first introductory question with the whole class. Elicit two or three famous crimes students have heard of. As students talk, continue to add words to the vocabulary list on the board. **Note:** As the topic of crime can bring up sensitive issues, direct the discussion as much as possible to less violent crimes.
- Focus students' attention on the headlines. Point out that there are six headlines, but only three newspaper stories on pages 20 and 21. Have students read the headlines and skim the stories quickly to match the stories with the correct headlines.

Answers

Story 1: The Impatient Inmate
Story 2: Criminals with Big Plans, Small Car
Story 3: Credit Card Thief Signs Own Name

Play the audio for the three stories on pages 20 and 21. Have students read along in their books.

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

The Impatient Inmate

Where does the story take place? (California)

How did Newton escape? (He went through an open gate.)

What was Newton's crime? (reckless driving)

How long was his sentence? (5 days)

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

Criminals with Big Plans, Small Car

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

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

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

Credit Card Thief Signs Own Name

What did the criminal steal? (a credit card)

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

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

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

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- Draw a two-column chart on the board. Label the columns ***Crime*** and ***Punishment.*** Have students work with a partner and write as many words as they can from the stories under each header. Possible answers include:

  Crime: drunk driving, armed robber, hijack, getaway car, stolen (steal), escape

  Punishment: inmate, release, jail, prison, sheriff, deputy, serve a sentence, misdemeanor, accused, charged

- Invite two students to come to the board and write their words in the appropriate columns. Discuss the words with the class.

Quick Check

A

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

Answers

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

Language Builder

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

B

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

Answers

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

2 Pair Work

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

Workbook

Assign page 93 for practice with the vocabulary of the unit.

Teaching Tip

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

Additional Activity

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

The police _____ the man of stealing a credit card. (accused)
He _____ a two-month sentence for robbing the grocery store. (served)
They're going to _____ him from jail next week. (release)
The police _____ the robbers with a helicopter. (pursued)
Two prisoners _____ from the jail last night. (escaped)

fun facts

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

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3

ROSARIO, Argentina — Argentine police didn't have much of a challenge finding a man accused of using a stolen credit card. The man used the credit card, then signed his own name on the receipts! The credit card was reported stolen from an unlocked apartment last month. According to the police, Alfredo Ramirez, 21, had used the credit card to buy a cappuccino at a coffee house and to buy milk and cereal at a grocery store. The next time he tried to use the stolen card, it was declined and seized. Ramirez has been charged with three counts of unauthorized use of a credit card.

Quick Check

A. Vocabulary. Match the words with their meanings.

1. _____ decline
2. _____ unauthorized
3. _____ to abandon
4. _____ inmate
5. _____ misdemeanor
6. _____ hijack

a. without permission
b. to leave or give up something
c. to refuse
d. a minor crime
e. to take control of a moving vehicle by force
f. a prisoner

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

1. _____ *Credit Card Thief Signs Own Name* talks about a prisoner breaking out of prison.
2. _____ *Credit Card Thief Signs Own Name* reports the story of a credit card theft.
3. _____ *Criminals with Big Plans, Small Car* is about a hijacking and a robbery.
4. _____ *Criminals with Big Plans, Small Car* tells the story of robbers who did not prepare well for their crime.
5. _____ *The Impatient Inmate* reports on a robbery.

2 Pair Work

Think of a crime story that you heard or read about in the news. Tell your partner about it, explaining the details.

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3 Grammar

The Passive

Use the passive to put the focus on an action, rather than who did the action.
The passive is formed with *be* (any tense) + past participle.

The crime **was committed** early in the morning.
The murder weapon **has been found**.
The murderer **will be brought** to justice.

To include who did the action, use the preposition *by*.

The burglar **was arrested *by the police***.

Note: Newspapers often use the passive to report crime stories.

Past Perfect and Past Perfect Progressive

We use the past perfect to talk about an activity or event that was completed before another activity or event in the past.

Reiko **had forgotten** to lock the door before she left the house.
The criminal **had** already **escaped** by the time the police arrived.

We use the past perfect progressive when the activity was in progress at the time another activity or event happened in the past.

Juan **had been getting** cash from the ATM when he was mugged.
The driver **had been swerving** between lanes when the police officer stopped him.

A. Rewrite the active sentences as passive sentences.

Police found the suspect wearing a cow costume.
The suspect was found wearing a cow costume.

1. A 92-year-old grandmother chased and caught the criminal.
2. The police discovered 54 money boxes in the suspect's home.
3. Police found the suspect hiding in a trash can.
4. The jury found the suspect guilty of stealing $40,000 worth of bananas.
5. The police will fine him for littering the sidewalk.

B. Write the newspaper headlines as full, passive sentences.

Killer Sentenced to Die for Second Time
A killer has been sentenced to die for the second time.

1. Man Accused of Driving Stolen Car to Court
2. Man Jailed for Driving Too Fast
3. Break-In Suspect Found Asleep in House
4. Man Found Guilty of Stealing Candy from Child
5. Man Arrested for Not Paying Library Fines
6. Businessman Fined $35 for Illegal Parking

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3 Grammar

The Passive

- Write these sentences on the board:

  The police accused the men of stealing a car.

  The men were accused of stealing the car (by the police).
- Explain that in the first sentence the action (accused) is performed by the subject (the police). The verb *accuse* is an active verb in this sentence. In the second sentence the men receive the action. Here the verb *accuse* is passive. Draw arrows to show how *the men* moves from the object to the subject position.
- Have students read the explanation and the examples in the chart. Ask: ***What's more important in passive sentences, the action or the person or people who do the action?*** (the action)
- Direct students' attention to the three stories on pages 20 and 21, and have them find more examples of sentences in the passive. Ask about the tense of the verbs. For example:

  ***Newton saw a gate that* had been opened...** (past perfect)

  ***Newton* is being pursued...** (present progressive)

  ***The robbers* were forced...** (simple past)

  ***The credit card* was reported...** (simple past)

  ***Ramirez* has been charged...** (present perfect)

Past Perfect and Past Perfect Progressive

- Write this sentence on the board: ***When Alicia got home, the robbers had already left.*** Then write these sentences on the board and label them as 1 and 2 to show which action happened first:

  (2) Alicia got home. (1) The robbers left.

  Explain that the verb phrase *had already left* is in the past perfect. We often use the word *already* with the past perfect.
- Have students read the explanation and the examples.
- Have students find more examples of the past perfect in the stories on pages 20 and 21. For example:

  ... the gate had been opened...

  Newton had been serving...

  The car the robbers had stolen...

  Ramirez had used...

Language Builder

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

A

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

Answers

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

B

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

Answers

Answers will vary. Sample answers:

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

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C

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

Answers

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

D

- Have students read the newspaper article through first, without writing, to get the main idea of the story. Ask a few questions about the main events in the story. For example:

  What kind of crime did John Wilkinson plan? (to rob a drugstore)

  Where did he leave his car? (in front of the drugstore)

  Why couldn't he get into his car after the robbery? (He left his keys in the car.)
- Do the first item with the whole class as an example. Explain that this is a simple statement about one event in the past.
- Have students work individually to complete the paragraph. Then have students compare answers with a partner. When their answers are different, they should discuss whether or not both answers are possible.
- Check answers by calling on students to read the completed story aloud.

Language Builder

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

Answers

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

E

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

Workbook

Assign pages 94–96 for practice with the grammar of the unit.

Teaching Tip

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

Additional Activity

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

C. Combine the sentences to create one past perfect or past perfect progressive sentence.

(1st) Marco was walking down a poorly lit street. (2nd) He was mugged.
Marco had been walking down a poorly lit street when *he was mugged*.

1. (1st) Tania was talking on the phone. (2nd) She heard an intruder in the house.
_____ when _____.

2. (1st) He was a trusted politician. (2nd) He was arrested for stealing state funds.
Before _____.

3. (1st) Luckily, I installed an alarm. (2nd) The robbery took place.
_____ before _____.

4. (1st) He was jogging. (2nd) He got into his car.
Before _____.

5. (1st) My wallet was stolen. (2nd) I didn't have any money.
_____ because _____.

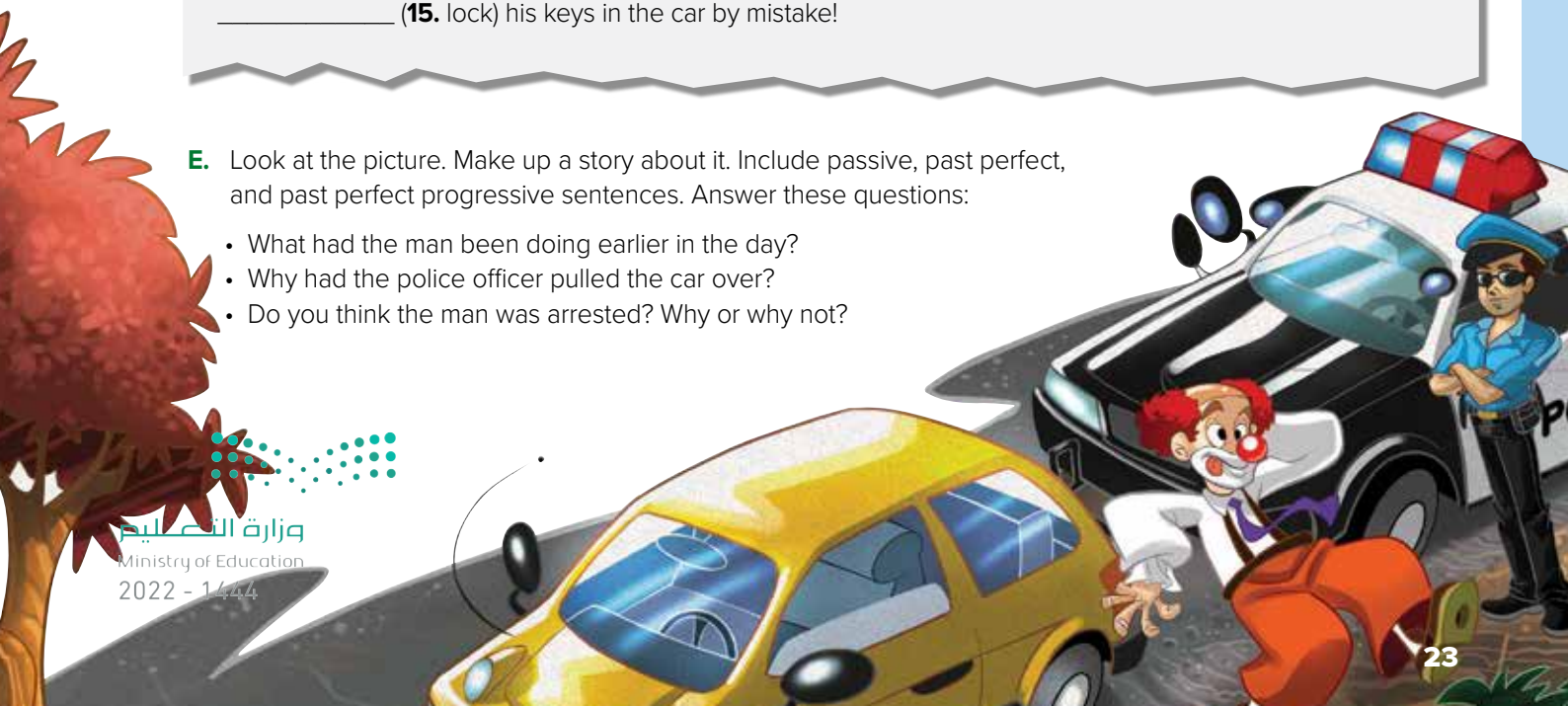
D. Complete the newspaper article with the correct form of the verbs. For some answers, both the simple past and the past perfect forms are possible.

Would-Be Robber Forgets Important Detail

STANTON, Texas—John Wilkinson, 24, _____ (**1.** attempt) to rob the Stanton Drug Store yesterday. Wilkinson _____ (**2.** spend) weeks planning every detail of the robbery. He _____ (**3.** buy) a ski mask to cover his face. And right before the robbery, he _____ (**4.** take) the license plate off his car. Wilkinson _____ (**5.** feel) confident that he _____ (**6.** plan) the perfect robbery. The robbery itself _____ (**7.** go) off without a hitch. The problems began when Wilkinson _____ (**8.** try) to get away. Wilkinson _____ (**9.** run) to his car. He _____ (**10.** leave) it parked and running in front of the pharmacy. He _____ (**11.** try) to get in the car but the door wouldn't open. Wilkinson _____ (**12.** discover) that he _____ (**13.** make) an incredibly stupid mistake. He _____ (**14.** think) so much about the robbery, that he _____ (**15.** lock) his keys in the car by mistake!

E. Look at the picture. Make up a story about it. Include passive, past perfect, and past perfect progressive sentences. Answer these questions:

- What had the man been doing earlier in the day?
- Why had the police officer pulled the car over?
- Do you think the man was arrested? Why or why not?



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4 Conversation

Albert: When traveling in cities, I used to worry about being pickpocketed. Then I learned how pickpockets do it. That taught me how to prevent it from happening to me.

Ali: So how do they do it?

Albert: Well, to begin with, they look for someone on the street who has stopped to look at buildings or people. That's one of the reasons tourists are an easy mark.

Ali: Then what happens?

Albert: The pickpocket will often pretend to bump into the victim by accident. He might act as if he's dizzy. He may ask where you're from, act really friendly, and try to shake your hand.

Ali: Then what?

Albert: At this point, he might pretend to lose his balance and fall against you. Like this *(falling over)*.

Ali: Then what?

Albert: That's it. You've let your guard down, and consequently, he's nabbed your wallet.

Ali: Are you kidding? Come on. My wallet couldn't possibly be stolen that easily.

Albert: Are you sure?

Ali: I'm positive.

Albert: Then what's this in my hand?

Ali: My wallet!

Real Talk

easy mark = likely victim(s)
by accident = not on purpose
let your guard down = not be careful enough
nabbed = stolen
Are you kidding? = Are you joking?
Come on. = Please be serious.
I'm positive. = I'm certain.

About the Conversation

1. What crime are the people talking about?
2. How does the crime happen? Explain the steps.
3. Have you or anyone you know ever been pickpocketed or robbed? What happened?

Your Turn

Role-play with a partner. Think about a process for doing something. Explain the steps in the process to your partner. Use the phrases for ordering from the box.

Ordering

To begin with...	At this point...
Once...	Consequently...

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4 Conversation

- Focus students' attention on the photos. Ask: ***What's happening to the person with the wallet?*** Introduce the word *pickpocket* as a noun and a verb. *To pickpocket* means to steals things from another person's pockets (or other thing they carry with them, such as a purse or backpack). *A pickpocket* is someone who does this.

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

- Ask questions to check comprehension. For example:

  How do pickpockets choose their victims? (They look for people who are looking at buildings and other things. They often choose tourists.)

  What do they do before they commit the crime? (They bump into their victim, or act very friendly and shake the victim's hand.)

  ***What do you think Albert does when he says,* Like this?** (He acts out what the pickpocket does.)

  Why is Ali surprised at the end of the conversation? (Albert has stolen his wallet from his pocket.)

- Have students practice the conversation with a partner. Then they switch roles and practice again.

Real Talk

- Model the phrases for the students to repeat.
- Ask students who says each phrase and why. Possible answers include:

  easy mark (Albert says this to describe the type of person it's easy to steal from.)

  by accident (Albert says this to explain that the pickpocket bumps into people and makes it look like it was not intentional.)

  let your guard down (Albert says this to describe a moment when the victim stops paying attention and isn't careful.)

  nabbed (Albert uses this slang expression to mean *stolen*.)

  Are you kidding? (Ali says this because he doesn't believe that Albert's telling the truth. He thinks it's a joke.)

  Come on! (Ali wants Albert to stop kidding or joking.)

  I'm positive. (Ali says this to emphasize that he is very sure no one could steal his wallet that easily.)

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

About the Conversation

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

Answers

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

Your Turn

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

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5 Listening

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

Answers

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

Audioscript

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

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

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

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

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

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

6 Pronunciation

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

7 Vocabulary Building

A

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

B

- Have students compare answers with a partner.

Answers

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

Workbook

Assign page 97 for additional reading practice.

Teaching Tip

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

Additional Activity

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

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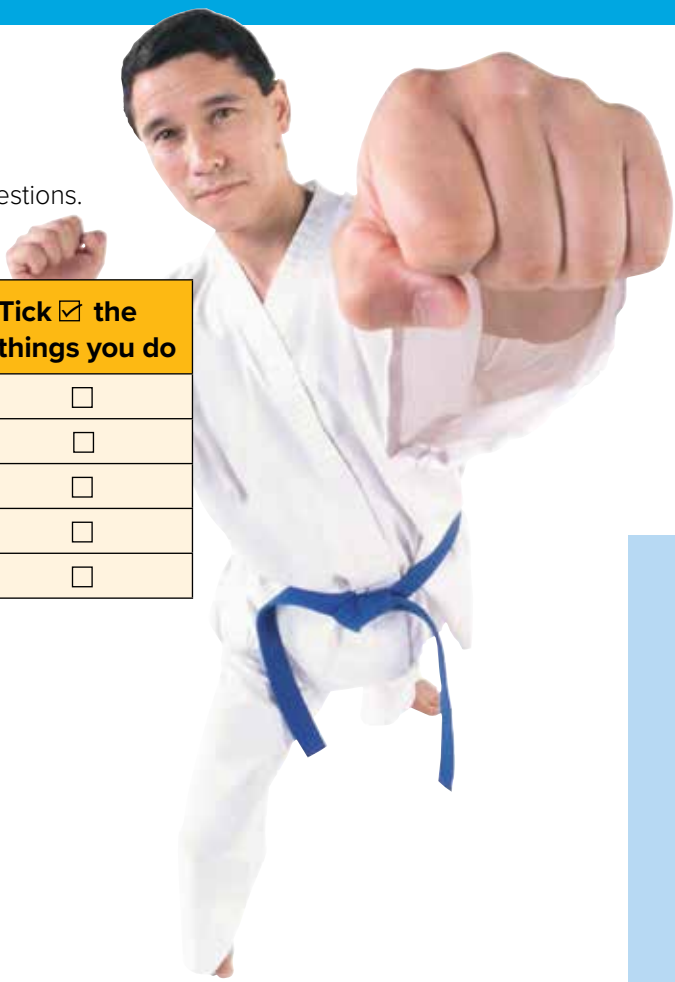
5 Listening



Listen to the lecture on safety. Take notes and then answer the questions.

1. Complete the chart.

Things you can do to stay safe	Tick ☑ the things you do
	☐
	☐
	☐
	☐
	☐

2. Why is it important to stay alert?
3. Which of these safety precautions do you already take? Will you start taking others?

6 Pronunciation

When a word ends with the same consonant sound that the next word begins with, the two sounds are linked. Listen and repeat the sentences. Practice linking the consonants.

1. Thanks for coming to our safety tip**s s**eminar.
2. This class will give you important **t t**ips.
3. To prevent yoursel**f f**rom being mugged, keep valuables out of sight.
4. Don't let your guar**d d**own.
5. I mus**t t**ravel to an unfamiliar area.

7 Vocabulary Building

assume	grim	pavement
coincidence	installed	suspect
display	insured	

A. You will see these words in the reading on pages 26 and 27. Complete each sentence with one of these words.

1. That watch is valuable. You should have it _____ in case it's ever stolen.
2. The police are looking for the _____. He has dark hair and was wearing a green shirt.
3. The news about the plane crash was _____. There were no survivors.
4. I was just thinking of Tom when I bumped into him on the street. What a _____!
5. Alex had a new house alarm _____ to keep his home safe.
6. My brother fell on the _____ at the skateboard park and broke his wrist.
7. I _____ that I'm meeting her at the usual time. But maybe I'd better check.
8. The department store has a beautiful vacation _____ in their window.

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

What mystery or crime stories have you read? Talk about the characters and the story.

Crime Puzzles

The Case of the Stolen Jewels

Detective Colmes was at the coffee shop around the corner when he learned that Jones's Jewelry had been broken into. He arrived at the scene of the burglary in moments.

Mr. Jones, the owner of the store, explained what had happened. "I arrived this morning to open up the store. As I walked up to my shop, I noticed a lot of broken glass on the pavement. I looked up and realized that the display window had been broken." Colmes looked out the broken window at the sidewalk, littered with glass. Mr. Jones continued, "Then I saw that all of the jewelry from the display window was gone. The doors were still locked, so this must be where the burglar broke in!"

"Why didn't the alarm go off?" asked Colmes. "It's a strange coincidence," said Mr. Jones. "I removed our old alarm system yesterday and made an appointment to have a new one installed today."

Colmes looked around at the empty jewelry cases. "I assume your jewelry was insured?"

"Of course!" said Mr. Jones. "Thank goodness for that!"

Colmes nodded and said, "Mr. Jones, I believe there was a crime indeed. And it was committed by you."

What crime does Colmes suspect Mr. Jones of committing? Why?

The Case of the Bowling Alley Murder

The Center Street Bowling Alley, the oldest bowling alley in the city, closed at midnight. At 4:00 A.M., the janitor found a terrible sight: a man with a knife in his back lying in one of the lanes. Detective Colmes quickly arrived at the scene with a swarm of police officers.

"Anybody know the victim?" asked Colmes. "I do," said one of the officers. "That's Bob Reynolds. He's running for councilman. He and Mike Jenner have been having a bitter campaign battle."

"Perhaps we should pay Mr. Jenner a visit," said Colmes. Before leaving the bowling alley, Colmes took his cell phone out of his pocket and left it behind.

On arriving at Mike Jenner's house, Colmes told Jenner, "I have some grim news. Bob Reynolds has been murdered."

"No! I can't believe it!" cried Jenner.

"We'd like to speak with you about the murder. But first, I need to get back to the police station to file the report. Can you meet me at the station?"

"Of course. I'll help in any way I can."
"I'll give you a call." Colmes patted his pocket. "Uh oh, I must've left my cell phone at the bowling alley. Would you mind picking it up and bringing it with you to the station?"

Jenner looked confused, but said, "Sure. I'll do anything to help with the investigation."

Later that day, Jenner brought Colmes's cell phone to the station. He was arrested and charged with murder. Why?

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8 Reading

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

READING STRATEGY Jigsaw reading

- Tell students that they are going to read a crime story. Put students in pairs and assign each pair one of the two crime stories on page 26. Tell them that they are going to read the story and then tell another pair about their story. (They should not read the other story.)
- In pairs, students read the story and then practice retelling the story in their own words.
- As students are working, go around the room and help as needed. Answer questions about the stories and give them some ideas about how they can retell this story.
- Have students work with a pair that read the other story. Each pair then tells their story to the other pair. (They should not tell them the explanation of the crime.) Students should ask questions about anything they don't understand. Remind them of the language for asking for clarification and confirming that they studied in Unit 1.
- When students finish telling the story, they ask the other pair to guess how the detective knew who had committed the crime.
- When students have finished telling the stories, play the audio for the two stories. Have students read along as they listen.
- Invite one pair to tell each of the stories for the class. Have students ask questions about any details in the stories they still don't understand.
- As an extension, work with the vocabulary of the reading. Write these definitions on the board and have students find the words in the stories.

The Case of the Stolen Jewels

left lying in a mess all over a certain area (paragraph 2: littered)

moved the head up and down to agree (paragraph 5: nodded)

The Case of the Bowling Alley Murder

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

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

touch quickly with the flat part of the hand (paragraph 8: pat)

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After Reading

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

Answers

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

9 Speaking

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

Workbook

Assign pages 98–99 for additional writing practice at word and sentence level

Teaching Tip

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

Additional Activity

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

fun facts

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

Answer
The Case of the Stolen Jewels:
Detective Colmes suspects that Mr. Jones took the jewelry himself and pretended that there had been a burglary so he could collect insurance money. The broken window is Colmes's clue. If someone had broken into the shop, the broken glass should have been on the inside of the shop. Since it was outside the store, the window must have been broken from inside.

Answer
The Case of the Bowling Alley Murder:
Detective Colmes never told Mr. Jenner in which bowling alley the murder took place. Yet Mr. Jenner knew which bowling alley to go to for Colmes's phone. Mr. Jenner must have known where the murder took place because he was there!

After Reading

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

1. _____ Detective Colmes was at the police station when he heard about the robbery.
2. _____ The broken glass was inside the store.
3. _____ The Center Street Bowling Alley is the only bowling alley in the city.
4. _____ Mike Jenner was Bob Reynolds's friend.
5. _____ Colmes left his cell phone at the bowling alley on purpose.

9 Speaking

1. Talk about the characteristics of a good detective. Work in pairs or groups.
2. Write your ideas in the organizer below. Use the organizer to discuss in groups or in class.

Crimes that a detective investigates	Characteristics needed to solve crimes	Do I have these characteristics?

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10 Writing

A. Read the title of the article below and decide who it is addressed to. Give reasons for your answer.

CHARGING YOUR CELL PHONE, CAN GET YOU IN TROUBLE!

1. Read the article and answer the questions.
   - Why did the burglar leave the house in a hurry?
   - What did the police find?
   - How did they discover the identity of the burglar?
2. Read the article again and answer the questions.
   - How does it begin?
   - Are all the events presented in the order they happened (chronologically)? Why? Why not?
3. Find out which paragraph/s focus on:
   - the police investigation
   - the burglary
   - the arrest
4. How many past forms can you find?
5. Are there any passive forms? Why? Why not?

A burglar was arrested after leaving his cell phone at the house that he broke into. The man was going through the rooms, looking for valuables, when he heard someone unlock the door and enter the house. So, he jumped out of a window and fled to avoid getting caught.

The police searched the house later, looking for prints and other clues to help them identify the man. All of a sudden, one of the owners pointed to a cell phone plugged into one of the sockets, charging, and said that he had never seen it before and did not know who it belonged to. The police checked with the rest of the family and confirmed that it did not belong to any of them.

One of the police officers had an idea. He called a contact listed in the phone memory, and told the person that the owner of the phone had been in an accident, so the police were trying to get in touch with friends and family. The man was identified. He was later arrested and charged with a total of 12 burglaries!

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10 Writing

- Organize students into pairs. Direct their attention to the picture. Give them a few minutes to discuss what they see. Give students some questions to help them. For example: **Who do you think the person is? What is he doing in the picture? Where do you think he is? Why?**
- Have volunteers report answers/ideas for the class.

A

- Write the title CHARGING YOUR CELL PHONE, CAN GET YOU IN TROUBLE on the board and allow students to reflect and make suggestions on what the title is referring to. Elicit and discuss suggestions in class.
- Read the directions for 1 with the class and have students to try and predict what the article is about. For example:
  Was the burglar arrested? How do you know? What makes you think that?
- Play the audio and have students listen and follow in the text. Were their predictions confirmed?
- Have students read the text individually to make notes then form groups to compare their notes. Circulate and monitor participation. Help when required.
- Call on students to report to the class. Ask them to give reasons for their answers.

Answers

- Because he heard someone enter the house and he didn't want to get arrested.
- They found a cell phone that did not belong to anyone in the family, plugged into a socket
- One of the police officers called a contact listed in the phone memory & the man was identified .

- Direct students to question 2 and have them work alone on their answer. Then ask them to compare with a partner.

Answers

- *A burglar ...broke into.* It begins with the final event and the reason that led to it to raise reader interest and expectations.

- Have students work on 3 in pairs. Ask them to highlight words or phrases that they used as clues in the text.

Answers

Clues will vary.

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

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

Answers

- was arrested, broke into, was going through , heard, jumped, fled, searched, pointed, had never seen...etc., i.e. all the past forms in the text

- There are a few passive forms. For example: A burglar was arrested (paragraph 1) and the man was identified, was arrested/charged.
  The passive forms are used to focus on the burglar and the burglary and not the person or people who acted, in this case the police, because it is understood that the police investigated the case and caught the burglar.

B

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

Additional Activity

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

Teaching Tip

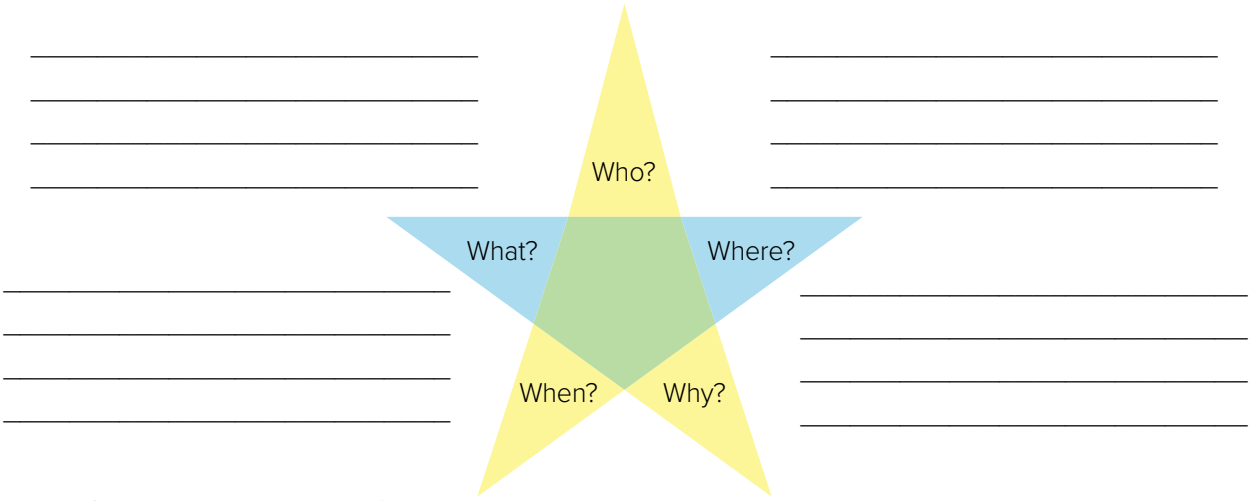
Encourage learners to focus on the content of their story/article. Explain to them that it is important to decide on what they are going to write and then on how they are going to write it. If they only focus on language, their story is going to be weak even if it is all grammatically correct and not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

Workbook

Assign page 100 for additional writing practice above word and sentence level.

B. 1. Write a story for a newspaper or web article describing a crime. Choose a real or imagined crime. The crime should be a foolish, non-violent one.

2. Before you write, answer the five "Ws" about this crime: ***Who***, ***What***, ***Where***, ***When***, and ***Why***. Use the pentagon chart to help you think and make notes around it.

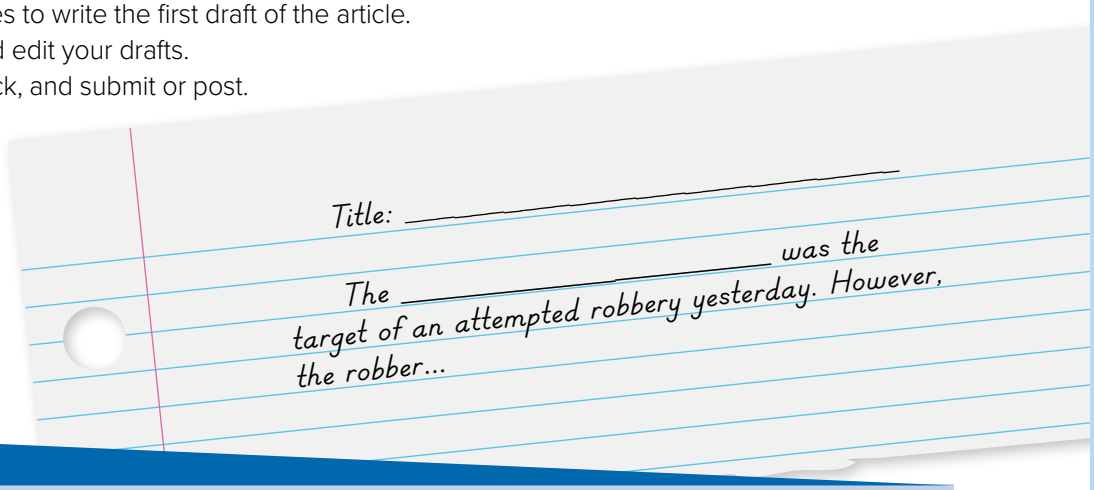


3. Decide on a headline for your article.

4. Use your notes to write the first draft of the article.

5. Exchange and edit your drafts.

6. Re-write, check, and submit or post.



Writing Corner

When you write an article, a story for a newspaper or magazine:

- open with an account of an event that has happened recently; if a reader is attracted by the first few lines, they are more likely to read the whole story.
- notice that articles which provide the account of an event do not usually present things in natural order (chronologically); Use a variety of verb tenses to jump back and forth in past time: What happened? What had happened?; What was going to happen (but probably didn't)?; What has happened?
- use time markers to help your reader follow the order of events in the narrative: Before...; Later that day ...; Soon after ...; When ...; While ...; and so on.
- bear in mind that such articles are usually quite 'dense', i.e. they contain a lot of information in little space

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11 Form, Meaning and Function

Simple Past Tense: *Be*

How **were** the burglars caught?
Was the pickpocket sorry for his crime?

There **were** security cameras everywhere.
Yes, he **was**. He apologized to the victim.

Simple Past Tense: Regular and Irregular Verbs

What **did** the police **do**?
Where **did** they **go** after they were arrested?

They **arrested** the criminal.
They **went** to the police station.

They **didn't arrest** the man.
They **didn't go** to the police station.

Time Expressions for the Past

The armed robber stole a car **yesterday**.
The burglar went to jail **in 2006**.

Nathalie forgot to lock the door **last night**.
I went to Oman three years **ago**.

The Past with *Used to* and *Would*

We use *used to + be* to talk about past states that are no longer true:
Q: What **did** you **use to be** afraid of when you were younger?
A: I **used to be afraid** of elevators. I always took the stairs instead.

We use *used to + verb* and *would + verb* to talk about past habits that are no longer true:
Q: **Did** you **use to** travel a lot in your job?
A: Yes, I **used to (would) travel** to a new place every year. I **didn't use to like** it much and now I prefer to stay in one place.

A. Complete the conversation. Use the past tense of the verbs in parentheses. Then practice with a partner.

Fahd: What _____ (1.happen) to you yesterday?
Imad: I _____ (2. go) to the Falcon's football game and a pickpocket _____ (3. steal) my wallet.
Fahd: Oh no! _____ (4.do) you call the police?
Imad: Yes, and they _____ (5.catch) the thief!
Fahd: That's great! How _____ (6.do) they catch him?
Imad: There _____ (7.be) security cameras everywhere.

B. Work with a partner. Ask and answer about how Omar's life has changed. Use *used to* and *didn't use to*.

A: *How often **did** Omar **use to** watch crime dramas on TV?*
B: *He **used to watch** crime dramas every day. He **didn't use to do** anything else!*

1. Omar watched TV every day. Now he goes to the gym.
2. Omar ate a lot of junk food. Now he eats fruit instead.
3. Omar was overweight. Now he isn't.
4. Omar was always tired. Now he has more energy.
5. Omar didn't sleep well at night. Now he sleeps more soundly.

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11 Form, Meaning and Function

Simple Past Tense: *Be*

- Direct students' attention to the first part of the grammar chart. Choose students to read aloud the questions and answers. Point out that we use the simple past of *be* to talk about a past situation rather than an action or an event.

Simple Past Tense: Regular and Irregular Verbs

- Direct students' attention to the examples in the presentation. Call on students to read aloud the *Wh-* questions and answers. Review the function of the simple past tense to describe things that happened and finished in the past, that is, completed actions.
- Point out that in questions the auxiliary *did* is used for all persons, singular or plural. Also point out that the inverted form of the question (the subject before the verb) follows the same pattern as questions with the auxiliary *do* in the simple present.
- As review, write regular and irregular at the top of two columns on the board. Ask students to tell you verbs that are regular in the past, and verbs that are irregular. If necessary, provide examples: watch/watched = regular; go/went = irregular.
- Ask: *How do we change a regular verb to talk about the past?* (add -ed) *What about verbs like study and cry that end in a consonant and y?* (The y changes to i, and we add -ed.)

Time Expressions for the Past

- Use the irregular verbs in sentences about what students do every day. Have students respond with sentences about **yesterday**. For example:
  You: Ali rides his bike to school every day.
  Student: He rode his bike to school ***yesterday.***
- Tell students to write sentences about themselves using the simple past tense and time expressions. Then they should work with a partner to ask and answer and complete the sentences about their partners.
- Call on volunteers to read out their sentences for the class.

The Past with *Used to* and *Would*

- Write the following question on the board and ask students to answer it truthfully:
  When you were younger, what were you afraid of?
- Share with the class a fear of your own and write it on the board. For example,
  When I was younger, I was afraid of the dark.
- Call on volunteers to share their fears with the class and write them on the board under your own.
- Elicit or say that *used to be* describes a past state (or situation) which is no longer true. The auxiliary *didn't* (followed by use) is used in negative sentences. Point out that in questions the auxiliary *did* is used for all persons, singular or plural. The auxiliary *did* is also used in short answers to yes/no questions.
- Point out that we can substitute *used to* for would when we talk about past habits but not when we talk about past states.

A

- Have students work on this exercise alone and then compare their answers with a partner.
- Ask students to role-play the conversation in pairs.

Answers

1. happened	**3.** stole	**5.** caught	**7.** were
2. went	**4.** did	**6.** did	

B

- Students should work in pairs and take it in turns to ask and answer about Omar's life.
- Call on a volunteer pair to demonstrate for the class.

Answers

Answers will vary. Sample answers.

1. **A:** What did Omar use to do every day?
   B: He used to (would) watch TV every day. He didn't use to go the gym.
2. **A:** What did Omar use to eat?
   B. He used to (would) eat a lot of junk food. He didn't use to eat fruit.
3. **A:** What did Omar use to look like?
   B: Omar used to be overweight. He didn't use to be slim.
4. **A:**How did Omar use to feel?
   B: Omar used to always feel tired. He didn't use to have much energy.
5. **A:** How did Omar use to sleep?
   B: Omar didn't use to sleep well. He used to be awake most of the night/have insomnia

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Past Progressive

- Go over the material in the presentation. Explain that we use the past progressive to talk about an action that started before a certain time in the past and was still in progress at that time.
- Elicit how the past progressive is formed: *was/were* + the *-ing* form of the verb.
- Have students say what they and their families were doing at a certain time in the past. First, talk about you and your family. For example, *Yesterday between 6 and 7 o'clock I was eating dinner. My brother was watching the news. My daughter was doing her homework.*
- Draw students' attention to the use of the past progressive with *always* to express irritation with a past, **repeated** activity.
- Ask a student to read out the next example and write it on the board: Put a circle around the word *when* and underline the past simple.
  I was reading a crime novel when the power went out.
- Explain that we use *when* + simple past tense after the past progressive when we want to show that a short action happens in the middle of a longer action and may or may not interrupt it. Draw a time line on the board to show this function.
- Explain that the clause with *when* can come first or last in the sentence. For example, both of the following sentences are correct: For example,
  *I was getting off the bus **when** the accident happened.*
  ***When** the accident happened, I was getting off the bus.*
- Call on a volunteer to read out the last example sentence in the presentation and write it on the board. Elicit that we use the past progressive with *while* to show two longer actions happening at the same time. Again, draw a timeline on the board to show this clearly.
- Point out that verbs to do with thinking and feeling are not normally used in the progressive form. For example: *like, agree, know, want, believe, and understand.*

C

- Ask students to read through the dialogue quickly and answer the question: *What crime does the policeman think John has committed?* (The policeman thinks that John robbed the Stanton Drug Store.)
- Tell students to work alone to complete the gaps and then compare their answers with a partner.
- Call on volunteers to role-play the conversation.

Answers

1. were/doing
2. was
3. was buying
4. were (you) shopping
5. wasn't shopping
6. were parking
7. was parking
8. didn't go
9. went
10. did (you) buy
11. was buying
12. did (you) take
13. did (you) say
14. weren't buying
15. Did (you) rob

D

- Have students work in pairs or groups of three to discuss John Wilkinson's possible guilt or innocence. Encourage them to refer back to the conversation when reporting their group opinion. For example, *We think that John Wilkinson is guilty as he says he didn't know why he was taking the license plate off his car. This seems very strange to us!*

Answers

Students' own answers.

Workbook

Assign pages 101–102 for more practice with the form, meaning and function of the structures in the unit.

Teaching Tip

When teaching grammar, always stress the functional aspect of a particular structure and not just its mechanical form.

Additional Activity

Have students work in small groups and tell about a real school event. They should tell what was happening when they arrived and what they did when they were there. The other students should try to guess the school event.

Past Progressive

We use the past progressive when we describe what was happening at a specific time in the past.
Q: What were you doing at three o'clock today? **A:** I was driving home from work.

We use the past progressive when we talk about a temporary state or action.
Q: Have you always lived in Riyadh? **A:** No. A few years ago, I **was living** in Dubai.
Q: What **were** you **doing** in Dubai? **A:** I **was working** at a hotel.

We use the past progressive with *always* to describe a repeated or annoying action.
My neighbor's son **was always getting** into trouble when he was younger.

We use the past progressive to describe a long action that is interrupted by a short action.
I **was working** on my computer when suddenly the power **went out**.

We use the past progressive to describe two actions that were happening at the same time.
While I **was studying**, my brother **was watching** TV.

C. Read the interview between the policeman and Mr. John Wilkinson. Complete the paragraphs with the simple past tense or the past progressive form of the verb in parentheses.

Policeman: What ___were___ you ___doing___ (1. do) at 3 P.M. yesterday, Mr. Wilkinson?
John: I _____ (2. be) in the 'Supermarket.' I _____ (3. buy) milk.
Policeman: Who _____ you _____ (4. shop) with at that time?
John: I _____ (5. shop) with anyone. I was alone.
Policeman: At 3 P.M., a security guard saw you outside the 'Ski and Snow' store. You _____ (6. park) your car. Is that true, Mr. Wilkinson?
John: Oh yes, that's right. At 3 P.M. I _____ (7. park) my car. But I _____ (8. go) to the 'Ski and Snow' store to buy a ski mask. I _____ (9. go) to the 'Supermarket'...
Policeman: What _____ you _____ (10. buy) at the 'Supermarket' Mr. Wilkinson?
John: I _____ (11. buy) some cheese.
Policeman: Why _____ you _____ (12. take) the license plate off your car when you were parked next to the 'Snow and Ski' store, Mr. Wilkinson?
John: Ermmmm... I .... don't know.
Policeman: Why _____ you _____ (13. say) that you _____ (14. buy) a ski mask at the 'Snow and Ski' shop, Mr. Wilkinson?
John: Ermmm... I..... didn't say that. Did I say that? I meant .....
Policeman: _____ you_____ (15. rob) the Stanton Drug Store yesterday, Mr. Wilkinson?

D. With a partner, discuss if you think John Wilkson is guilty or innocent. Give some reasons why based on the interview in exercise **C**.

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12 Project

1. Choose and research one of the following topics:
   Famous Crimes
   Famous Frauds
   Famous Blunders
2. Work in pairs or groups. Collect information from different sources and make notes in your organizer.
3. Use your notes to prepare a PowerPoint presentation or a poster.
   - Select photos/pictures or design/draw your own.
   - Plan what you are going to present and in what order.
   - Prepare your texts, e.g. bullet points, slogans, descriptions and/or accounts.
   - Share the work.
   - Collate your material and prepare.
4. Rehearse and then present in class.

☐ Crime ☐ Fraud ☐ Blunder	
What was it about?	
Who was involved?	
Where did it take place?	
When did it happen?	
Why did it happen?	
How was it resolved?	

When you prepare a PowerPoint presentation, remember to:

Focus on your audience:
- what the audience knows or expects
- ways to keep them interested and engaged
- ways to entertain them, e.g. a joke, or a comment

Focus on your content:
- decide what you are going to talk about
- select and use keywords/information
- illustrate with visuals or examples
- be prepared to say more than what is on your slides

Focus on your slides:
- do not include too many points on each slide
- do not use a small font
- limit your points to about 4 or 5 maximum
- use bullet points, charts, or graphs
- use visuals
- reveal the information gradually
- include notes in the margin if you need a reminder of what you want to say
- do a trial run—practice using your material and software

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12 Project

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

Answers

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

Blunder: a bad mistake that is caused by carelessness

- Have students work in pairs or groups and choose the topic that they are going to research in 1. Call on a student from each group to report the topic that the group is going to focus on.
- Read 2 with the class and have students research, collect information and make notes. Allow them to add more details if they wish. Circulate and monitor to make sure that they are focusing on their chosen area and making notes.
- Ask students to read directions for task 3 and explain what they are required to do.
- Remind them to assign tasks to different members of the group in order to make the best use of time and resources. Point out that it would be better if they decided on some of the points as a group. For example, planning what they are going to present and in what order.
- If students have access to a library and/or the Internet, you could aim to complete this and do the presentation on the same day. If not, they will have to organize themselves carefully to share tasks and do their research and data collection individually, then coordinate and present as a group.
- Before students start preparing their presentation material direct them to the points to remember. Write on the board: ***Focus on your audience, Focus on your content, Focus on slides.***
- Have students listen to the points as you read and assign them to the appropriate heading/category. Read one or two points at a time and ask students to categorize. Call on volunteers to report their ideas and decide in class. Encourage them to talk about each point and provide examples.
- Give groups time to organize themselves and share the tasks that need to be completed among members of the group. Let students work on their presentations.
- Circulate and monitor and/or help when necessary.
- If there is access to the Internet in the classroom or in the library, encourage students to use it in order to access information, download pictures and design their slides.
- When the tasks have been completed, ask groups to coordinate all their work and work on the actual presentation both in terms of staging and materials. Circulate and make sure that students are following guidelines, for example limiting the points on each slide to a minimum of 5, using visuals as well as doing a trial run.
- Have groups present for the class on the same or a different day. Encourage them to involve as many members of their group as possible in the presentations.

Teaching Tip

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

Additional Activity

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

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13 Self Reflection

- Brainstorm Crime Doesn't Pay. Write the title on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 20 and 21. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
  Which headlines on page 20 did you find more intriguing? Why?
  Which silly crimes do you remember? Which one was the silliest? Why?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 22 and 23, ask them some questions. For example:
  Choose a news item about an event?
  Who was involved and/or affected?
  Were the police contacted?
  What has been found so far?
- Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 24 and 25. Call on volunteers to say what they remember from the Conversation. Elicit expressions from volunteers.
- Have students reflect on safety in pairs. Call on pairs to say which safety tip they remember from Listening.
- Have students make notes in the chart.
- Write *CrimePuzzles* on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
  Was the case of the stolen jewels a fraud or a burglary? How do you know?
  Did the second case involve a murder or an accident? How do you know?
- Have students reflect on the Speaking activity. **Which are the characteristics that make one a good detective? Can you name students who could be "good detectives"? What qualifies them?**
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about articles on crimes. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 28 and 29 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and explain some of the benefits of this kind of work. List some aspect of project work on the board. For example:
  Personalization
  Creativity
  Natural language use
  Focus on meaning
  Research/collecting information
  Using other knowledge
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

13 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.
discuss crime and punishment			
read and discuss newspaper articles			
explain steps in a process			
use the passive			
use the past perfect and past perfect progressive			
use the simple past tense: *be*			
use regular and irregular verbs in the past			
use *used to* and *would*			
use the past simple versus past progressive			

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

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3 Far and Away

> **"Certainly, travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living."**
>
> *—Miriam Beard Vagts*

1 Listen and Discuss

In pairs, tell each other five things you expect a hotel to have. Then read about these four unusual hotels. Share with each other how each hotel is different from what you expected.

Jules' Undersea Lodge
Florida, USA

Undoubtedly, most people have never been to a hotel like Jules' Undersea Lodge before. This extremely unusual hotel, located in Key Largo, Florida, is on the ocean floor! Guests scuba dive to the hotel's one unit, which is over 19 feet (six meters) below the surface. The unit includes two bedrooms, a television, and 50-inch (127-centimeter) circular windows that offer views of passing sea life.

Capsule hotels
Throughout Japan

In recent years, capsule hotels have gained widespread popularity in Japan. Capsule hotels are hotels in which guests stay in a small sleeping space that is just big enough for a bed. There is so little room that some people can scarcely sit up in these capsules. However, in expensive cities, capsule hotels offer a relatively inexpensive alternative to more traditional hotels.

Ariau Amazon Towers Hotel
Manaus, Brazil

Ariau Amazon Towers Hotel in Manaus, Brazil, is the world's largest commercial tree house. Amazingly, Ariau's towers are built at the level of the rain forest treetops, about 72 feet (22 meters) in the air. The towers are linked together by four miles (six kilometers) of wooden catwalks. This very unusual setting gives guests the unique opportunity to experience the plant and animal life of the rain forest canopy while leaving the rain forest's ecosystem undisturbed.

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Unit Goals

Vocabulary
Vacations
Travel
Ecotourism

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

Grammar
Adverbs of Degree
Sentence Adverbs

Listening
Listen for specific details

Pronunciation
Stress on compound nouns

Reading
Ecotourism: See the World While Saving It

Writing
Write a letter about places to visit in Saudi Arabia

Form, Meaning and Function
The Future Adjectives

Warm Up

Use the questions on page 34 as the Warm Up. With books closed, tell students about an interesting hotel you have been to. Then ask students to tell you about the most interesting hotels they have been to.

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

1 Listen and Discuss

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

  Which hotel is a tree house?
  (Ariau Amazon Towers Hotel)

  Which hotels have very small rooms?
  (capsule hotels)

  Which hotel has rooms made of snow?
  (The Kakslauttanen Hotel)

  Which hotel do you have to scuba dive to get to?
  (Jules' Undersea Lodge)

  Which hotels are not very expensive?
  (capsule hotels)

- Play the audio for the four articles. Have students listen and read along in their books.
- Then have students work with a partner and take turns reading the paragraphs aloud.
- Have students tell their partner which hotel they would like to stay at and why. Ask a few students to report their partner's answer to the class. For example:

  You: Where would (name) like to stay?

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

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

  Jules' Undersea Lodge
  round (circular)

  Capsule Hotels
  another choice or option (alternative)

  Ariau Amazon Towers Hotel
  connect (link)
  the tops of the trees in a forest (canopy)

  Kakslauttanen Hotel
  comfortable and warm (cozy)
  extremely beautiful (stunning)

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Quick Check

A

- Have students read the whole paragraph. Tell them not to fill in the missing words at this time. Ask two or three comprehension questions. For example:

  Where does the writer live?
  (in a beautiful area of Panama)

  What kind of hotel does the writer want to open?
  (a small, friendly hotel)

  How much would the writer charge for admission to the wildlife park? (The writer wouldn't charge any admission.)
- Have students work individually to complete the paragraph with words from the box. Tell them not to worry if they don't know some of the words. They should just make their best guess.
- Have students compare answers with a partner. If their answers are different or if they don't know a word, they should look it up in a dictionary.
- Check answers by calling on students to read the completed sentences aloud. Ask students to explain in their own words what each word means.

Answers

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

B

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

Answers

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

2 Pair Work

- Have students work with a partner to design their own hotel. Write a few questions on the board to guide them. For example:

  Where is the hotel?

  How large is it?

  What attractions does it have?

  What makes it unique?
- Have each pair present their hotel to the class.

Workbook

Assign page 103 for practice with the vocabulary of the unit.

Teaching Tip

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

Additional Activity

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

fun facts

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

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The Kakslauttanen Hotel

Lapland, Finland

In the heart of Finnish Lapland, 155 miles (250 kilometers) north of the Arctic Circle, lies a truly magical place. The Kakslauttanen Hotel offers guests the opportunity to stay overnight in either a snow or glass igloo. Those who choose the glass igloos can enjoy the night skies and the stunning Northern Lights from the comfort of their own bed. Luckily, the hotel provides cozy, extra-warm sleeping bags for the guests who choose to sleep in snow igloos!

Quick Check ☑

A. Vocabulary. Complete the paragraph with words from the box.

commercial	relatively	undisturbed
ecosystem	surface	widespread

I live in a beautiful area of Panama that is very popular with tourists. In the last few years, there has been (**1**) _____ development of large, impersonal hotels. Lately, I've been thinking about opening a small, friendly hotel. It would be (**2**) _____ close to the center of town, but far enough away that the guests would be (**3**) _____ by the noise and traffic. I'd like my hotel to have a view of the water. There's nothing I like better than to watch the sun reflect off the (**4**) _____ of a lake. I'd also like to run a wildlife park close to the hotel. I wouldn't charge admission to the park because I don't think enjoying nature should be a (**5**) _____ activity. However, I'd limit the number of people who could enter the park each day, as too many visitors would disrupt the (**6**) _____.

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

1. _____ Capsule hotels are popular in Japan.
2. _____ Guests take a boat to Jules' Undersea Lodge.
3. _____ Jules' Undersea Lodge has small, square windows.
4. _____ The Kakslauttanen Hotel gives guests the opportunity to explore the rain forest canopy.
5. _____ Capsule hotels provide an inexpensive alternative to traditional hotels.
6. _____ Guests at the Ariau Amazon Towers Hotel have a negative effect on the rain forest's ecosystem.

2 Pair Work

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You are going to design your own unusual hotel. List three to five things you would like your hotel to have. Then in pairs tell each other about your hotel.

3 Grammar

Adverbs of Degree

Adverbs of degree tell us about the intensity of a verb, adjective, or other adverbs.
Some common adverbs of degree are:

absolutely	completely	hardly	quite	so
almost	enough	just	rather	too
barely	extremely	nearly	scarcely	very

Adverbs of degree usually go before the main verb they modify.

I've **almost** finished packing. I **nearly** missed my flight.

Adverbs of degree usually go before the adjective or adverb they modify.

The travel agent was **extremely** helpful. He read the map **very** carefully.

When *enough* is used as an adverb of degree, it is placed after adjectives and adverbs.

Is your coffee hot **enough**? You are not speaking loudly **enough**.

Sentence Adverbs

Sentence adverbs modify an entire sentence, or a whole clause within a sentence.
They indicate the attitude of the speaker. Some common sentence adverbs are:

actually	certainly	frankly*	obviously	probably
admittedly*	clearly	honestly*	officially*	undoubtedly
apparently	evidently	naturally*	presumably	(un)fortunately*

(*) Some sentence adverbs usually go at the beginning of a sentence.

Frankly, I'm disappointed in the quality of this hotel.

Other sentence adverbs can go after the verb *be*, before simple tenses of other verbs, or after the auxiliary in a compound verb.

You are **obviously** having a good time.
He **certainly** spent a lot of money on this trip.
The flight has **undoubtedly** left by now.

A. Rewrite each sentence to include the adverb of degree.

We have recovered from our trip. (almost) *We have almost recovered from our trip.*

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

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3 Grammar

Adverbs of Degree

- Read the explanation about adverbs of degree with the class. Have students look at the articles on pages 34 and 35 to find examples of adverbs of degree. (Some examples include: Jules' Undersea Lodge—*extremely* unusual hotel; Capsule Hotels—*just* big *enough* for a bed, people can *scarcely* sit up, offer a *relatively* inexpensive alternative)
- Write the following words on the board and have students find other words in the hotel descriptions with a similar meaning.

  absolutely (completely)

  very (extremely)

  almost (nearly)

  barely (hardly, scarcely)

Language Builder

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

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

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

Sentence Adverbs

- Have students read the explanation and examples of sentence adverbs. Have students find examples in the articles on pages 34 and 35. (Some examples include: Jules' Undersea Lodge—*Undoubtedly*, most people have...; Ariau Amazon Towers—*Amazingly*, Ariau's towers are built...; The Kakslauttanen Hotel—*Luckily*, the hotel provides...)

A

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

Answers

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

Language Builder

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

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

- For additional practice, have students rewrite these sentences with *can* + adverb:

  I can't hear you. (barely)
  (I can barely hear you.)

  He couldn't eat anything. (scarcely)
  (He could scarcely eat anything.)

  We couldn't sleep. (hardly)
  (We could hardly sleep.)

  My feet are so cold, I can't feel my toes! (hardly)
  (My feet are so cold, I can hardly feel my toes!)
- Call on volunteers to write their sentences on the board.

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B

- Have students look at the picture and read the paragraph. Tell them not to fill in any of the blanks at this point. Ask a few questions to check comprehension. For example:

  What kind of hotel is this? (a complex of seven skyscrapers)

  How tall is its tallest tower? (601 meters)

  Where is the hotel situated? (very close to the Great Mosque in Makkah)
- Have students work with a partner to complete the paragraph. If they don't agree on an answer, have them write both choices. Tell them that they should use each word at least once.
- Check answers by reading the paragraph aloud and calling on students to give their choices. When students give more than one answer, discuss whether both answers are possible.

Answers

Answers will vary. Sample answers:

1. Actually
2. Surprisingly
3. interestingly
4. indeed
5. obviously
6. however
7. probably
8. presumably

C

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

Workbook

Assign pages 104–106 for practice with the grammar of the unit.

Teaching Tip

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

Additional Activity

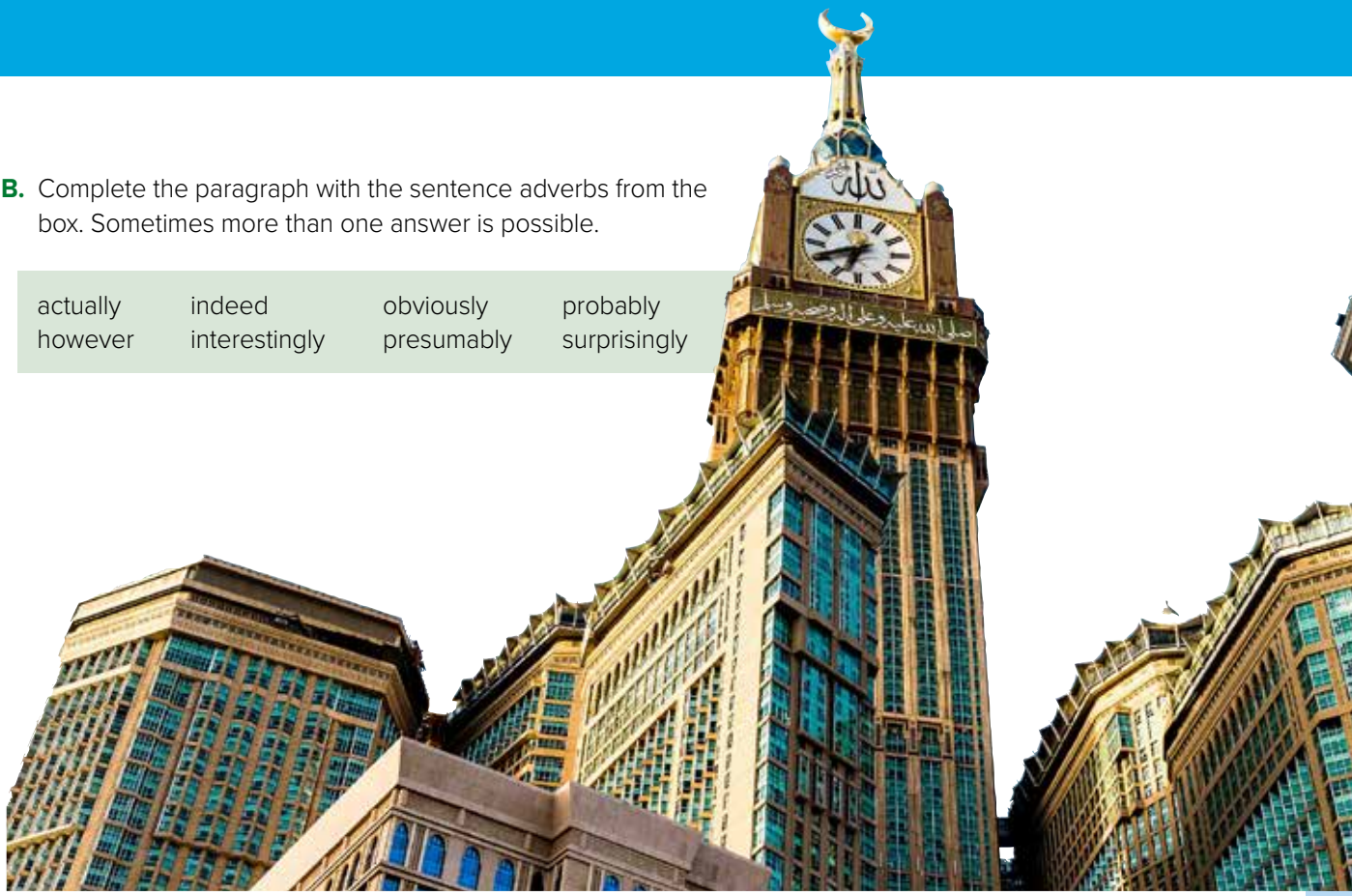
Have students write two or three sentences about a travel experience. One of the sentences should begin with a sentence adverb. For example: ***My family and I went to a beach resort last year. Unfortunately, it rained every day while we were there.*** Have students read their sentences to the class.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

fun facts

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

B. Complete the paragraph with the sentence adverbs from the box. Sometimes more than one answer is possible.

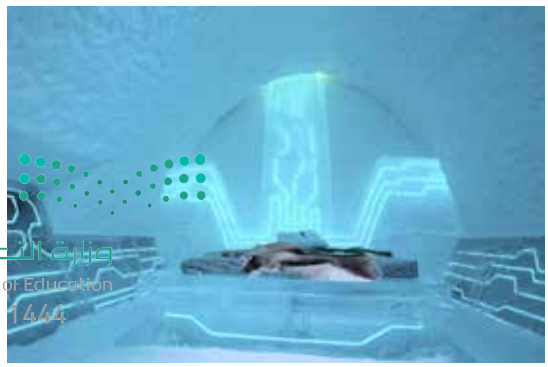
actually	indeed	obviously	probably
however	interestingly	presumably	surprisingly



Staying in the Abraj Al-Bait hotel in Makkah, Saudi Arabia, is an amazing experience. (**1**) _____ it is a complex of seven skyscraper hotels. (**2**) _____ , the central hotel tower has the world's largest clock face and, (**3**) _____, the tallest tower in the complex is (**4**) _____ the tallest building in Saudi Arabia, with a height of 601 meters. The hotel is very close to Islam's most sacred site, the Great Mosque of Makkah. The hotel complex was (**5**) _____ built to accommodate pilgrims of the Hajj that visit Makkah every year from all parts of the Muslim world (**6**) _____, it also welcomes visitors to Makkah throughout the year, even though the greatest concentration of visitors is most (**7**) _____ during the Hajj. The Abraj Al-Bait has a five-story shopping mall and a parking garage capable of holding over a thousand vehicles, (**8**) _____ both for the visitors of the mall and for the hotel guests.

C. Read the following facts about another unusual hotel in another country. Then write a paragraph about it, using adverbs of degree and sentence adverbs.

- The hotel is located on the Torne River, 124 miles (200 kilometers) north of the Arctic Circle.
- The hotel is the biggest igloo in the world.
- It melts into the river every spring and is recreated every winter.
- The temperature inside the hotel is 23˚ Fahrenheit (-5˚ Celsius).



ICEHOTEL, Sweden

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4 Conversation

Attendant: Flight C458 is ready for takeoff. Please ensure your seatbelts are fastened and your seats are in the upright position.

Passenger: Excuse me?

Attendant: Yes? Can I get something for you?

Passenger: No, but I wonder if I can ask you a question?

Attendant: Certainly.

Passenger: I see that there's an empty row near the front of the plane. I was wondering if it would be possible to change seats. I usually try to get some sleep during red-eye flights, and it would be much easier if I could spread out.

Attendant: Unfortunately, that won't be possible. It's against our policy for passengers to leave their assigned seats on this airline.

Passenger: Well, that's a crummy policy. I don't get it. Other airlines allow it. Why should passengers be crammed together when there are open seats on the flight?

Attendant: Please try to understand. The problem is that if we gave you the seat, it wouldn't be fair to other passengers who might also want the open seat.

Passenger: That's a drag. Especially since I requested a window seat at the front of the plane, and they put me on the aisle near the back!

Attendant: Could I see your ticket, please?

Passenger: Sure, why?

Attendant: Sir, the empty window seat at the front of the plane *is* your seat! Your seat is number 3, not 33.

Passenger: Oh! Awesome!

Real Talk

red-eye = overnight
crummy = bad
don't get it = don't understand
a drag = a disappointment
Awesome! = Terrific!

About the Conversation

1. What request does the passenger make?
2. How does the flight attendant respond? What reasons does he give?
3. How does the passenger end up getting what he wants?

Your Turn

Role-play with a partner. Imagine you are at a shopping mall, making a special request of the sales clerk or assistant. Use phrases for making and declining special requests.

Making and Declining Special Requests

I wonder if it would be possible...
Do you think it would be possible...?
Unfortunately, that's not possible...
I wish it were possible, but...
That won't be possible...
I'm afraid (we) can't...
We can't do it because...
The problem is...

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4 Conversation

- With students' books closed, ask the class about their experiences with airplane travel. For example, ask: ***What do you do when you board a plane? Do you have to sit in your assigned seat? Where do you like to sit—by a window or on the aisle?***
- Play the audio twice. The first time students listen with their books closed. The second time, they read along in their books.
- Have students practice the conversation with a partner. Then they switch roles and practice again.
- Ask students questions to elicit their opinions about the situation. For example:

  What is your opinion of the man's request?

  Was it OK to ask for the seat change?

  What do you think of the airline policy?

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

About the Conversation

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

Answers

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

Real Talk

- Model the phrases for the students to repeat.
- Ask questions about the phrases. For example:

  ***Why do you think that overnight flights are called* red-eye *flights*?** (because overnight travelers are usually very tired and have red eyes)

  Are the expressions* crummy *and* a drag *formal or informal expressions? (They are informal. *Crummy* especially is not very polite and should be used with care.)

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

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

Your Turn

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

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5 Listening

- Ask students if they've ever gone on a backpacking trip. Then have students look at the list of items. If several students in the class have gone on backpacking trips, ask: ***Which of these things did you take on your trip?*** If not, ask: ***What would you take on a backpacking trip?***
- Play the audio. Tell students to listen but not to write their answers at this time.
- Play the audio again for students to check the items the speaker recommends bringing.
- Play the audio a third time for students to check their answers.

Answers

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

Audioscript

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

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

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

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

6 Pronunciation

A

- Play the audio of the explanation as students read along in their books.
- Have students work with a partner and practice saying the sentences.
- Play the audio of the sentences for students to check their pronunciation. Then play it again and have students repeat or speak along with the recording.

B

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

7 Vocabulary Building

A

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

B

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

Answers

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

Workbook

Assign page 107 for additional reading practice.

Teaching Tip

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

Additional Activity

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

fun facts

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

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5 Listening

Listen to the experienced traveler talk about what to pack for a backpacking trip through Europe. Tick ☑ the items he recommends bringing.

rain jacket	☐	smartphone	☐
expensive boots	☐	sunglasses	☐
toiletries	☐	box of bandages	☐
trash bags	☐	tweezers	☐
water bottle	☐	expensive jewelry	☐
2–3 bandages	☐	guide book	☐

6 Pronunciation

A. Words like ***backpack*** and ***water bottle*** are called compound nouns because they are made up of two separate nouns. The stress goes on the first part of the compound noun. Say each sentence. Then listen to see if you stressed the compound nouns correctly.

1. Throw a couple of **trash bags** in your **backpack** for dirty laundry.
2. Keep your **sunglasses** and **water bottle** in an easily accessible front compartment.
3. Some people like to bring a **notebook** or journal to write about their travels.
4. You packed everything except your **toothpaste** and **toothbrush**.
5. I'll look for a **postcard** in my **mailbox** every day!

B. Find compound nouns in the passages about hotels and in the conversation you read. Underline and practice reading them aloud. Remember to stress the first part.

7 Vocabulary Building

A. You will see these words in the reading on pages 40 and 41. Match the words with their meanings.

1. _____	pristine	**a.**	the action of cutting down trees to clear forests
2. _____	preserve	**b.**	distinguishing traits or qualities
3. _____	conservation	**c.**	something that causes a person to act
4. _____	incentive	**d.**	abundantly green, fertile
5. _____	deforestation	**e.**	careful protection of something
6. _____	characteristics	**f.**	to keep safe from injury, harm, or destruction
7. _____	remote	**g.**	lessening, diminishing
8. _____	reduction	**h.**	geographically isolated
9. _____	lush	**i.**	not spoiled

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

1. ***Eco***- means "related to the earth or environment." What do you think ***ecotourism*** means?
2. Read the passage and underline all the words and phrases that can help you understand what ecotourism means.

Ecotourism: See the World While Saving It

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Imagine vacationing in a place of stunning, natural beauty. Picture yourself relaxing on a pristine beach in Belize, exploring the desert on a camel in Riyadh, or following lions and zebras in Kenya. Now imagine that while enjoying these experiences, you are also helping to preserve the environment, protect wildlife, and support local communities. Sound too good to be true? It isn't! Such vacations are part of the fastest-growing trend in the travel industry. The trend is called ecotourism.

While ecotourism was almost unheard of before the 1990s, it has quickly become a multi-billion dollar industry. But what exactly *is* ecotourism? These are some of its characteristics:

- It involves travel to natural, often remote, destinations. These are often protected areas where development is limited.
- Ecotourism destinations focus on recycling, water conservation, and using renewable energy sources.
- It builds environmental awareness. As visitors explore an area, they also learn about it.
- It provides an economic incentive to preserve the environment and raises money to help protect it.
- It creates financial opportunities and jobs for the local population.

Costa Rica was one of the first ecotourism success stories. At one time, Costa Rica had the highest rate of deforestation in all of Latin America. However, since ecotourism, there has been a dramatic reduction in deforestation. Now, more than a quarter of Costa Rica's land is protected from development. Costa Rica is now the world's top ecotourism destination. Amazingly, this small country of five million people has about three million visitors per year.

Stacy Davison is one of the three million tourists who chose to visit Costa Rica this year. "We wanted to explore a country that was largely unspoiled by development. And, boy, did we get what we were looking for. We saw beautiful beaches, lush rainforest, and exotic wildlife." Stacy is especially enthusiastic about a wildlife refuge she and her husband visited during their trip. "Getting there took four hours by bus along an unpaved road. But it was so beautiful that it was worth it. We hiked the trails and took a tour through the rain forest canopy. Our guide showed us how to poke a stick into a termite nest to get a snack (They have a nutty flavor!), and how to use live leaf-cutter ants to create stitches for a cut. It was quite an amazing experience!"

8 Reading

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

READING STRATEGY Summarizing

- Read aloud the first paragraph again as the class listens. Then ask students to close their books and tell you in their own words what the paragraph is about. (Responses should include the idea that it's about taking vacations in beautiful places and helping the environment at the same time. This is called *ecotourism*.)
- Put students in pairs and tell them to take turns reading the paragraphs in the article and summarizing them. One student reads a paragraph while the other listens. Then that student closes the book and summarizes what he or she has just read. Then the other student reads the next paragraph and summarizes, and so on. Point out that students don't need to repeat everything they read, just the main ideas.
- When students have finished, ask if they have any questions about the article. Discuss these with the whole class.
- As an extension, you may want to do additional work with the new vocabulary in the article. Have students look at the words in Vocabulary Building on page 40. Have them find and underline the words in the article.
- Discuss with students what each word means in the context of the article. For example, ask: ***What is a pristine beach?*** (It's a beach in its natural state. There aren't a lot of hotels or restaurants. It's clean and without a lot of garbage.)
- The following are some phrases and possible responses for other words. (The symbol ~ represents the word.)

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

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

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

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

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

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

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

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

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After Reading

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

Answers

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

9 Speaking

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

Workbook

Assign pages 108–109 for additional writing practice at word and sentence level.

Teaching Tip

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

Additional Activity

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

fun facts

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

Stacy also enjoyed knowing that the money she was spending on her vacation was being used in environmentally responsible ways. She stayed in locally-owned, environmentally-friendly hotels that grow their own fruits and vegetables, and use renewable sources of energy such as wind and solar power.

Undoubtedly, ecotourism plays a critical role in preserving the land in Costa Rica as well as in other ecotourism destinations around the globe. At the same time, ecotourism provides visitors with a unique, unforgettable, and educational vacation. Basically, ecotourism is a win-win situation for both the tourists and the countries they visit.

After Reading

Complete the sentences.

1. _____ is the fastest growing trend in the travel industry.
2. _____ is the world's top ecotourism destination.
3. At one time, Costa Rica had the highest rate of _____ in Latin America.
4. More than _____ of Costa Rica's land is protected from development.
5. Two examples of renewable energy sources are _____ and _____.

9 Speaking

1. Work in pairs or groups. Think about the characteristics and benefits of ecotourism and make notes in the chart. Then list the names of places in your country that are good for ecotourism and the activities that are offered there.
2. Use your notes to discuss your ideas in class.

	Characteristics/benefits of ecotourism	Places in my country for ecotourism
1		
2		
3		
4		
5		

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10 Writing

A. 1.
- Think about the most important places in Saudi Arabia. Why are these places or sites significant? Why should a tourist visit them?
- What does Saudi Arabia have to offer visitors that is unique or special?
- How does the country welcome and look after its visitors?

2. Read the following extract from the Vision 2030 Program and find out the following:

a. What are the unique and special things that Saudi Arabia has to offer visitors? Compare these to your ideas in part 1.

b. What plans does the government of the country have to further improve and develop tourism and travel to Saudi Arabia?

Saudi Arabia's Vision 2030

Saudi Arabia is blessed with many rich assets. Our geographic, cultural, social, demographic and economic advantages have enabled us to take a leading position in the world.

To build the best future for our country, we have based our vision for Saudi Arabia on three pillars that represent our unique competitive advantages. Our status will enable us to build on our leading role as the heart of Arab and Islamic worlds.

At the same time, we will use our investment power to create a more diverse and sustainable economy. Finally, we will use our strategic location to build our role as an integral driver of international trade and to connect three continents: Africa, Asia and Europe.

Using our unique location, our vibrant economy and our status as the heart of the Arab and Islamic worlds, we will increase travel to our country and welcome guests. We recognize that Allah the Almighty has given to our country, a gift more precious than oil. Saudi Arabia is the Land of the Two Holy Mosques, the most sacred sites on earth and the direction of the Kaaba (Qibla) to which more than a billion Muslims turn at prayer. We will expand and further develop our country to ensure that Muslims from around the world can visit the Holy Sites.

The Hajj and Umrah Vision Realization Program will allow the highest possible number of Muslims to perform Hajj and Umrah to the fullest. We will develop facilities and transport around the Two Holy Mosques – providing pilgrims with the best possible services before, during and after their visits to Makkah and reflecting the bright and civilized image of the country in the service of the Two Holy Mosques. This unique status of our country is clearly manifested in our responsibility in providing generous services and care for visitors to these two holy sites.

Furthermore, we will provide wider tourism, as well as cultural and historical programs, for those who come to perform Umrah. To achieve this, we will continue working on the development of our infrastructure and support the private sector to provide high quality Umrah services.

The program will support the revival, preservation, promotion and classification of Islamic, Arab and National heritage through supporting museums and historical sites by facilitating access and funding preservation and funding events that showcase local traditions.

Cultural tourism destinations including the world's largest 'open air museum' (at Al-Ula) are planned along with the re-establishment of art and crafts centers.

Through our vibrant economy, we will develop the tourism infrastructure to create new holiday resorts and extend the road infrastructure, so visitors can experience the natural beauty of the country. Environmental parks will be rehabilitated and developed for ecological tourism. We will also further develop the digital systems to attract conference tourism to our country.

** 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.*

10 Writing

A 1

- Read through question 1 together and ask students to think individually about the issues.
- Elicit ideas about what kinds of charts or systems for making notes and organizing information would suit this task.
- Have students make notes about the issues in whatever type of chart or organizer suits them.
- Share thoughts in groups or as a class. Discuss the issues and the types of charts they used.

A 2

- Read through the text as a class.
- Pause at regular points and ask questions to check comprehension, vocabulary, the use of metaphor and some of the more complex concepts. For example:

  What is the main theme of the text? (the plans for the future development of Saudi Arabia)

  In paragraph 2, what do you understand by the word 'pillars'? (sources of strength)

  In paragraph 2, explain the use of the word 'heart'? (center)

  In paragraph 3, look at the words 'diverse' and 'sustainable'. Can you make sentences relating to your every day life using these words? (answers will vary)

  In paragraph 4, what is 'the gift more precious than oil' that Saudi Arabia has been blessed with? (the Two Holy Mosques)

  Why is it important to preserve and promote cultural heritage and historical sites? (answers will vary)

  Can you think of a synonym for 'facilitating? (paragraph 7) (promoting, making easy)

  In your own words, explain the word 'infrastructure'. (paragraph 9) (fundamental facilities)

  Why are cultural tourism and ecological tourism important? (answers will vary)
- Now read through questions a. and b. together and ask students to work on both questions individually.
- Share answers as a class.
- In pairs, have students compare their answers to a. with their ideas in part 1.

Answers

a.

- unique location
- unique status as heart of the Arab and Islamic worlds
- unique status of having the Two Holy Mosques in the country and the site of the Hajj
- cultural heritage
- rich history
- museums and historical sites
- good economy
- natural environment
- good digital infrastructure

b.

- expand and further develop facilities and transport in and around the Two Holy Mosques
- provide wider cultural tourism and historical programs for pilgrims
- develop tourism infrastructure to support pilgrims
- support the revival, preservation, promotion and classification of Islamic, Arab and national heritage
- facilitate access to historical sites and museums
- develop infrastructure to attract tourists to holiday resorts
- rehabilitate and develop environmental parks
- upgrade digital infrastructure to support conference tourism

- Have students read through the text again individually and comment on the structure of the text.
- Guide them to think about how and where the main idea is introduced, how the themes are organized and how much detail is given on each subject.
- Have them consider any different ways they could present the same information for a different audience or to emphasize different aspects.

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B 1

- Direct students to B 1 on page 43. Ask students to think individually about a place in Saudi Arabia of cultural, historical, ecological (or other) significance that they think people outside of the country should know about.
- Organize students in small groups or pairs depending on the places they have chosen. Ask students to imagine that they are planning to visit this place and that they will write a letter to a friend about it.
  Have the students research and collect information about the places they have selected.

B 2

- Read through exercise 2 together and go over the chart.
- Have students work individually to fill in their charts with the information they have found and then compare these with the others in their groups or pairs.
- Although the research is collaborative, each student may have noted different issues. Have them think about which pieces of information each person regarded as significant and why.
- Share as a class.
- Tell them that they are going to write a letter to a friend telling them about the place they plan to visit. Tell them they will describe the place and their feelings about going there.
- Read through the model letter together. Ask students what they like about the letter and whether they would like to visit the place described.
- Ask students about the tone of the letter, how it is organized and whether there is enough information, enough explanation or whether they would like more description or opinion.
- Direct students to the Writing Corner. Ask them to think about letters from friends and family they have received and what they liked about them. For example, a friendly, personal tone. Have students think about the content of letters and how they are organized. Stress the importance of planning what they want to tell their friend about the place they plan to visit.
- Read the guidelines in the Writing Corner with the class. Pause and discuss each point.
  Brainstorm: Tell students to think about what they know or what they have seen about the place and share it with the rest of their group or their partner.
  Research: Research is often necessary not only to collect new information but also to confirm existing information. Ask learners to assign research tasks to members of their group.
  Reasons for liking a place: There are usually special reasons that attract us to a place or make us like one place over another. We don't normally reflect on this carefully enough to be able to express all the reasons that might have to do with facts, feelings or ideas.
  Feelings: Certain facts, experiences, images evoke/cause specific feelings for each one of us. However, if we don't have to speak about them we don't really bother to put them into words. In this case it is important to think about them and express them for other people to hear and/or read.
  Plan: Plan the information you are going to include in each paragraph.
- Have students think about the content and plan their letters. Refer students to the texts and exercises on pages 34 and 35 as examples of how to organize travel writing and describe places to visit.
- Give them time to write their letters.
- Have students exchange drafts and make comments or suggestions. Encourage them to read more drafts if there is enough time. Ask them to use the comments and rewrite their essays. Call on volunteers to read their letters aloud in class.

Workbook

Assign page 110 for additional writing practice above word and sentence level.

Additional Activity

Group project and presentation

Working in pairs or groups, have students use their research and their organizers from exercise B to create a presentation about their chosen place for the class in whatever format they wish.

They could create a tourist brochure, an article for a newspaper, a poster, a role-play or a talk.

Encourage them to use the issues, details and examples from their research but also to include their opinions.

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B. Write a letter to your friend from Britain (who has never been to Saudi Arabia), about a place in your country that you plan to visit.

1. Research and collect information about an important place in Saudi Arabia that you feel a visitor should see, or that a person who has never been to your country should learn about.
   - Think about the history of the place and why it is significant to the country's history and culture.
2. Use the organizer to make notes on:
   - What you know about the place
   - New information you have found
   - What you can do there
   - Your reasons for choosing the place and why it is important
   - Examples and details

   When you write the letter, give reasons why this place is important and also how it is special or unique.

Name of the place and what it is (an historical site, a place of natural beauty etc):		
Reasons why it is important	**Things to do there**	**Examples and details (from your research)**

Dear Hamed,

How are you? I hope that you and your family are well.

I have some exciting news that I wanted to write to you about. I'm going on a trip to climb the highest mountain in Britain. It is in Scotland and it is called Ben Nevis.

In addition to the fact that it is an area of outstanding natural beauty, it also has a historical significance. It was the site of Britain's first weather observatory and it was built in 1883. This helped scientists all over the world learn how to study the weather and understand the climate.

It is going to be tough to climb, but it will be great to be outside in nature and enjoy the clean environment. This mountain region is unique as it has many plants and geological features that can only be found here in Scotland.

Writing Corner

When you write an informal letter:

- Open in a friendly way with an appropriate greeting and tell your friend why you are writing.
- When you are giving news such as an up-and-coming trip you will take, give as many details as you can. Use lots of words to describe the place or the experience.
- Note down your feelings, expectations, assumptions, questions, and doubts.
- Plan what information you are going to include in each paragraph.
- Close in an appropriate way and sign off with: Speak soon; Give my best wishes to your family; Write to me soon; and so on.

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11 Form, Meaning and Function

Future with *Be Going To*

Use *be going to* for the future, to talk about plans.

Affirmative (+)
I**'m going to** travel to Jordan.

Negative (–)
I**'m not going to** visit Petra.

***Yes-No* Questions (?)**
Are you **going to** travel to Jordan?

Short Answer (+)
Yes, I am.

Short Answer (–)
No, I'm not.

Information Questions

What are you going to do on your vacation?	I'm going to travel to Africa.
When is he going to leave?	He's going to leave next week.
Which countries is he going to visit?	He's going to visit Tunisia and Morocco.
How are we going to go?	We're going to go by plane.
Where am I going to stay?	You're going to stay in a four-star hotel.
Who is going to travel with them?	They're going to travel with friends.
How long are they going to stay?	They're going to stay for a month.

Position of Adjectives

Antarctica is an **exotic** place. (*before nouns*)

Antarctica is **exotic**. (*after the verb* ***be***)

A. Complete the article. Use the adjectives in the box.

coastal dense fertile humid local tropical

Jazan

Jazan, in southwestern Saudi Arabia, is a (1) *coastal* city on the Red Sea. It is the capital city of Jazan Province near the Yemeni border. Although it is a small province, it has a (2) _____ population of 1.6 million inhabitants. The terrain of the region is varied, consisting of mountains, (3) _____ plains, coasts, and islands. Jazan is famous for its (4) _____ products, especially its (5) _____ fruits like mango, figs, and papaya. The climate in the city of Jazan is very hot and (6) _____ in the summer, while temperatures in the mountains to the northeast are much cooler.

B. Add the question words. Match the questions and the answers.

1. *Which* suitcase are you going to take? *e*
2. _____ are they going to travel? ___
3. _____ is he going to do when he arrives? ___
4. _____ are they going to write to? ___
5. _____ are we going to stay? ___
6. _____ are we going to get there? ___

a. In a beautiful hotel.
b. To their parents.
c. They're going to take a bus.
d. They're going to arrive in the morning.
e. The red one. It's new.
f. He's going to rest.

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11 Form, Meaning and Function

Future with *Be Going To*

- Ask a student to read aloud the affirmative and negative statements in the first part of the presentation. Have students focus on the form.
- Explain that the function of **be going to** is to express actions, intentions, and plans that have already been decided on (i.e. They are planned actions.).
- Have two students read the question and answers. Review the rules for word-order change in questions.

Information Questions

- Have students brainstorm the question words they know before looking at the questions listed in the presentation.
- Call on students to read aloud the questions and answers in the next part of the chart.
- Ask students to read aloud the questions and answers.

Language Builder

Point out that when we ask questions with a *Wh*-question word, we can make a contraction with *is*, but not with are. For example, *When's he going to leave? Who's going to travel with them?*

Position of Adjectives

- Write the following example sentences on the board. Elicit and underline the adjective:
  Saudi Arabia is an interesting place.
  Saudi Arabia and Jordan are interesting places.
- Ask: *Does the adjective go before or after the noun?* (before) *Does the adjective change for singular and plural nouns?* (no) *How do we say the sentences on the board without the word* ***place****?* (Saudi Arabia is interesting. Saudi Arabia and Abu Dhabi are interesting.) Point out that adjectives go before a noun but after the verb *be*.
- Have students make statements about places they know about, using an adjective. For example: *Riyadh is crowded.* Have another student make a corroborating statement, such as: *Yes, Riyadh is a crowded city.*
- Read the explanation of adjective placement and example sentences aloud. Ask students: *Is this the same or different in your language?*

Language Builder

Point out the use of the articles *a/an* in most phrases with singular nouns. For example: *Saudi Arabia is* ***an*** *interesting place. Riyadh is* ***a*** *wonderful city.*

A

- Have students look at the title of the text and ask: *What do you know about this place?* Elicit as much information as possible about the location, the architecture, the history, etc.
- Point out the adjectives in the box. Have a student read the words aloud and go over the meaning of any that are new.
- Have students complete the article alone and then check their answers with a partner

Answers

1. coastal	**3.** fertile	**5.** tropical
2. dense	**4.** local	**6.** humid

B

- Have students work alone to write the correct question word. Then have them ask and answer the questions in pairs.

Answers

1. Which, e	**3.** What, f	**5.** Where, a
2. How, c	**4.** Who, b	**6.** When, d

Language Builder

When *be going to* is used with *go* to indicate an event that will take place in the future, the second *go* is often omitted. For example, *I'm* going to Africa *for vacation; I'm going to go to Africa for vacation* mean the same.

Additional Activity

Ask students to either make notes about a vacation they have already planned OR to plan one now. Students should then take it in turns to ask questions to find out as much information as they can about their partner's vacation plans.

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Present Progressive

- Go over the material in the chart. Elicit or explain that we use the present progressive to talk about actions that are taking place now.
- Explain that the present progressive is formed with the present form of *be* + the *-ing* form of a verb. Write the base form of several verbs on the board, and have students say and then spell the *-ing* form of the verb. Use any verbs from the presentation or others that you think might be appropriate.
- Point out the inversion in the word order in the questions. Put the following words in scrambled order on the board:
  now/is/What/your (family member)/doing?
  your friends/What/doing/are/now?
- Ask students to unscramble the words to form questions and then work in pairs to ask and answer the questions. Tell students that if they do not know the answer for sure, they can imagine an answer with I think. For example, *I think my mother is preparing dinner now.*
- Call on students to tell the class what their partner's family member or friend is doing now.
- Point out the examples of the present progressive for the future*: My friends are arriving tomorrow. What are you doing tonight?* Elicit and underline the future time words (tomorrow, tonight) to talk about future actions.

Future with *Going to* and *Will*

- Write the following phrases on the board:
  I'll definitely..., I'll probably..., Maybe I'll..., I don't think I'll..., I definitely won't...
- Ask: *What do you think you'll do in the coming year?* Have students respond using the phrases on the board.
- Focus students' attention on the information in the presentation.

Time Expressions for the Future

- Go over the future time expressions in the example sentences in the presentation.
- Have students form a sentence of their own for each time expression. For example, *I'm going to study for our English test tomorrow night.*

C

- Have students complete the schedule truthfully for themselves before they work in pairs to do the exercise.
- As students work together, go around and monitor their conversations. Make a note of any mistakes you hear with use of future forms and/or time expressions and write them on the board.
- Have students peer correct each other's mistakes.

Answers

Students' own answers.

D

- Go over the time expressions in the box. Call on one student and demonstrate the exchange by asking and answering truthfully.
- Students work in pairs to complete the exercise. encourage them to use all the time expressions in the box.

Answers

Students' own answers.

Workbook

Assign pages 111–112 for more practice with the form, meaning and function of the structures in the unit.

Teaching Tip

When possible, have students do activities with their books closed. It helps to focus their attention if they are looking at you and what you are doing on the board rather than looking down at their books.

Present Progressive

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

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

My friends **are arriving** tomorrow.
What **are** you **doing** tonight?

Future with *Going to* and *Will*

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

What are you **going to** do on your vacation?
I'm **going to** travel to Europe.
I'm not **going to** travel this year.

Where **will** you stay?
Maybe I**'ll** stay with friends.
I probably **won't** stay in a hotel.

Time Expressions for the Future

I am leaving **tomorrow night**.
This year we will go on vacation to Al Ula, Saudi Arabia.
They are flying to Oman **on Thursday**.

Hurry! They will be here **soon**!
I am meeting her **in an hour**.
We will sit examinations **next month**.

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

A: What are you doing at two o'clock next Saturday?
B: I'm getting a haircut. How about you?

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

D. Look at the expressions in the box. Work with a partner. Ask and answer about their future plans. Use *going to* and *will*.

A: Where **are** you **going to go** on vacation this year?
B: I**'ll** probably go to Dubai. How about you?
A: I'm going to visit my grandparents.

tomorrow • this week / month / year • tonight
next month / year / Tuesday • soon • on the weekend

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12 Project

1. Make a poster promoting ecotourism in your country. Work in pairs or groups.
2. Choose a place that would be good for ecotourism.
3. Research and complete the chart with information and details about the place.
4. Collect visuals and find samples of posters on the Internet to help you.
5. Design your poster. Think of a slogan and/or an attractive title. Look at the photo in your book and find more examples on the Internet to help you.

An area for ecotourism in Saudi Arabia: _____

Questions we would like to find answers to	Details and information we found out about the place	Pictures and images we can use in our poster
What kind of place is it? Is it an inland area? Is it a coastal area?		
How can visitors travel and explore the area?		
What can they see, observe, or experience?		
What outdoor activities can visitors do? (e.g. off-road driving, rock climbing, desert trekking, etc.)		
How is money raised in order to maintain the area?		
How are local communities and people involved? Jobs? (e.g. caretakers, guides, rangers, etc.)		
What are some of the environmental benefits?		

When you prepare a poster, remember it should:

- be quite large, so it can be noticed or read when posted on the wall
- be colorful in a tasteful way and have photos and/or drawings
- include memorable slogans
- convey a strong message
- be appealing to the viewer

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12 Project

- Organize students in groups and have them brainstorm on ecotourism in their country. Suggest that they think about:
  People
  Places
  Transport
  Activities
  Animals
  Plants
  Climate
  Accommodation
- Encourage them to think about different things if they wish. Remind them to choose one or two people in their group to make notes as they discuss their ideas.
- Call on a student from each group to present some of their ideas for the class.
- Tell students that they will have to design a poster about the place with a slogan to attract visitors. Encourage them to use their imagination and visualize travel and new activities in the area. Elicit ideas, think about traditional options for transport and accommodation.
- Have students read directions 1 to 4 and tell them to use the chart and make notes about the questions raised. Set a time limit for groups to decide or distribute issues to members of the group to think about and then discuss and finalize.
- Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- Give them time to discuss and decide on the options that they will use.
- Read directions for 5 with the class. Explain to students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Tell them that they can use any color they want and choose pictures or draw their own. Remind them that they will need a catchy slogan.
- Direct students to the guidelines at the bottom of the page. Call on a volunteer to read the guidelines. Elicit ideas and comments from the class.
- Allow time for research. This means that if students don't have access to the Internet or a library they might not be able to collect the information and/or photos they need. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete the poster in the next lesson.
- Call on each group to present their poster.
- Display the posters on the wall if you can. Have students choose the poster they like best.

Additional Activity

Have students work in groups to plan and create an ecotourism leaflet. Tell them to use their ideas and notes in the chart and plan a 2-page promotional leaflet promoting an ecotourist package trip in the area that they have chosen.

Teaching Tip

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

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13 Self Reflection

- Write 'Far and Away' on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 34 and 35. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
  What is special about Capsule hotels and Jules' Undersea Lodge?
  Where is the world's largest commercial tree house?
  Which of these places would you choose to stay in? Why?
  Which would you never choose to stay in? Why?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 36 and 37, ask them to rephrase some sentences. Tell them to try and convey the same meaning. For example:
  I've almost finished writing my essay.
  I have a couple of lines to go./I'll finish very soon.
  You're not working hard enough.
  You should work harder.
  Frankly, I don't think I'd like to come back here.
  I really dislike this place./I don't like it here at all.
  He actually jumped into the river with his clothes on to find his cell phone.
  We didn't think he would do it but he jumped into the river to find his cell phone.
- Have volunteers answer the questions. Elicit more options from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 38 and 39. Call on volunteers to say what the conversation is about in this lesson, and which expressions they remember.
- Have students say what they remember from this section and make notes in the chart.
- Write Ecotourism on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:
  What is your opinion about Ecotourism?
  Would you have chosen ecotourism as a travel option? Why? Why not?
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they know/remember about the Galapagos. Give them some time to work in pairs and then call on volunteers to answer.
- Have students comment on essay writing and how they felt about writing an essay instead of a different type of text, e.g. story, article. Call on volunteers to present their views.
- Have students scan pages 42 and 43 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 about the place chosen? Why? Why not?
  Where did they find information? Where did they find photos?
  Did they enjoy the poster presentation?
  Would they change anything if they had the chance to do it again? What?
  Did they enjoy designing the poster? Did everyone contribute?
  Was there room for originality and creativity? Why? Why not?
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

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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 difficult 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 travel experiences and travel dreams			
discuss hotels and services			
make and decline special requests			
use adverbs of degree			
use sentence adverbs			
talk about the future with *be going to* and *will*			
ask information questions			
know about the position of adjectives			
use the present progressive to make future arrangements			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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4 TV Around the World

1 Listen and Discuss

1. What kind of television programs do you like to watch? Give some examples.
2. What kind of programs do you dislike? Why?
3. Which programs listed here would you watch? Which wouldn't you watch? Explain.

Jeopardy! **Tuesday, 9:30 P.M.**

Jeopardy! is a unique American quiz show that features trivia in history, literature, the arts, culture, science, sports, geography, wordplay, and more. The show is famous for its unusual answer-and-question format, which requires contestants to phrase their responses in question form, having been presented with clues. The first episode of the show was aired on March 30, 1964, and went through different stages, as a daytime series and a nighttime show. On September 10, 1984, *Jeopardy*! returned as a daily series with Alex Trebek as host.

Hoy **Monday, 9:00 A.M.**

This morning show, recorded live in front of an audience, is broadcast in the United States, Central and South America, and parts of Europe. A team of hosts offers family-oriented entertainment. On today's program, the guest chef cooks up some Peruvian shrimp, and a prosperous businessman gives advice to members of the audience.

National Geographic Channel
Thursday, 8:00 P.M. *The National Geographic Channel* is a television channel that features documentaries about science and technology, animals and nature, exploration and culture, produced by the National Geographic Society. It provides authentic and inspiring content for different age groups of viewers. The channel is dedicated to sharing factual knowledge and promoting genuine interest in our world, in an innovative and entertaining manner. National Geographic Channel was originally launched in the Middle East in 1998, followed by National Geographic Adventure in 2007, National Geographic Wild in 2008 and National Geographic Abu Dhabi in 2009. Today, it is available in 25 languages, in over 143 countries.

CSI: Crime Scene Investigation
Thursday, 9:00 P.M.

CSI is an American crime drama about a team of forensic scientists who investigate mysterious and unusual deaths. In tonight's episode, Grissom, Stokes, and Brown take on the puzzling case of a jogger killed in a park. At first the team suspects it is a strange accident. But they eventually discover that someone has been plotting a series of disturbing crimes.

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Unit Goals

Vocabulary
TV genres
Reality shows

Functions
Discuss types of TV programs
Express and explain preferences
Express certainty

Grammar
Direct Objects
Indirect Objects
To and *For* Before Indirect Objects

Listening
Listen for specific information

Pronunciation
Reduction of *going to* and *want to*

Reading
A Brief Overview of the History of Television

Writing
Write a book review

Form, Meaning and Function
Articles
Adjective Clauses and Relative Pronouns

Warm Up

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

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

1 Listen and Discuss

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

  Which program is about cars? *(Top Gear)*
  Which program is a documentary? *(National Geographic videos and shows)*
  Which program is a quiz show? *(Jeopardy)*
  Which program is good for family viewing? *(Hoy)*
  Which is a sports program? *(Sasuke)*
  Which program is from the U.S.? *(CSI)*

- Play the audio. Have students listen and read along in their books. Pause the recording after each program description to check general comprehension.
- Have students work in small groups to discuss the third introductory question, saying which programs they would watch, which they wouldn't watch, and why. Assign one student in each group the role of reporter.
- Have the reporter from each group summarize the group's discussion for the class, saying which programs were most popular with the students in the group.
- Ask students if they have seen the programs on this page or similar ones. For example, they may not have seen *CSI* but they might have seen other crime dramas.
- For additional vocabulary practice, write the following definitions on the board and have students find the words in the program descriptions:

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

  Hoy
  suitable for families (family-oriented)

  National Geographic Channel
  to start or set in motion (launch)

  CSI: Crime Scene Investigation
  to think something is probable (suspect)

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

  Sasuke
  to try to do something (attempt)

Language Builder

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

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Quick Check

A

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

Answers

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

B

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

Answers

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

2 Pair Work

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

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

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

  Who are the main characters?

  What time should it air?

  Who will the audience be? (children, teenagers, adults, families, etc.)
- Have students work in pairs to create their program. Tell them that they are going to have to sell their idea to the owners of the television station.
- Select a group of students to play the role of the owners of a television station. Then select a few pairs to present their ideas. The owners vote on the idea they like best.

Workbook

Assign page 113 for practice with the vocabulary of the unit.

Teaching Tip

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

Additional Activity

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

fun facts

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

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Top Gear **Wednesday, 9:30 P.M.**

Top Gear is an award-winning British television series about cars. It was originally launched as a conventional motoring magazine show. Since its relaunch in 2002, the new version has developed its own humorous style. The program is estimated to have about 350 million viewers worldwide. The show has received acclaim for its style and presentation as well as criticism for its content and some of the cutting comments made by presenters. It remains, however, one of the most popular motoring series worldwide.

Sasuke **Wednesday, 8:00 P.M.**

This popular Japanese sports entertainment program airs twice a year. Each three-hour special covers an entire competition in which 100 fighters and athletes compete in one of the most challenging physical contests imaginable. The contestants attempt to complete four levels of increasingly difficult obstacle courses to win the title of *Ninja Warrior.*

Quick Check ☑

A. Vocabulary. Complete the sentences with these words.

air	contestants	plot	puzzling
broadcast	inspiring	prosperous	version

1. Two words that mean "to transmit to an audience by radio or television station" are to _____ and to _____.
2. To plan something secretly is to _____.
3. Someone who has had financial success is _____.
4. Something that causes a feeling of excitement and strong desire to do something important is _____.
5. People who take part in a contest are called _____.
6. Something that is difficult to understand or solve is _____.
7. A variation of an earlier or original thing is a _____.

B. Comprehension. Name the show or shows.

1. Which show has attracted both positive and negative comments from reviewers?
2. Which show is broadcast in the morning?
3. Which show airs twice a year?
4. Which shows are available in more than 20 languages?
5. Which show has aired for more than forty years?
6. Which show might be enjoyed by a person who likes murder mysteries?

2 Pair Work

Create your own idea for a TV program. Decide on the kind of program and the title. Then write a brief description of the program.

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3 Grammar

Direct and Indirect Objects

A direct object is a noun or pronoun that receives the action of a verb.
A direct object answers the question *what* or *who*.

John wrote **the poem**. John likes **his new teacher**.

An indirect object tells us to or for *whom* the action is done.
There must be a direct object for there to be an indirect object.

John wrote **the poem** for *his mother*. John read **the poem** to *the audience*.

If there is a preposition, the indirect object goes after the direct object.

She gave *the remote control* to **me**.

If there is no preposition, the indirect object goes before the direct object.

She gave **me** *the remote control*.

When the direct object is a pronoun, the pronoun goes before the indirect object.

She gave *it* to **me**.

To and *For* Before Indirect Objects

Use *to* if the indirect object is receiving something. Use *to* with these verbs: *bring*, *confess*, *give*, *hand*, *lend*, *offer*, *pass*, *pay*, *promise*, *read*, *sell*, *send*, *show*, *take*, *tell*, and *write*.

Will you pass *a pillow* **to me**?

Note: The preposition *to* is not used when the indirect object comes before the direct object.

Will you pass **me** *a pillow*?

Use *for* if the indirect object is benefiting from some kind of help. Use *for* with these verbs: *book*, *build*, *buy*, *cook*, *find*, *get*, *keep*, *leave*, *make*, *order*, and *reserve*.

My parents bought *a new TV* **for me**.

Note: The preposition *for* is not used when the indirect object comes before the direct object.

His parents are buying **him** *a new TV* for his graduation.

With some verbs, the indirect object always follows the direct object, and the preposition *for* cannot be omitted: *answer*, *cash*, *change*, *close*, *fix*, *open*, *prepare*, *pronounce*, and *translate*.

Can you please translate *the program* **for me**?

A. Complete the conversation with ***for*** or ***to***.

Alex: What happened in last night's episode of *Fast and Safe*?
Omar: I recorded it (**1**) _____ you. It was great.
Alex: Tell me about it.
Omar: Well, Alan wrote an email (**2**) _____ Ahmed. In it, he confessed (**3**) _____ him that he had tampered with the engine of the car he was driving. Ahmed kept reading the email (**4**) _____ himself. He couldn't believe that Alan would do such a thing. Then Alan tried to make up for it. He got a fantastic car (**5**) _____ Ahmed to drive in this show. He bought a new helmet (**6**) _____ him. He even sent a limo (**7**) _____ Ahmed's house, to drive him to the studio.
Alex: What did Ahmed do?
Omar: Well, he was angry at first. Then he demanded that Alan make a public statement on the air and promise that he would never do anything like that (**8**) _____ him again.

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3 Grammar

Direct and Indirect Objects

- Write this sentence on the board:

  Jack sold the car.

  Ask: ***What did Jack sell?*** (his car) Explain that in this sentence *the car* is the direct object of the verb *sell*.
- Then write these sentences on the board:

  Jack sold the car to John.

  Jack sold John the car.

  Ask: ***Who did Jack sell the car to?*** (John) Explain that *John* is the indirect object. Point out the different positions of the indirect object, before or after the direct object, and the use of the preposition.
- Read the explanations and examples in the chart with the class.
- Working with the whole class, help students find more examples of sentences with indirect objects in the program descriptions on pages 48 and 49. Have them underline the direct objects once and the indirect objects twice.

To and *For* Before Indirect Objects

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

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

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

  Ask: ***In which sentence does Adel get a letter?*** (the first sentence) In the second sentence, Ali writes the letter for Adel as a favor.

Language Builder

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

He told him the story.

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

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

A

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

Answers

1. for
2. to
3. to
4. to
5. for
6. for
7. to
8. to

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B

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

  The comedian told the audience a joke.

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

Answers

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

C

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

Workbook

Assign pages 114–116 for more practice with the grammar of the unit.

Teaching Tip

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

Additional Activity

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

fun facts

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

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B. Rearrange the words to create two sentences: one with the indirect object placed after the direct object, and another with the indirect object placed before the direct object.

I sent / the TV schedule / John
I sent John the TV schedule.
I sent the TV schedule to John.

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

C. Look at the pictures. Use your own ideas to complete the stories. Use direct and indirect objects.

Jamal had spent weeks planning a poster for ecotourism in his country...

Ahmed's parents were proud of his achievement and wanted to do something special for him...

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4 Conversation

Asma: What are you watching?

Noura: That game show with the teams of cooks. You know, the one where contestants need to prepare a 4-course meal as a team, plate it, and serve it to the judges.

Asma: Why would anyone want to compete in this kind of show? What do they get out of it? I don't know how you can watch this stuff. It's boring!

Noura: I get a kick out of it. Look! He's going to decorate that dish with flowers.

Asma: I can't believe he's going to put flowers on a meat dish. That's crazy. Why don't we turn off the TV and do something else?

Noura: No way! Don't touch that remote!

Asma: It bugs me to watch this. They pretend to be top chefs. But I'm positive they won't be allowed to do more than fry a couple of eggs after the end of this show. And they also pretend to be all friendly with each other.

Noura: I don't know. Some of them seem to know what they're doing.

Asma: I'm telling you, that contestant, there, is waiting for a chance to show off. He doesn't care about his teammates. He's in it to win for himself.

Noura: Relax. It's just a TV show.

Asma: C'mon. We're wasting our time watching this stuff. Don't be such a couch potato. What do you say we go shopping?

Noura: Nah. There's another game show on right after this.

Real Talk

get a kick out of = enjoy
remote = remote control
bugs = annoys
all = very, completely
C'mon. = Come on.
couch potato = someone who watches too much TV
Nah. = No.

About the Conversation

1. Describe the TV show Noura is watching.
2. How does Asma feel about this program? Give examples from the conversation.
3. Would you watch this program? Why or why not?

Your Turn

Role-play with a partner. Discuss a current TV or game show. Talk about what will happen next on the show and who will win. Use phrases for expressing certainty from the box.

Expressing Certainty

I'm sure/certain/positive that...
There's no question that...
It's obvious that...
I'm telling you that...

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4 Conversation

- Briefly introduce the topic of reality shows. Do students watch them? If so, which ones do they watch? If not, why not? (Students will discuss this topic in more depth later, so keep this discussion short.)
- Play the audio. Have students listen to the conversation with their books closed.
- Play the audio again and have students listen and follow along in their books.

Real Talk

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

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

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

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

  couch potato (Asma says this, meaning that Noura spends too much time watching TV.) The expression compares the person to a vegetable, sitting on a couch and doing nothing.
- Have students practice the expressions with a partner. Write the following questions on the board and have students discuss them.

  What do you get a kick out of?

  What bugs you?

  Have you met anyone who likes showing off?

  Are you a couch potato?

About the Conversation

- Discuss question 1 with the whole class. Elicit information from several different students. Each student should add more detailed information, building on the answers of other students. If necessary, ask more detailed questions. For example:

  Who are the contestants on the program? (a team of cooks)

  What do the contestants do? (They need to prepare a 4-course meal as a team and serve it to the judges.)

  What is one of the contestants waiting for? (He is waiting for a chance to show off.)
- Have students work with a partner to answer the rest of the questions. Call on volunteers to say their answers for the class.

Answers

Answers will vary. Sample answers:

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

Your Turn

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

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5 Listening

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

Play the audio. Tell students to listen but not to write at this time.

Play the audio again. Have students write their answers in the chart.

Play the audio again to check answers.

Answers

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

Audioscript

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

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

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

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

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

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

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

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

6 Pronunciation

A

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

Play the audio again. Have students listen and repeat, or speak along with the recording.

B

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

7 Vocabulary Building

A

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

B

- Have students compare answers with a partner.

Answers

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

Workbook

Assign page 117 for additional reading practice.

Teaching Tip

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

Additional Activity

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

fun facts

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

5 Listening

Listen to the conversation between the quiz show host and the contestant. Then complete the chart.

Things that have a positive impact on Imad's performance
Things that have a negative impact on Imad's performance

6 Pronunciation

A. In casual speech, ***going to*** is often reduced to */gonna/*, and ***want to*** is often reduced to */wanna/*. Listen and practice.

1. I'm not **going to** let any of that stop me.
2. There's no question in my mind that you're **going to** overcome all your problems.
3. You're **going to** be answering questions.
4. I **want to** congratulate you.
5. I **want to** take a minute to say thank you.
6. We **want to** prove that hard work pays off.

B. Find ***going to*** and ***want to*** in the conversation you read on page 52. Underline them and practice reading the sentences aloud. Remember to shorten them to *gonna* and *wanna*.

7 Vocabulary Building

A. You will see these words in the reading on pages 54 and 55. Match the words with their meanings.

1. _____ evolution	**a.** having plenty of money and possessions
2. _____ distinct	**b.** the gradual change and development of an idea
3. _____ prototype	**c.** a model used to test a new machine, car, etc.
4. _____ transmit	**d.** a very important event in the development of something
5. _____ patent	**e.** obtain the right to make or sell a new invention or product
6. _____ milestone	**f.** send out
7. _____ affluence	**g.** clearly different

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

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8 Reading

Before Reading

Television is popular around the world.
Why do you think it is so popular?
How much do you know about television?

A Brief Overview of the History of Television

Television was not invented overnight by a single person. The work of many people over a number of decades contributed to its evolution.

In the early days, two distinct schools of thought in technology influenced different researchers and the course of their investigation. The first one was based on the technology of Paul Nipkow's rotating disks that supported a mechanical television system, and the second one on an electronic television system that used a cathode-ray tube developed independently by two inventors, Campbell-Swinton and Rosing.

Paul Nipkow (1860-1940), who invented the Nipkow disk in 1884, was the first person to discover the scanning principle that allowed small portions of an image to be analyzed and transmitted. However, it is unclear whether Nipkow actually built a working prototype of his television system.

Electronic television is based on the development of the cathode-ray tube, which can still be found in modern television sets. Philo Farnsworth (1906-1971) was the first inventor to transmit a television image, a dollar sign, using the dissector tube which is the basis of all current electronic televisions. The American engineer started experimenting with electricity when he was 12, when he built an electric motor and produced an electric washing machine. He was still in high school when he conceived of his ideas for television.

A lot of people wrongly believe that color television is a recent idea. In actual fact, the earliest proposal for color television was patented in 1904, while in 1925 Zworykin filed his proposal for an all-electronic color television system. Commercial broadcasting, however, started in the early 50s, a quarter of a century later.

John Baird (1888–1946) is a researcher who is best remembered for inventing a mechanical television system, based on Nipkow's scanning disk idea. Actually, his work included a number of technological milestones in the history of television. He created the first televised pictures of objects in motion (1924), the first televised human face (1925), color television (1928), stereoscopic television, and television by infra-red light that were presented and demonstrated before the 1930s.

Vladimir Zworykin (1889-1982), the inventor of the iconoscope, a transmission device, as well as the kinescope, i.e. the cathode-ray tube, in 1929, was one of the first to demonstrate a television system with all the features of modern television, otherwise called "the tube." Most people in Britain that use the word *tube* to refer to television, fail to make the connection between the television set and the cathode-ray tube. Nor do people stop and think about the meaning of the word television, which refers to the transmission of images over a distance. In 1929 Zworykin became the director of electronic research at Radio Corporation of America (RCA), and was later promoted to vice-president in 1947. Zworykin invented many devices including the scintillation counter, a device for measuring radioactivity. He held more than eighty patents and received numerous awards for his work.

Louis W. Parker patented the "intercarrier sound system" in 1948, which is now used in all television receivers in the world. Without it, televisions would probably have been too costly for most people.

The plasma display monitor was invented in July 1964 by professors Bitzer and Slottow and their graduate student Robert Wilson. However, successful plasma television only became feasible later, after the development of digital and other technologies. A factor that delayed the commercial development of plasma display was connected with LCD or liquid crystal

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8 Reading

- Discuss the **Before Reading** questions with the whole class. Elicit several reasons for the popularity of television, what they know about television, and make notes on the board.
- Play the audio. Ask students to listen and read along in their books.
- Refer students back to the notes on the board. Were any of their ideas mentioned in the article?

READING STRATEGY Main ideas and examples

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

  Main idea sentences

  paragraph 4
  Philo Farnsworth (1906-1971) was the first inventor to transmit a television image, a dollar sign, using the dissector tube which is the basis of all current electronic televisions.

  paragraph 5
  In actual fact, the earliest proposal for color television was patented in 1904 (The second sentence explains the first one.)

  paragraph 6
  John Baird (1888–1946) is a researcher who is best remembered for inventing a mechanical television system, based on Nipkow's scanning disk idea.

  paragraph 7
  Vladimir Zworykin, the inventor of the kinescope, ...

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

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After Reading

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

Answers

Answers will vary. Sample answers:

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

9 Speaking

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

Workbook

Assign pages 118–119 for additional writing practice at word and sentence level.

Teaching Tip

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

Additional Activity

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

Project: TV Guides

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

fun facts

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

displays which made flat screen television possible. This minimized one of the advantages of plasma television in terms of a flat screen with an improved image. So it has taken a lot longer for plasma display to become more widely acceptable and accessible. Until recently, a plasma television screen was regarded, to some extent, as a symbol of affluence or status along with other possessions.

Now a new development is affecting communication and media further, namely that of web or Internet television. When Internet access is available along with adequate hardware, more and more viewers appear to be switching over to their laptops or desktops to watch films and other programs. Television sets are connected, allowing access to digital channels. The key word seems to be access. It is quick access and options that determine the popularity and, consequently, the commercial success of a medium. Television has so far been fairly well-established; it remains to be seen how digital technology will affect its evolution in the future.

After Reading

Answer the questions.

1. Explain what the two main schools of thought were in the early days.
2. How did Philo Farnsworth transmit an image? What did he use?
3. How old is the concept of color TV?
4. Why is television called "the tube" by some people?
5. How did Parker's system affect developments?
6. Read the text again. Find each inventor's name, the name of his invention, and the approximate year. Write the information in the chart along with the effect that each invention had on the evolution of television.

Year	Inventor	Invention	Effects

9 Speaking

1. Make a list of your favorite TV shows and why you like them.
2. Talk about TV shows in groups and use the chart to make notes. Compare your lists and decide which shows are popular within your group.
3. Use the chart to find out about the rest of the groups in class and make notes. Organize and edit your notes in your groups. Compare findings in class.

Questions	Group answers	Class answers
Which TV shows are the most popular among your friends?		
Why are these shows popular with your friends?		
What do you like about these shows?		
What do you dislike about these shows?		

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10 Writing

A. Consider the questions below and discuss with a partner:

1. What genre of TV films do you like to watch? Do you prefer action films, science fiction, fantasy, comedy or drama?
2. Do you ever need to summarize the plot of a TV film for a friend? Why?
3. What information do you include in your summary? What information do you leave out? Why?
4. Read the review of a TV film below and find out the following:
   - What is the name of the TV film?
   - What genre does it belong to?
   - Which actors star in the TV film?
   - What information can you find about the characters, the setting and the plot?
   - How does this TV film compare to other TV films of a similar genre? How does it compare with the book?
   - Does the writer of the review recommend this TV film? Why? Why not?
5. Which tenses/verb forms are used more? Could they be different?
6. Are there any passive forms? Why? Why not?
7. Are there any paragraphs? Why? Why not?

A terrifying adventure on water

Moby Dick (1956), directed by John Huston and starring Gregory Peck, Richard Badehart and Leo Genn, is a TV fantasy film adapted from the bestselling novel by Herman Melville.

The story takes place in 19th century England on a whaling ship. The captain of the ship is Captain Ahab. Ahab has a fantastic story to tell about a "great white whale" which mutilated his body and almost killed him on a previous voyage. Now the captain leads his men back into the sea to take revenge. However, Ahab becomes so obsessed with vengeance that he makes some very bad decisions.

The TV film takes us on a grand adventure over the waves as Captain Ahab and his crew seeks out the great sea mammal. As Ahab becomes more and more consumed by hatred, his doomed men are flung into dangerous situations. Does Captain Ahab eventually find the big whale? To find out you will have to watch the film!

If you choose to watch one film version of the novel *Moby Dick*, you should choose this 1956 version. The acting is good, it is well-directed and the use of color and imagery is superb. I think it is far superior to more recently released TV film versions.

Everyone who read the book and those who enjoy adventure and tales of great battles between man and beast should see this TV film. I definitely recommend it as one of the best of our times. It is staggeringly good.

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10 Writing

A

- Direct students' attention to the picture. Discuss what they see. Elicit the answer: A poster advertising the TV film *'Moby Dick.'*
- Have students read the questions for 1. Elicit the genre of TV film they watch. Ask them to work in pairs and discuss their preferences.
- Read the directions for 2 and 3 with the class. Have students work in pairs discussing the questions. Call on volunteers to present their answers for the class.
- Have students read directions for 4. Allow time for them to read the review and answer the questions in pairs. Call on students to report their answers in class.

Answers

- *Moby Dick*
- Adventure
- Gregory Peck, Richard Badehart and Leo Genn
- Characters: Captain Ahab and the ship's crew; a whale
  Setting: 19th century England; on a whaling ship; a sea voyage
  Plot: Captain Ahab sets out a sea voyage to find a great whale and take revenge
- The 1956 version is better than other versions; It compares favorably with the book.
- The writer recommends the TV film to people who enjoy adventure stories set at sea.

- Play the audio and have students listen and check their answers.
- Call on pairs to report for the class. Hold a class discussion on examples of other reviews they have read before. Ask whether book or TV film reviews they have read follow a similar format to the one on page 56.
- Call on a volunteer to read the directions for 5, 6 and 7 aloud for the class. Have students work individually to answer the questions. Tell them to highlight items and then identify forms. Have them compare with a partner.

Answers

- Present tenses. Not really because they are used to describe/present the story.
- Passive forms are used to describe who directed and starred in the TV film.
- Yes, there are paragraphs. Each paragraph has a particular focus. Paragraph 1 describes who directed and starred in the TV film. Paragraph 2 describes the characters, setting and plot. Paragraph 3 states the writer's opinion of the TV film. Paragraph 4 states whether the writer recommends the TV film or not.

- Call on students to report their answers and have a class discussion on other books or TV films that students have read or watched.

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B

- Organize students in groups and have them read the directions for 1. Have them study the chart, discuss a book they have all recently read and complete the chart with information about the book
- Have students use their notes to present three key events in the plot.
- In groups, students should exchange their outlines, read and comment before returning them for editing.
- Circulate and monitor; help when necessary.
- Direct students to the Writing Corner. Elicit what they know about review writing. Tell them that the guidelines provide information about how to organize their information about a book or TV film in order to write a review.
- Go through the guidelines with the students.
- Have students write the first draft of their review. Ask them to help each other edit their texts.
- Post the reviews on the board or the wall for the class to read later and make comments on post- its.
- Ask students to comment on whether they would like to read the books reviewed. Ask why/why not?

Workbook

Assign page 120 for additional writing practice above word and sentence level.

Additional Activity

Organize students into groups and hand out jumbled reviews of books or TV films. Ask students to work together to put the reviews back in order according to the order of information given in each paragraph.

Teaching Tip

Reviews are easy to write as reviews often follow a similar organization in terms of the order of information. A key feature is that the ending to a book or TV film is never given away in a review. Point out that we use descriptive language in reviews when describing characters and the setting in the same way as we do for stories.

B. 1. Think of a book you have recently read. Make some notes in the chart below.

Title of book: _____

Author: _____

Fiction / non-fiction / genre:

_____

Information about the characters, setting, plot, etc.:

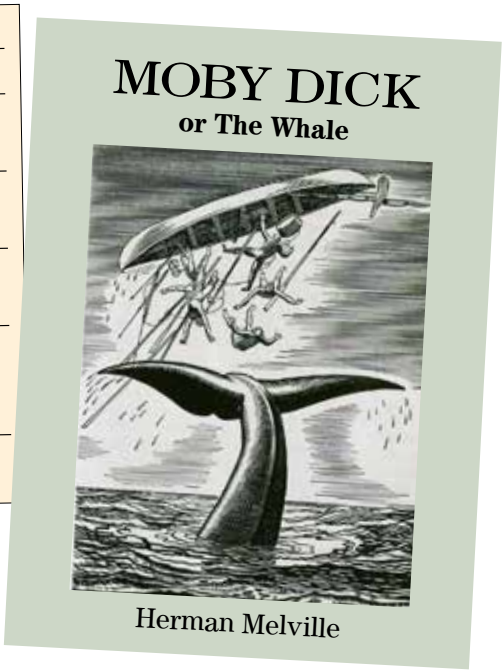
_____

Comparison and contrast (this book vs. other books):

_____

Would you recommend it? Who should read the book? Who would like it and why?

_____



2. Use the organizer to outline the major 3 key events in the plot (but do not give away the ending).

3. Write your book review.

	Information
First Event	
Second Event	
Third Event	

A Fishy Tale

Moby Dick, written by Herman Melville and first published in 1851, is a literary classic. It tells the story of Captain Ahab's quest to avenge the whale...

Writing Corner

When you write a book review:

- think about who will read it (audience) and why they will read it (purpose).
- begin with the title, genre and author.
- summarize the main characters and the plot. Give three or four key events.
- never give away the ending of the story.
- say what was enjoyable or not enjoyable about the book. Use adjectives: interesting, frightening, brilliant, amazing, boring, and so on.
- finish by saying who you would recommend the book to and say why.

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11 Form, Meaning and Function

Articles

We use the indefinite article *a/an* before singular nouns.
We use *a* before words that begin with a consonant sound: **a** TV show, **a** chef, **a** festival
We use *an* before words that begin with a vowel sound: **an** English class, **an** aunt, **an** uncle
We use the definite article *the* before singular and plural nouns:

the student	**the** students
the mango	**the** mangoes

Use *the* for objects that are one of a kind:

the Earth	**the** sun	**the** moon
the stars	**the** sky	**the** sea

Use *the* with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states:

the Red Sea	**the** Amazon	**the** Eiffel Tower
the Arabian Desert	**the** Alps	**the** United States

Use no article before the names of days, months, people, streets, cities, countries, continents, mountains and islands:

Fahd is my brother.	I live on Main Street.	He's in Dubai on vacation.
She went to Europe with her parents.	Mount Olympus is in Greece.	The festival starts in May.

A. Read the two extracts from the TV show *Festivals in and around Saudi Arabia*. Complete the paragraphs with *a, an, the*, or no article (-).

TV show host: When did you first hear about the Jazan Mango festival?

Visitor: Well, I first heard about (1) _____ Jazan Mango Festival three years ago from (2) _____ business colleague in (3) _____ Dubai. He told me that every year in (4) _____ May, Jazan holds (5) _____ Mango Festival to coincide with the harvest of the mango. So, I decided to come and see for myself, and I wasn't disappointed! (6) _____ festival is very popular and many people attend, including investors in agricultural products and families. There is lots of entertainment . . .

TV show host: Every year in (7) _____ Saudi Arabia, (8) _____ Janadriyah national heritage and culture festival opens with much excitement and high expectations. Many people from all over the country and from abroad attend. The Janadriyah festival takes place in (9) _____ village near (10) _____ Riyadh, and it is normally held between (11) _____ November and (12) _____ March when the heat is less extreme. It lasts for two weeks. The festival celebrates symbols of Saudi identity. There are (13) _____ camel and horse races, displays of regional costumes, cuisines, and crafts such as carpet-weaving, and pottery. There are donkey rides for (14) _____ children ...

B. Choose one of the festivals in exercise **A** and complete the extract with your own ideas. Share your ideas with your classmates.

_____

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11 Form, Meaning and Function

Articles

- Write the words on the board and say them out loud: *a TV* and *an English class.* Show students how it's easier to say 'an English class' with the /n/ sound in *an*.
- Go over the explanation and other examples of *a* and *an* in the presentation.
- Explain that he definite article *the* comes before singular and plural nouns: *the student* and *the students*.
- Tell students we use *the* for specific objects or people that have already been introduced or that are already known. For example,
  He is an English teacher. The English teacher is very knowledgeable about other cultures.
- Explain that we do not use *the* with plural nouns when talking in general. For example, *Teachers work at schools.* Use *the* for objects that are one of a kind. For example, *the Earth, the sun, the moon,* and so on.
- Use the with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states, and monuments. For example, *the Red Sea, the Amazon, the Eiffel Tower, the Arabian Desert, the Alps, the United Arab emirates.*
- Do not use *the* with proper names, possessive adjectives, months, days of the week, meals, games, sports, or with the words home, school, work, business, and vacation when used for their purpose. For example. *Fahd is my brother. He is in Dubai on business.*

A

- Tell students they are going to read about two festivals in Saudi Arabia. Ask them to look at the pictures and guess the festivals. Elicit or give the names of the two festivals (the Jazan Mango festival and the Janadriyah national heritage and culture festival).
- Before students read the texts in the Student Book, elicit as much information as you can from students about the festival write it on the board.
- Ask students to read the two paragraphs and ignore the gaps. They should see if any of their ideas listed on the board are mentioned in the texts.
- Ask students to feed back their answers and ask for any new information they found out from reading the paragraphs.
- Tell students to complete the exercise alone and then compare their answers in pairs.
- Call on volunteers to read out the completed texts.

Answers

1. the	**5.** the	**9.** the	**13.** –
2. a	**6.** The	**10.** –	**14.** the
3. –	**7.** –	**11.** –	
4. –	**8.** –	**12.** –	

B

- Using the ideas already written on the board in exercise A, ask students to choose one of the festivals and give some more information.
- Ask students to do this exercise alone before comparing their answers in groups.

Answers

Students' own answers.

Additional Activity

Ask students to work in pairs or groups of three. Each student should write the name of another festival on a piece of paper and then fold the paper so that their partner or group members do not see what they have written. Students then try to guess each other's festivals by taking it in turns to ask yes/no questions about each other's festivals.

fun facts

Jazan Province includes the Farasan Islands in the Red Sea: a group of 84 islands. The main island of Farasan is about 50 km off the coast of Jazan. Ferry service to the island is free twice a day. The islands are a protected nature reserve and home to the endangered Arabian gazelle and many species of migratory birds. Farasan Island is also known for its beautiful beaches and several archaeological sites of Islamic heritage.

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Adjective Clauses and Relative Pronouns

- Read through the information in the presentation and ask students to identify the noun given in the example sentence: The language that he/she speaks at home is Arabic. (The noun is 'the language.') Ask: *Which language?* (Arabic)
- Elicit that *who* is used with people (The woman *who* is crossing the street...); *which* is used with things (The language *which* she speaks...); and *that* can be used with people or things.
- Explain that the relative pronoun *that* can only substitute *which* or *who* in a defining relative clause or adjective clause (ie with no commas). It is used to answer the questions: *Which one?* or *Who?*

Relative Pronouns as Subjects of Adjective Clauses

- Read through the information given in the presentation and ask students to identify the subject in the example sentence: I am someone who loves watching quiz shows on TV. (The subject is 'I.')
- Write on the board the following question stem and ask students to complete orally:
  I am someone who ...
- Tell students to listen carefully to each other and call on volunteers to recall as many of their classmates' answers as possible. For example,
  Aisha is someone who ...; Maryam is someone who... and so on.

Relative Pronouns as Objects of Adjective Clauses

- Read through the information given in the presentation and ask students to identify the object in the example sentence: English is a language (that) many people find easy to learn. (The object is 'English.')
- Explain that when the object is placed at the beginning of the sentence and is defined, we can omit the relative pronoun. For example,
  Arabic is a language (that/which) many people speak.
  My mother is the person (that/who[m]) I admire most.
  Hard work is the reason (that/which) many people attribute to success.

- Write on the board the following ask students to copy them into their notebooks and complete in their own way:
  _____ *is the animal* _____.
  _____*is the person* _____.
  _____*is the reason* _____.

C

- Ask students to complete the statements 1 to 10 in three minutes. Have students close their books and ask students at random*: What's a quiz show host? What's a crime drama?*
- Point out that the name of the TV quiz is Define It! For this reason students must give a definition and use a relative pronoun. There are no commas.

Answers

Answers will vary. Possible answers.

1. A quiz show host is a person who/that asks questions.
2. A crime drama is a show which/that tells a story about crime.
3. A microphone is something which/that amplifies the sound of people's voices.
4. A daytime series is a program which/that appears every day on TV during the day.
5. A TV documentary is a program which/that investigates and gives facts about the natural world or science.
6. A forensic scientist is a person who/that gathers evidence from a crime scene.
7. A poem is something which/that is written in a creative way.
8. A remote control is something which/that is used to change the TV station.
9. The Mango Festival in Jazan is an event which/that is popular with many people around the world.
10. August is the month which/that follows July.

Workbook

Assign pages 121–122 for more practice with the form, meaning and function of the structures in the unit.

Teaching Tip

If possible, arrange the seats in your classroom so that students are not sitting in straight rows facing the front of the room. The purpose of learning a language is communication. It is easier for students to communicate with you and each other if they are facing each other.

Adjective Clauses and Relative Pronouns

An adjective clause is a dependent clause that describes or gives information about the noun that comes before it.

The *language* **that he/she speaks at home** is Arabic.

Relative pronouns relate clauses to nouns in adjective clauses. Use the relative pronoun *who* for people, and *which* and *that* for things.

Note: The relative pronoun *that* can also be used when talking about people in general. However, when a particular person is being referred to, *who* is preferred.

Relative Pronouns as Subjects of Adjective Clauses

Relative pronouns can be the subject of an adjective clause. Relative pronouns that are followed by a verb are subject pronouns. Subject pronouns must always be included.

I am someone **who** loves watching quiz shows on TV.

Relative Pronouns as Objects of Adjective Clauses

Relative pronouns can also be the object of an adjective clause. Relative pronouns that are followed by a noun or pronoun are object pronouns. Object pronouns can be omitted.

English is a language **(that)** many people find easy to learn.

Note: *Whom* is considered more correct than *who* when used as the object of an adjective clause. However, *whom* is very formal. In casual speech, either *who* is used or the relative pronoun is simply left out.

The TV personality **(who[m])** I like best hosts Jeopardy! every Saturday night.

C. Complete the quiz answers asked in the TV show *Define it!*
TV quiz show host: You have 3 minutes to define all the items on your card. Contestants, are you ready? Then let's begin ...

1. A quiz show host is a person _____.
2. A crime drama is a show _____.
3. A microphone is something _____.
4. A daytime series is a program _____.
5. A TV documentary is a program _____.
6. A forensic scientist is a person _____.
7. A poem is something _____.
8. A remote control is something _____.
9. The Mango Festival in Jazan is an event _____.
10. August is the month _____.

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12 Project

1. Prepare a five-minute episode for a TV show you would like to produce. Work in groups.
2. Decide on:
   - the type of program
   - the roles/jobs of the people involved
   - the episode and what happens in it, i.e. events.
3. Prepare the script, i.e. what people will be saying. Prepare cards for each person that needs to speak in your film/video.
4. Complete the chart with information and details about 5 minutes of your episode.
5. Research and find ideas and samples to help you.
6. Find or make the props you will need, e.g. an umbrella, sunglasses, a scarf, etc.
7. Assign these roles/tasks to members of your group:
   - cameraman
   - director
   - actors, contestants, host, interviewer, etc.
8. Do a trial run. Make changes if necessary.
9. Film 5 minutes of your episode.

Timing	Who is in front of the camera/in the frame?	Where is the person/are the people?	What is the person/are the people saying?	What is the person/are the people doing?	Materials/ props needed
1st minute					
2nd minute					
3rd minute					
4th minute					
5th minute					

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12 Project

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

Additional Activity

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

Teaching Tip

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

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13 Self Reflection

- Brainstorm TV Around the World. Write the title on the board and elicit as many ideas and words as possible from the class. Call on a volunteer to list the words on the board.
- Have students scan pages 48 and 49. Ask them to think about things they liked and things they disliked in this part of the unit. Use questions to help them remember. For example:
  Do you like any of the programs advertised? Which? Why? Why not?
  What is your dream program that you think would be an instant success? Describe it briefly. Why would it be an instant success?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 50 and 51, ask them some questions. For example:
  What would you say to your partner if you needed a pen?
  What would you say to a member of the family if you couldn't reach the salad during dinner?
  What did your friend say when you said: "What are you doing in Aisha's jacket?"

Answers

- Can you lend me a pen?/Can I have your pen for a minute? Can you give me your pen?
- Can you pass me the salad please?
- She gave it to me.

- Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 52 and 53. Call on volunteers to say what the conversation is about in this lesson and which expressions they remember.
- Have students say what they remember from this section and ask them to make notes in the chart.
- Write the title of the reading on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
  Which were the two distinct schools of thought in the early days of television?
  What is electronic television based on?
  How recent an invention is colored television?
  What do you know about the plasma display monitor?
- Ask students what they remember from the discussion on popular TV shows.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they know/remember about cooking shows on television. Ask them if they have ever watched a game show that involved cooking.
- Have students scan pages 56 and 57 and make notes as before.
- Direct students to 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Discuss what they did. Elicit answers from the students and ask them if they think it was beneficial. List some aspects of project work on the board. For example:
  Personalization
  Creativity
  Natural language use
  Focus on meaning
  Research/collecting information
  Using other knowledge
- Have students reflect on the work they did with their group and evaluate the activity. Identify the aspect that they think they fulfilled.
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

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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 difficult in Unit 4:

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss types of TV programs			
express and explain preferences			
express certainty			
use direct and indirect objects			
use *to* and *for* before indirect objects			
talk about festivals and use articles			
use relative pronouns as subjects			
use relative pronouns as objects			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

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EXPANSION Units 1–4

1 Language Review ☑

A. Complete each sentence with the correct form of ***do***, ***have***, or ***be***.

1. Sam _____ never had a credit card.
2. _____ Jen need help moving this weekend?
3. It _____ a coincidence that we got here at the same time.
4. Don was disappointed when he _____ not get the job.
5. Omar has _____ living in the same house his entire life.
6. The euro _____ introduced in Europe in 2002.
7. Since I _____ already eaten dinner, I declined the invitation to the restaurant.
8. How often _____ you eat lunch in the cafeteria?

B. Change the active sentences to passive sentences.

1. People grow coffee in eighty different countries.
2. The jury will give the verdict tomorrow morning.
3. Painters are painting my house at this very moment.
4. Saudi Arabia is holding a cabinet meeting tomorrow.
5. They have held the football match at Gardner Stadium for the last eight years.
6. The school has cancelled classes for today.
7. Someone wrote this book in the 18th century.
8. The police arrested the suspect near the scene of the crime.

C. Complete each sentence with the past perfect or past perfect progressive form of the verb in parentheses.

1. The train _____ already _____ by the time we got to the station. (leave)
2. The cat _____ the tuna from the table when he yelled at it. (eat)
3. By 11:00 yesterday morning, we _____ to three shopping malls. (be)
4. She called the police because someone _____ her. (follow)
5. Julie didn't apply for the job because she _____ already _____ a different job. (find)
6. My brother _____ never _____ on his own before he got that apartment. (live)
7. I offered to drive him, but he _____ already _____ a taxi. (call)
8. I _____ to call her when suddenly she knocked on my door! (try)

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Unit Goals

- **Language Review**
- **Language Plus**
- **Reading**
  Computer Viruses: A Headache for Humans
  The Psychology of Color
- **Writing**
  Write about a problem or difficult situation you have experienced

1 Language Review

A

- This exercise reviews the use of *do, have,* and *be* as auxiliary verbs, which was presented in Unit 1. Refer students to the grammar chart on page 8 to review as necessary.
- As a quick review, before students complete the sentences, write the following sentences on the board and elicit the auxiliary verbs that go in the blanks.

  Jen _____ finished her homework. (has)
  We _____ invited to Tom's graduation party. (were/are)
  He _____ talking on his cell phone now. (is)
  _____ you watch the film last night? (Did)
  When you called, I _____ already left. (had)
- Have students work individually to complete the sentences.

Answers

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

B

- This exercise reviews the passive, which was presented in Unit 2. Refer students to the chart on page 22 to review as necessary.
- Write this sentence on the board: ***An electrician installed the alarm.*** Ask a volunteer to change it to the passive. (The alarm was installed by an electrician.) Remind students that the passive is formed with *be* + the past participle of the verb. Working with the same sentence, call on students to change the sentence to different tenses; for example, the future with *will*. (The alarm will be installed by an electrician.) Continue asking for the simple present (is installed), present and past progressive (is/was being installed), and the present and past perfect (has/had been installed).
- Have students work with a partner to write the passive sentences. One student writes sentences 1 to 4 and the other writes sentences 5 to 8. Then they exchange and check each other's work.
- Review the sentences with the class. Remind students that passive sentences often do not mention the person who performs the action. Ask: ***Which is the one sentence in this exercise that should include a phrase with* by?** (Number 2)

Answers

1. Coffee is grown in eighty different countries.
2. The verdict will be given tomorrow morning by the jury.
3. My house is being painted at this very moment.
4. A cabinet meeting will be held tomorrow.
5. The football match has been held at Gardner Stadium for the last eight years.
6. Classes have been cancelled for today.
7. This book was written in the 18th century.
8. The suspect was arrested near the scene of the crime.

C

- This exercise reviews the past perfect forms presented in Unit 2 on page 22.
- Write the following sentence on the board:

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

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

Answers

1. had, left
2. had been eating
3. had been
4. had followed/had been following
5. had, found
6. had, lived
7. had, called
8. had been trying

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D

- This exercise reviews adverbs of degree, which were presented in Unit 3. Refer students to the chart on page 36.
- Ask a volunteer to read aloud the directions and the example. Point out that it is usually necessary to make other changes to the sentence in addition to adding the adverb. Students need to rewrite the sentence to express the same idea. In the example, the words *at all* are deleted when *absolutely* is added.
- Write sentences 1 and 2 on the board and elicit the responses from the class.

  1. *I barely slept last night.* (The words *very little* are deleted.)

  2. *We're almost there.* (The tense changes from future to present and *soon* is omitted.)
- Have students work with a partner to rewrite sentences 3 to 8. As students are working, go around the room and help as needed. For sentence 7, suggest that they change the verb from *write* to *rewrite*.
- Check answers by having students write their new sentences on the board.

Answers

Answers will vary. Sample answers:

1. I barely slept last night.
2. We're almost there.
3. You look so different that I hardly recognized you.
4. I'm nearly done with this book.
5. That is an extremely funny photo.
6. The altitude was so high that I could barely breathe.
7. The essay was in such bad shape that it had to be completely rewritten.
8. The hairstylist cut my hair too short.

- For additional practice with adverbs of degree, write phrases like the following on the board: ***barely knew, hardly ate, nearly finished, extremely tired, completely unnecessary, too excited, almost, certain.*** Have students work with a partner to write original sentences with the phrases. Have students read one or two of their sentences aloud to the class.

E

- This exercise reviews sentence adverbs presented in Unit 3. Refer students to the chart on page 36 for review as necessary.
- Have students work individually to circle the correct words. Check answers by calling on students to read the sentences aloud.

Answers

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

F

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

Answers

Answers will vary.

D. Rewrite each sentence using the adverb of degree in parentheses.

I have no money at all on me. (absolutely)
I have absolutely no money on me.

1. I slept very little last night. (barely)
2. We'll be there soon. (almost)
3. You look so different that I almost didn't recognize you. (hardly)
4. I'll be done with this book soon. (nearly)
5. That is such a funny photo. (extremely)
6. The altitude was so high that I had a lot of trouble breathing. (barely)
7. The essay was in such bad shape, it had to be written all over again. (completely)
8. The hairstylist cut my hair shorter than I like. (too)

E. Circle the best sentence adverb for each sentence.

1. I'll (probably / fortunately) apply to at least three colleges.
2. (Unfortunately / Presumably), we won't be able to join you for dinner. We have other plans.
3. I am (certainly / unluckily) not going to tell him something that will upset him.
4. He goes out every night. (Presumably / Honestly), he has a lot of friends.
5. You have a big smile on your face. (Obviously / Actually) you did well on the exam.
6. I would (certainly / presumably) recommend staying home today if you feel sick.
7. (Honestly / Apparently), I didn't know that the project was due today.
8. I'm having a dinner party on the 3rd, although (officially / naturally) I don't graduate until the 11th.
9. That is an extraordinary bracelet! (Presumably / Admittedly), you keep it in a safe place.

F. Complete each sentence about yourself. Discuss your sentences with a partner.

1. One thing I absolutely can't stand is _____.
2. I am completely happy when I _____.
3. One time I almost _____.
4. I'm very excited about _____.
5. Unfortunately, I _____.
6. Luckily, I _____.
7. Admittedly, I am not good at _____.
8. Sometimes I can be extremely _____.
9. I have been told that I am quite _____.
10. One thing I am very frightened of is _____.

G. Circle ***for*** or ***to*** to complete each sentence.

1. He bought a gift (for / to) each contestant.
2. Then he gave a gift (for / to) each contestant at the end of the episode.
3. Could you lower the thermostat (for / to) me?
4. Could you also hand the phone (for / to) me?
5. Our teacher pronounced the word (for / to) us.
6. Then she gave the worksheet (for / to) us.

H. Change the position of the indirect object in each sentence. Add ***for*** or ***to***.

Please pass me the salt.
Please pass the salt to me.

1. My friend told me a great joke.
2. The boy wrote his mother a poem.
3. My grandfather's neighbor buys him groceries whenever he is sick.
4. The prosperous old woman gave the charity a fortune.
5. My parents threw me a dinner banquet when I graduated.

I. Use the verb or phrase in parentheses to rewrite each sentence a different way using the subjunctive.

You should put on sunscreen before lying out in the sun. (recommend)
I recommend that you put on sunscreen before lying out in the sun.

1. You must take this medication every day to get rid of the infection. (it is essential)
2. Supporters of organic farming say farmers should not use pesticides on their crops. (suggest)
3. My mother tells people to take off their shoes before they enter our house. (insist)
4. When I have a dinner party, I tell each guest to bring an appetizer or a dessert. (ask)
5. If you want to conserve water, you should not leave the water running when you brush your teeth. (it is important)
6. The viewers wanted the TV station to broadcast the program again. (request)

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G

- This exercise reviews the use of *for* and *to* with indirect objects, which was presented in Unit 4. Refer students to the grammar chart on page 50 for review.
- Write these sentences on the board and elicit the words that go in the blanks.

  Carol made a cake _____ her. (for)

  She handed a piece of the cake _____ her. (to)
- Have students work individually to circle the correct word for each sentence.

Answers

1. for **2.** to **3.** for **4.** to **5.** for **6.** to

H

- This exercise reviews direct and indirect objects, which were presented in Unit 4. Refer students to the grammar chart on page 50 for review as necessary.
- Refer back to the sentences on the board from exercise **A**. Elicit another way to write each one:

  Carol made her a cake.

  She handed her a piece of the cake.

  For each sentence, ask: ***What's the direct object?*** (cake/a piece of cake) ***What's the indirect object?*** (her) Ask a volunteer to read aloud the directions and the example.
- Have students work individually to rewrite the sentences. Check answers by having students write the sentences on the board.

Answers

1. My friend told a great joke **to** me.

2. The boy wrote a poem **for** his mother.

3. My grandfather's neighbor buys groceries **for** him whenever he is sick.

4. The prosperous old woman gave a fortune **to** the charity.

5. My parents threw a dinner **for** me when I graduated.

I

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

Answers

1. It is essential that you take this medication every day to get rid of the infection.

2. Supporters of organic farming suggest that farmers not use pesticides on their crops.

3. My mother insists that people take off their shoes before they enter our house.

4. When I have a dinner party, I ask that each guest bring an appetizer or a dessert.

5. If you want to conserve water, it is important that you not leave the water running when you brush your teeth.

6. The viewers requested that the TV station broadcast the program again.

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J

- This exercise reviews the structures *I'd like you* + infinitive and *I want you* + infinitive.
- Remind students that it is incorrect to use a *that*-clause in these sentences:

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

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

Answers

Answers will vary. Sample answers:

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

K

- This exercise reviews verbs followed by gerunds or infinitives.
- Remind students that in these sentences the gerunds and infinitives act as nouns and answer the question *What?* Write the following examples on the board and have students identify the gerund and the infinitive.

  Aisha can't stand waiting hours for a bus.

  Faisal promised to help carry these boxes.
- Ask: ***What is it that Aisha can't stand?*** (waiting hours for a bus) ***What did Faisal promise?*** (to help carry the boxes)
- Have students work individually to circle the correct verb forms. If both forms are possible, have them circle both.

Answers

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

L

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

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

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

Answers

Answers will vary.

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

Workbook

Assign pages 123–125 for review of vocabulary and grammar presented in Units 1–4.

J. Write a sentence that each person might say to the other using *I'd like you* + infinitive or *I want you* + infinitive.

a customer to a tailor
I'd like you to shorten these pants about an inch.

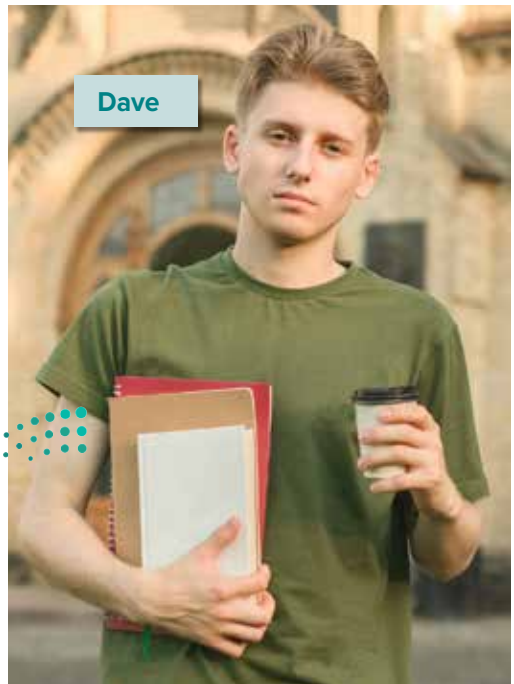
1. a dentist to a patient
2. a therapist to a client
3. a lawyer to a witness
4. a manager to a salesperson
5. a father to a teenage son
6. a photographer to a person being photographed

K. Circle the correct verb forms. Sometimes both the gerund and the infinitive forms are correct.

1. We enjoy (watching / to watch) silly game shows.
2. Did you agree (helping / to help) her plan the dinner?
3. After working for the company for 8 years, he's finally decided (getting / to get) a different job.
4. The gardener is going to quit (using / to use) pesticides on his vegetables.
5. I'm only planning (staying / to stay) here for an hour or two.
6. I avoid (buying / to buy) products that have a lot of packaging.
7. When did you start (noticing / to notice) the symptoms?
8. My supermarket just stopped (using / to use) plastic bags.
9. After winning the grand prize in racing, he needed (learning / to learn) to relax and take it easy.
10. I keep (having / to have) a dream about taking an exam that I'm not prepared for!

L. Look at the pictures. Write short paragraphs about Dave and Jasim.
Use the verbs from the box + a gerund or infinitive.

avoid	enjoy	keep	plan
decide	intend	learn	prefer



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2 Reading

Before Reading

Read the passage and underline details that tell you how a computer virus and a biological virus are similar.

Computer Viruses: A Headache for Humans

A computer virus is a computer program that has the ability to infect a computer without the user's permission, or even knowledge. There are more than a few similarities between computer viruses and human viruses.

Biological viruses enter the body through some kind of direct contact with the body and attach themselves to a *host cell*. The virus spreads, and the resulting damage can include pain, suffering, or even death. Similarly, computer viruses enter a *host file* in your computer when you open an infected email attachment. This virus then spreads, resulting in damage that can include deletion of files, emailing of all the addresses in the computer's email address book, a slowing down of the system, or even fatal damage to the hard drive.

If these viruses are so damaging, why do people allow them to infiltrate their computers? Because people are tricked into it. Viruses are sent attached to email messages. These emails use a variety of tricks to fool the reader into opening up the attachment. For example, some of these emails are designed to appeal to people's emotions. The "YOU HAVE WON" virus included an attachment titled "A-Gift-For-You.text.vbs." Users, thinking they had been sent a gift letter, opened the file, instantly releasing a virus and infecting their computer. Another common virus disguised as a personal message is "Koob." "Koob" is spread through messages sent through social networking sites. The emails have subject lines like, "You look funny on our new video." When users try to download the "video," what they really get is a virus.

Another common way email users are manipulated into opening attachments that contain viruses is with messages that appear to come from businesses that people frequently use. These typically include auction sites, delivery services, and financial institutions. One such virus is the "UPS/FedEx Delivery Failure." This email comes with a message informing the user that a package he or she had supposedly sent could not be delivered. Users are told to click on the attachment for a refund. In reality, of course, the attachment unleashes a virus.

Ironically, one virus-spreading email was disguised to look like an email about protecting the user's computer from viruses! The "Microsoft Patch" virus was spread through an email that urged the user to download a software patch to prevent viruses. This email even included the Microsoft™ icon, which fooled many into believing the email was legitimate. In reality, the "patch" was a virus. This virus was forwarded by millions of people, resulting in the infection of computers around the world.

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2 Reading

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

READING STRATEGY Ask questions before reading

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

  What is a computer virus?

  How do computers get viruses?

  Who creates virus programs?

  What do computer viruses do to a computer?

  How can you protect your computer from getting viruses?

  What should you do if your computer gets a virus?

- Play the audio of the reading. Have students listen and follow along.
- Review the list of questions on the board. Which questions did the article answer? Which didn't it answer?
- Ask a few additional questions about key points in the article not covered in the **After Reading** questions. For example:

  How serious is the damage viruses can cause in computers? (It's very serious. It can completely destroy all the information on a hard drive.)

  How do viruses take advantage of social networking sites? (They use the email services on the sites to email people who are members.)

  Why did people believe that the "Microsoft Patch" was real? (It had the company logo on it.)

  Why do people who send viruses use the names of well-known businesses like UPS and Microsoft? (Because many people use these sites and trust the companies.)

- For additional vocabulary practice, write the following definitions and paragraph numbers on the board. Have students find the word that fits the definition in the paragraph.

  paragraph 2

  having a disease or virus of some kind (infected)

  paragraph 3

  having a different appearance; hiding the true identity of a person or thing (disguised)

  paragraph 4

  let something loose, often before an attack (unleash)

  paragraph 5

  happening in the opposite way from what is expected (ironically)

  genuine, following the laws or rules (legitimate)

  paragraph 6

  prevent; stop yourself from doing something (avoid)

Culture Notes

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

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

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After Reading

A

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

  paragraph 2

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

  paragraph 3

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

  paragraph 4

  users are **manipulated** = controlled or influenced by someone

  paragraph 5

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

  paragraph 6

  Think of the **precautions *you take*** = things you do to prevent something bad from happening
- Have students work individually to complete the sentences.
- Check answers by calling on students to read their completed sentences aloud.

Answers

1. infiltrate
2. fatal
3. urge
4. manipulated
5. precaution

B

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

Answers

Answers will vary. Sample answers:

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

Discussion

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

Additional Activity

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

Do all you can to avoid exposing your computer to a virus. Think of the precautions you take against catching biological infections. You wash your hands and avoid contact with sick people. Extend the same care to your computer. Consider investing in antivirus software. And whatever you do, avoid opening emails with potentially infected files. You may just save your computer from contracting a nasty illness, and yourself from suffering a terrible headache.

After Reading

A. Complete each sentence with one of these words:

fatal	infiltrate	manipulated	precaution	urge

1. How did the spy _____ the government building? Weren't there security guards on duty?
2. Due to several _____ design flaws in the operating system, all the computers in the office crashed.
3. You must stop smoking. I _____ you to consider the impact it has on your body.
4. The businessman _____ the client to make him do what he wanted.
5. Elena thought it might rain. So she took the _____ of bringing an umbrella.

B. Answer the questions.

1. What is a computer virus?
2. Describe the similarities between human and computer viruses.
3. What is the "UPS/FedEx Delivery Failure" virus?
4. What is ironic about the "Microsoft Patch" virus?
5. What are some steps you can take to prevent your computer from being infected by a virus?

Discussion

1. Has your computer or a friend's ever been infected by a virus?
2. How did it happen?
3. What did you do? What did your friend do?
4. Why do you think there are so many computer viruses?
5. What kind of punishment is appropriate for people who create and spread viruses?

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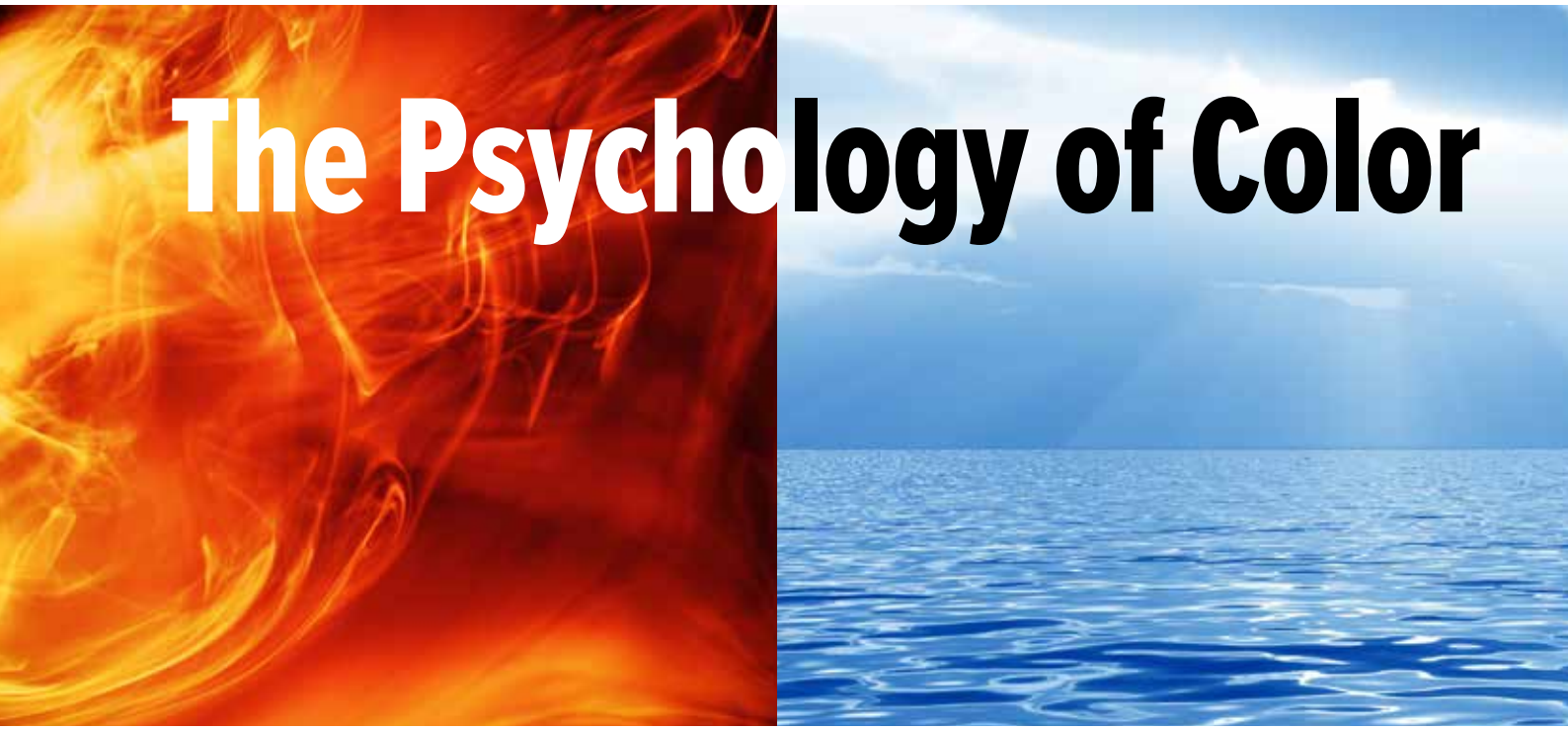
3 Reading

Before Reading

1. What color is the room you are in now? How does the color make you feel?
2. Have you ever painted a room? If so, what color did you choose and why?



The Psychology of Color

I want you to imagine yourself in a room painted a light blue color. Now, imagine yourself in a vibrant red room. Do you think you would feel differently in each of these rooms? If you are like most people, you would feel calmer in the blue room and more energized in the red room. Why is this? Psychological studies have found that different colors can have different effects on mood and behavior.

People have a tendency to associate colors with where these colors appear in nature. So, for example, without realizing it we associate soft shades of blue with the sky and sea. These associations make blue a calming color for most people. Asuka Obata runs a spa in Kyoto, Japan. All the walls of the salon are blue. Obata says, "It is essential that we create a sense of peace and tranquility. The color blue helps us achieve this."

Red, however, is associated with fire and blood. So red is also associated with danger and vitality. The color red has even been shown to raise blood pressure! Adrian Vilas of Cordoba, Argentina, painted his office red. He says, "I like being surrounded by a color that gives me energy and inspiration." On the other hand, have you ever wondered why traffic lights and stop signs utilize the color red? To warn of danger, of course.

While we all share natural associations with certain colors, the same color may have a very different meaning to people of two different cultures.

The colors black and white provide a good example of how people can have different cultural responses to colors. In many cultures, black symbolizes death and mourning, and so black is the traditional color worn to funerals. However, in Asia it is not black that represents mourning, but white. So in Asia, white is the color people usually wear when they attend funerals.

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3 Reading

- With books closed, have a class discussion about colors. Ask a few students: ***What is your favorite color? Why?*** Discuss the **Before Reading** questions:

  1. *What color is the room you are in now? How does the color make you feel?*

  2. *Have you ever painted a room? If so, what color did you choose and why?*

READING STRATEGY

Understanding the organization of an article

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

Nouns	Verbs
energy	
	associate
creation	
	inspire
symbol	
	mourn
	celebrate
response	

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

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After Reading

A

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

  paragraph 1

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

  paragraph 2

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

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

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

  paragraph 5

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

  represents = is a symbol of or stands for something; Here black represents death.
- Have students work individually to complete the sentences.
- Check answers by calling on students to read the sentences aloud.

Answers

1. represents
2. mourning
3. tendency
4. vibrant
5. tranquility
6. associate

B

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

Answers

Answers will vary. Sample answers:

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

Discussion

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

Culture Note

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

Workbook

Assign pages 126–127 for additional writing practice at word and sentence level.

In most other cultures, far from being associated with funerals, white represents purity, innocence, and goodness. For this reason, white is traditionally worn by brides in these cultures. However, in China, since white is the color of mourning, it is important that a bride *not* wear white. Instead, the traditional color worn by a bride in China is red. In Chinese culture, red represents happiness and good luck, and so Chinese celebrations are full of red. During the Chinese New Year, people prefer wearing red to any other color and older family members give money in red envelopes to younger members of the family.

Clearly, the way we respond to color is a complicated business. You may think you are choosing a red shirt just because you like the color. But the truth is, you are probably responding to it based on what your brain, the environment, and your culture tell you about the color!

After Reading

A. Complete the sentences with one of these words:

vibrant tendency associate tranquility mourning represents

1. The dove _____ peace to many people.
2. She was in _____ after her friend died.
3. She has a _____ to talk too loudly when she's on her cell phone.
4. The colors in this painting are so _____ that it hurts my eyes.
5. I love the _____ of the park in the early morning.
6. After a while, the students learned to _____ Wednesday with exams.

B. Answer the questions.

1. Where do the colors blue and red appear in nature?
2. How do most people respond to the colors red and blue?
3. What does the color white represent in most cultures?
4. Why must a bride not wear white in China?
5. What does the color red represent to the Chinese?
   When do the Chinese wear red?

Discussion

Write the information in the chart below. Use the chart to discuss colors and their effect on people in groups of 3 - 4.

Discussing colors			
Color	Where you can find it in nature	How you feel about the color	What this color represents in your country

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4 Language Plus

A. Complete each sentence with one of the words shown.

overload

truckload

armload

download

upload

offload

1. A _____ of supplies has arrived to help the victims of the earthquake.
2. You need to _____ those crates carefully. They're full of computer equipment.
3. Grab an _____ of dirty clothes and bring it to the laundry room.
4. We can _____ our presentation onto the classroom Internet site.
5. You shouldn't _____ that electrical outlet with so many appliances.
6. I'm going to _____ a game from a new online game store.

5 Writing

Tools for Writing: Capitalization

Do not capitalize names of seasons.

Use a capital letter for:

- the first letter of the first word of a sentence
- the pronoun
- proper nouns (specific people, places, organizations)
- days of the week, months of the year, and holidays
- countries, nationalities, and languages
- the first word of a quoted sentence

Rewrite each sentence with correct capitalization.

1. my mother and i traveled to london together last year.
2. will james attend harvard university in the fall?
3. when asked to see doctor atar, the receptionist said, "the doctor just left."
4. people from haiti speak french and creole.
5. this year, earth day falls on a tuesday.

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4 Language Plus

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

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

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

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

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

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

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

  What is the man doing with the boxes? (He's taking them off the boat. He's *offloading* them.)
- Have students work individually to complete the sentences. Check by calling on students to read the sentences.

Answers

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

Language Builder

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

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

Don't overload the boat. (verb)

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

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

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

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5 Writing

Tools for Writing: Capitalization

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

  He's a student.

  I'm here.

  Tom, New York, Microsoft

  Monday, January, Thanksgiving

  Mexico, Venezuelan, Spanish

  He said, "That's a great car!"
- Have students work individually to rewrite the sentences with the correct capitalization. Then have them compare sentences with a partner.
- Check answers by having students write the sentences on the board.

Answers

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

Additional Activity

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

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

Writing Prompt

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

Developing Your Writing: The Introduction

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

  Which sentence tells what the essay is about? (Something unexpected happened...)

  How does the introduction make you want to know more about the story? (It says that something unexpected happened, but it doesn't say what it was.)

  How did the writer prepare to write the final paper? (He or she did research in the library, took notes, and organized the ideas.)

  When did the writer start writing the paper? (the week before it was due)

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

  What happened then? (The computer froze.)

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

Write Your Personal Narrative

- Have students discuss a few ideas for their own narratives with a partner and then choose the one that they would like to describe.
- Have students work individually to complete the chart. They make notes about the problem(s) and the solution(s) in their story.
- Before students write their narrative, you might have them tell their story to a partner and listen to their partner's story. This will help them organize their ideas and tell the story more clearly.
- Have students work individually to think of a title and write their narratives. Tell them that they can wait until after they write to choose a title if they want to.
- Have students reread their essays and revise them. Tell them to check to make sure that they used grammar points from Units 1, 2, and 3. Write the target grammar points on the board for their reference:

  auxiliary verbs

  the passive

  the past perfect and past perfect progressive

  adverbs of degree

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

Teaching Tip

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

Workbook

Assign page 128 for additional writing practice above word and sentence level.

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Writing Prompt

Write a personal narrative about a problem or difficult situation you have experienced. Explain how you solved the problem or dealt with the situation. For example, you might write about a time your computer crashed the night before a report was due, or a time you were stuck at an airport overnight. Include grammar points from Units 1, 2, and 3.

A personal narrative is a story about something that happened to you.

Write Your Personal Narrative

1. Choose a problem or difficult situation you have experienced.
2. Think about the situation. How did it come about? How did you deal with it? Use the chart to organize your ideas.

Problem(s)	Solution(s)

3. Think of a title for your narrative.
4. Write your narrative.

Developing Your Writing: The Introduction

The first paragraph of your writing is the introduction. The introduction should grab the reader's attention by expressing something interesting that makes the reader want to read more. The introduction should also include a topic sentence that states clearly what the essay is about. All the other sentences in the introduction should support the topic sentence.

As you write your introduction, ask yourself:

- Is this paragraph interesting and engaging? Will it make the reader want to know more?
- Does it include a topic sentence that clearly tells the reader what the essay is about?
- Do the other sentences support the topic sentence?

The Day My Computer Crashed

I'll never forget the last day of my freshman year at Abbington High School. The year had gone very well. I had made new friends, enjoyed my classes, and was expecting good grades in all of my courses. But something unexpected happened on the last day of the year.

I had done well in Mr. Martinez's history class all year. So I was not concerned when we were asked to write a final paper. In fact, I was even looking forward to it. I spent weeks in the library, researching my subject, taking notes, and organizing my ideas. I had started writing the essay a week before it was due. By the night before it was due, I had finished writing the essay and just needed to run a spell-check. But as soon as I began the spell check, the screen froze...

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1 Connected by Technology

VOCABULARY

Nouns

acronym
asthma
disbelief
double
hike
inhibition
loner
mobility
paramedic
wonder

Verbs

contribute
depend
feature
network
perform
post

Adjectives

cyber
desperate
determining
extraordinary
inseparable
obsessed
unique
virtual

Adjectives to describe people

down to earth
laid back
spontaneous
straightforward

EXPRESSIONS

Proverbs

Better late than never.
Honesty is the best policy.
Laughter is the best medicine.
Nothing ventured, nothing gained.
Silence is golden.
The apple doesn't fall far from the tree.

Asking for clarification and confirming

Can you explain it?
Does that make sense?
How do you . . .?
I get it.
What does that mean?

Real Talk

get it
got the hang of it
hang out
Hold on.
How on earth?

2 Crime Doesn't Pay

VOCABULARY

Nouns

blunder
burglar
coincidence
display
fraud
getaway car
inmate
misdemeanor
pavement
pickpocket
precaution
suspect
swarm
victim

Verbs

abandon
assume
break into
charge
decline
hijack
install
insure
sentence

Adjectives

compact
grim
unauthorized

EXPRESSIONS

Ordering

At this point . . .
Consequently . . .
Once . . .
To begin with . . .

Real Talk

Are you kidding?
by accident
Come on.
easy mark
I'm positive.
let your guard down
nabbed

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3 Far and Away

VOCABULARY

Nouns

canopy
characteristic
conservation
deforestation
ecosystem
igloo
incentive
ranger
reduction
surface
toiletries
trekking
tweezers

Verb

encounter
preserve

Adjectives

breathtaking
commercial
cozy
lush
remote
pristine
stunning
tasteful
undisturbed
widespread

Adverbs of degree

absolutely
almost
barely
completely
enough
extremely
hardly
just
nearly
quite
rather
relatively
scarcely
so
too
very

Sentence adverbs

actually
admittedly
apparently
certainly
clearly
evidently
frankly
honestly
naturally
obviously
officially
presumably
probably
undoubtedly
(un)fortunately

EXPRESSIONS

Making and declining special requests

Do you think it would be possible . . .?
I wish it were possible, but . . .
I wonder if it would be possible . . .
I'm afraid (we) can't . . .
That won't be possible . . .
The problem is . . .
Unfortunately, that's not possible . . .
We can't do it because . . .

Real Talk

a drag
Awesome!
crummy
don't get it
red-eye

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4 TV Around the World

VOCABULARY

Nouns

acclaim
affluence
appeal
contestant
documentary
episode
evolution
host
milestone
obstacle
course
panel
patent
portion
prototype
treatment
version

Verbs

air
broadcast
conceive
demonstrate
feature
fulfill
launch
plate
patent
plot
propose
tamper
transmit

Adjectives

adequate
culinary
cutting
distinct
disturbing
factual
feasible
fictional
forensic
illustrious
innovative
mysterious
pending
prosperous
puzzling

EXPRESSIONS

Expressing certainty

I'm sure/certain/positive that . . .
I'm telling you that . . .
It's obvious that . . .
There's no question that . . .

Real Talk

all
bugs
C'mon.
couch potato
get a kick out of
Nah
remote

Kinds of TV programs

crime drama
game show
morning show
motoring series
quiz show
sitcom
sports program

EXPANSION Units 1–4

VOCABULARY

Nouns

armload
funeral
inspiration
mourning
precaution
purity
spa
tendency
tranquility
truckload
virus
vitality

Verbs

associate
contract
download
infiltrate
manipulate
offload
overload
represent
symbolize
unleash
upload
urge

Adjective

calming
fatal
vibrant

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Irregular Verbs

Base 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

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CD1

Track	Unit	Student Book Section	
2	Intro	**1**	Listen and Discuss
3	Intro	**3**	Conversation
4	Intro	**4**	Listening
5	Unit 1	**1**	Listen and Discuss
6	Unit 1	**4**	Conversation
7	Unit 1	**5**	Listening
8	Unit 1	**6**	Pronunciation
9	Unit 1	**8**	Reading
10	Unit 1	**10**	Writing
11	Unit 2	**1**	Listen and Discuss
12	Unit 2	**4**	Conversation
13	Unit 2	**5**	Listening
14	Unit 2	**6**	Pronunciation
15	Unit 2	**8**	Reading
16	Unit 2	**10**	Writing
17	Unit 3	**1**	Listen and Discuss
18	Unit 3	**4**	Conversation
19	Unit 3	**5**	Listening
20	Unit 3	**6**	Pronunciation
21	Unit 3	**8**	Reading
22	Unit 3	**10**	Writing
23	Unit 4	**1**	Listen and Discuss
24	Unit 4	**4**	Conversation
25	Unit 4	**5**	Listening
26	Unit 4	**6**	Pronunciation
27	Unit 4	**8**	Reading
28	Unit 4	**10**	Writing
29	EXPANSION	**2**	Reading
30	Units 1–4	**3**	Reading

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Key to Phonetic Symbols

Vowels		Consonants	
Symbol	**Sample Word**	**Symbol**	**Sample Word**
/iy/	w**ee**k	/b/	**b**ike
/ɪ/	g**i**ft	/p/	**p**ool
/ɛ/	b**e**d	/g/	**g**ive
/æ/	b**a**d	/k/	**c**ar
/ɑ/	f**a**ther, b**o**x	/d/	**d**ay
/ə/	m**o**nth, b**u**s	/t/	**t**en
/ɔ/	sm**a**ll, d**oo**r	/z/	**z**ero
/u/	r**oo**m	/s/	**s**on
/ʊ/	b**oo**k	/ʃ/	**sh**oe
/eɪ/	n**a**me	/ʤ/	**j**ust, gara**g**e
/aɪ/	l**i**ne	/ʒ/	televi**s**ion
/ɔy/	b**oy**	/ʧ/	**ch**eck
/aʊ/	t**ow**n	/v/	**v**ery
/oʊ/	**o**ld	/f/	**f**ine
/ər/	f**ir**st	/w/	**w**ife
		/y/	**y**ard
		/h/	**h**ere
		/ð/	**th**is
		/θ/	**th**ousand
		/m/	**m**ap
		/n/	**n**ow
		/ŋ/	ri**ng**
		/l/	**l**eft
		/r/	**r**ight

1 Photocopiable Activity

Exercise 1

1. haven't
2. 's been or hasn't been
3. were
4. don't
5. 've
6. does
7. hadn't
8. Is / aren't
9. hasn't / is

Exercise 2

1. No, he hasn't.
2. Yes, I have.
3. Yes, I did.
4. No, they haven't.
5. Yes, he does.

Exercise 3

Answers will vary:

Exercise 4

1. Where are you? Or Who are you?
2. Laugh out loud
3. Possible
4. Before noon
5. Do you want to
6. Great
7. Be over

Exercise 5

	mail	on	friends	difference	photo	Idea	attention	trouble
extraordinary			✓	✓	✓	✓		
hang		✓						
make			✓	✓				✓
post	✓				✓			
unique			✓	✓	✓	✓		
medical						✓	✓	✓
bring	✓	✓	✓		✓		✓	✓
check	✓				✓	✓		

Sentences will vary.

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2 Photocopiable Activity

Exercise 1

1. has been reported
2. have been moved
3. were reported
4. had already flown
5. were damaged/had been damaged
6. had been covered
7. reported
8. were stacked

Exercise 2

1 had been putting
2. turned up
3. had been helping
4. heard
5. had crashed
6. ran
7. had gathered
8. were trying
9. had hit
10. was leaving

Exercise 3

1. The getaway car was found in a junk yard.
   Getaway Car Found in a Junk Yard
2. A family of three was located under the rubble.
   Family of three located under rubble.
3. The painting was sold for $ 2 million at the auction.
   Painting sold at $ 2 million at auction
4. The researcher was accused of fraud for the third time.
   Researcher accused of fraud for third time.

Accept other options.

Exercise 4

1. pursued
2. hijacked
3. abandoned
4. unauthorized
5. declined
6. misdemeanor
7. inmates

Exercise 5

1. come on
2. kidding
3. suspect
4. easy mark
5. not on purpose
6. let your guard down
7. pickpocket
8. mugged

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3 Photocopiable Activity

Exercise 1

1. We could barely hear what he was saying.
2. the hotel was as good as we'd heard but it was extremely expensive.
3. I completely disagree with you.
4. Is the volume loud enough for you?
5. The laptop costs too much.
6. The car was completely wrecked.
7. You have barely eaten.
8. I've almost finished my essay.

Exercise 2

Naturally
Frankly
Certainly
Probably
Undoubtedly
Evidently
Admittedly

Exercise 3

	island	forest	awareness	incentive	shelter	change	situation	options
pristine	✔	✔						
remote	✔	✔			✔		✔	✔
lush		✔			✔			
explore	✔	✔		✔	✔			
environmental			✔			✔		
provide				✔	✔			✔
dramatic				✔			✔	
crummy								

Sentences will vary.

Exercise 4

Answers will vary.

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4 Photocopiable Activity

Exercise 1

1. Alex explained the situation to his family.
2. They moved the heavy objects for us.
3. We promised to call and send a postcard soon.
4. He gave me the DVD on condition that I return it in two days.
5. I thought he had given it to you as a present.
6. Janet baked a cake for her students.
7. They offered the job to Adrian.
8. She poured me a cup of tea and offered me some pastries.

Exercise 2

1. him
2. to him
3. him
4. him
5. him
6. him

Exercise 3

1. for
2. -
3. for
4. for
5. –
6. –
7. for
8. for

Exercise 4

TV show: host, audience, broadcast, microphone, episode, contestant, entertainment

Crime: suspect, forensic, arrest, plot, inmate, investigation, prison,

Environment: deforestation, ecotourism, preserve, exploration, solar power, preserve, cave

Sentences will vary

Exercise 5

1. evolution
2. award
3. transmit
4. prototype
5. acclaim
6. milestone
7. distinct
8. Viewers

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1 Connected by Technology

Page 83

A

1. straightforward
2. loner
3. adventurous
4. spontaneous
5. laid back

B

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

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C

	simple present or past	present or past perfect	present or past progressive	present or past passive
1.	☐	☐	☑	☐
2.	☐	☑	☐	☐
3.	☑	☐	☐	☐
4.	☐	☐	☑	☐
5.	☐	☐	☐	☑
6.	☐	☑	☐	☐
7.	☐	☐	☐	☑
8.	☑	☐	☐	☐

D

1. g Has the Internet been working?
2. a Do you ever use a fax machine?
3. e Were you texting me last night?
4. b Was the account closed?
5. f Are you using a messaging app?
6. c Have you changed your password?

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E

1. didn't
2. was
3. hadn't
4. did
5. were
6. do
7. Have
8. Do
9. do
10. do
11. do
12. do
13. are
14. Do
15. do
16. Do
17. do
18. Did
19. haven't
20. don't
21. didn't

F

Answers will vary. Sample answers:

1. Do you have a laptop?
2. Have you eaten dinner?
3. How does it work?
4. When was the telephone invented?
5. Had you called me before I arrived?
6. Is your cell phone working?
7. What were you doing last night?

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G

Answers will vary. Sample answers:

1. **A:** How long have you had that laptop?
   B: I've had it for a year.
2. **A:** What are you doing tonight?
   B: I'm going to watch the football game. How about you?
   C: We're going to watch the football game too!
3. **A:** Do you like this bag?
   B: Yes, I do!!

Page 87

H

Answers will vary. Sample answers:

Advantages of MAs:

1. It's more like a real conversation.
2. It's more private than talking on the phone if you're in a room with others.

Disadvantages of MAs:

1. Everybody knows when you're online.
2. It can be dangerous.

Ways to stay safe:

1. Don't give out your personal information.
2. Don't open pictures or files from someone you don't know.

Page 88

I

Answers will vary. Accept different types of abbreviations.

1. WRU?WU B ovr sn?
2. HzNGT meet us. Hz Bzy
3. Wz gvnULTInformtn?
4. OC, ILDI4U. UVhelpt meSMTmz.
5. √TStrOTCrnr. It's Chpr.

J

Answers will vary. Sample answers:

1. I would text message because the shop is busy and noisy.
2. I would text message because he might not hear the phone if there are trains going back and forth. But I would also call just in case.

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3. I would text message because you're not supposed to make noise and disturb other people in the library.
4. I would call to apologize, because he/she is my cousin and a text message would not be suitable or it might show that I don't care enough.
5. I would call him because he is in his car driving and he probably won't check his text messages but he will hear the phone.

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K

Answers will vary. Sample answers:

Main objects: car, cell phone, steering wheel, dashboard, windshield

Main actions: driving OR just stopped to wait for something /checking phone for text messages OR just received a text message and is reading it.

1. A man is in his car. He has just stopped and is checking his cell phone for text messages.
2. He's reading a text message that he has just received and he is getting ready to reply to it.
3. He may send his reply and wait for an answer or he may drive away.

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L

Answers will vary.

Page 91

M

Adjective	Comparative Adjective	Superlative Adjective
expensive	more/less expensive	the most/least expensive
difficult	more/less difficult	the most/least difficult
easy	easier	the easiest
successful	more/less successful	the most/least successful
useful	more/less useful	the most/least useful
relaxing	more/less relaxing	the most/least relaxing
wealthy	wealthier	the wealthiest
important	more/less important	the most/least important
risky	riskier	the riskiest
economical	more/less	the most/least
bad	worse	the worst
good	better	the best

N

1. The oldest, the most significant, heavier, more difficult
2. most successful, bigger, easier, the best
3. the wealthiest, richer, the most generous, poorest

O

Students' own answers.

Page 92

P

1. our car serviced twice a year
2. to be checked
3. the new website designed
4. this program downloaded before I could play the game.
5. to be installed on this smartphone
6. to be disposed of carefully

Q

1. broken
2. get ... replaced
3. damaged
4. have ... checked
5. to be repaired
6. connected
7. had ... installed
8. plugged
9. unplugged
10. had ... cleaned
11. disconnected
12. to be fixed
13. to be done
14. satisfied

2 Crime Doesn't Pay

Page 93

A

Across

1. burglar
4. hijack
5. abandon
7. decline
9. misdemeanor
10. fled

Down

2. unauthorized
3. accuse
6. seize
8. inmate

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B

1. A	3. P	5. A	7. P	9. A
2. A	4. P	6. P	8. P	10. P

C

1. A lot of money was taken from the cash register.
2. The burglar was caught on videotape.
3. The cashier was not hurt.
4. The burglar has been arrested by the police.

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5. The store has been reopened.
6. An alarm system will be installed by the store owner.

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D

1. The window was broken by Bob.
2. Thieves are caught by the police.
3. The door has been opened.
4. The car was stolen.
5. The child was kidnapped.
6. The airplane will be hijacked tomorrow.
7. The captain has been murdered.
8. The mystery will be solved by the police detectives.

E

1. Maha had been sleeping when she heard a knock on the door.
2. Before it was stolen, I had had a nice bicycle.
3. Before he was arrested for stealing, everybody had liked him.
4. She was very sad because her cat had been lost.
5. He had been eating dinner when the police came to his door.

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F

Answers will vary. Sample answers:

1. Somebody had broken into the house before he got home.
2. Somebody had stolen her wallet when she was talking to her friend.
3. The birds had been eating her sandwiches when she went inside.

G

1. had gone
2. had graduated/was graduating
3. had decided
4. had checked
5. was offering/had been offering/offered
6. had asked
7. put/had put
8. left/had left
9. had told
10. had been going
11. had decided
12. changed
13. got
14. had put
15. got out
16. had been showing
17. realized
18. did not have
19. had stolen
20. asked
21. tried
22. had left

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H

Answers will vary. Sample answers:

	Story 1	Story 2
What did the robber do wrong?	He made mistakes on his stick-up note.	He showed the cashier his driver's license.
What would be a good name for the story?	It Pays to Be Able to Read and Write	Old Enough but Not Smart Enough
Do you feel sorry for the criminal? Why?	No. He should not have tried to rob the bank.	No. He should not have tried to rob the store.

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I

6, 7, 8, 3, 1, 2, 5, 4, 9, 10

Answers will vary. Sample answer:

I would have left the house and called the police.

Page 99

J

Answers will vary. Sample answer:

People: Police

Things: crime scene tape

Actions: police are guarding the area, preventing people from crossing the line

1. The crime scene tape is securing the crime area.
2. Police officers are posted behind the crime scene tape to prevent unauthorized individuals from crossing the line.
3. The crime area is secured because the police are investigating the crime scene and they don't want it to be compromised.

Page 100

K

Answers will vary.

Page 101

L

1. were
2. were
3. played
4. studied
5. didn't go
6. went
7. got
8. emigrated
9. didn't like
10. involved
11. missed
12. didn't want
13. stayed
14. didn't find
15. decided

16. was
17. robbed
18. caught
19. started
20. wanted
21. traveled
22. saw
23. recognized
24. didn't arrest
25. met
26. opened

M

1. They used to play sports and study together.
2. No, he didn't because it involved a lot of routine work.
3. He became a thief because he couldn't find a job easily.
4. No, he didn't, because they were school friends.

N

Students' own answers.

Page 102

O

1. were you sitting, heard
2. were watching, was breaking
3. lived, was always blocking
4. was running, was waiting
5. activated, entered
6. were wearing, came
7. knew, was acting
8. was serving, studied
9. stopped, was lying
10. was always taking, were

P

1. e. was working
2. a. was teaching
3. c. was living
4. b. were offering
5. d. was always raining

3 Far and Away

Page 103

A

1. relatively
2. unique
3. alternative
4. ecosystem
5. surface
6. widespread
7. capsule
8. commercial
9. undisturbed

B

1. relatively
2. unique
3. alternative
4. cozy
5. widespread
6. surface
7. ecosystem
8. undisturbed
9. capsule

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C

1. You've barely eaten anything!
2. Is the light bright enough?
3. I scarcely know his name.
4. He goes to Asia very frequently.
5. The potatoes are not cooked quite perfectly.
6. I completely disagree.
7. That road is extremely dangerous.
8. They've almost finished planning their vacation

D

1. enough
2. extremely
3. almost
4. too
5. rather
6. just

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E

Answers will vary. Sample answers:

1. It's so hot in here. Do you have a fan?
2. I'm very tired. I want to go to bed now.
3. I'm absolutely sure. I have no questions about it.
4. There isn't enough tea. I will make more.
5. There's barely anybody here. Only three people!
6. I am completely out of coffee. I don't have any more.

F

Answers will vary. Sample answers:

1. She is probably sleeping right now.
2. Admittedly, they didn't like the hotel.
3. We actually missed the beginning.
4. They have undoubtedly tried to call by now.
5. Evidently, Bob is avoiding me.
6. Naturally, you'll be staying with us.

Page 106

G

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

H

Answer will vary but should include adverbs of degree and sentence adverbs. Sample answer:

Youth hostels are undoubtedly the most popular places to stay for young people who are traveling. Probably the reason they are so popular is that in many cities they are clearly the cheapest option. Youth hostels allow travelers to stretch their budget and travel to more places. Admittedly, youth hostels are often not as luxurious as traditional hotels, but frankly, I don't think that most travelers mind. They are usually happy enough just to be visiting new places and seeing new things.

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I

1. They were built by hand, on raised platforms.
2. Rain collection and passive solar architecture OR low-flush toilets and pull-chain showers that save water.

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3. Because they need to use stairs and walk along walkways.
4. Ecotourism costs more to sustain.

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J

Message 1: camping vacation

Clues: edge of a forest, beautiful beach, pitch tents, bungalows on the grounds.

Message 2: ecotourism

Clues: view/spectacular, wildlife/unbelievable, cut off, no cell phones, nature

Message 3: business trip (conference in a luxury hotel)

Hotel/fabulous, five restaurants, spa, designer village, breathtaking view of the bay, conference, our group, meet them in the lobby

Answers will vary. Sample answer:

I think I would choose ecotourism because it sounds very attractive. It would be nice to be cut off for a while and not have to call people or answer emails.

Page 109

K

Answers will vary. Sample answer:

Nouns: reservoir, sand, evaporation, climate, desert, landscape, drought

Adjectives: hot, dry, barren, dried-up

Verbs: evaporate, dry up, die out

1. The temperature on earth keeps rising because of the depletion of the ozone layer and the increase of greenhouse gases.
2. Global warming causes extreme changes in climate and brings about drought.
3. In hot, dry areas, evaporation can result in a huge loss of water. The level of reservoirs in deserts can drop significantly in just one year, and eventually dry up completely.

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L

1. *Answers will vary. Sample answer:*

PROs of Ecotourism:

experiencing nature without causing damage, going back to basics/living off the grid, raising environmental consciousness, promoting environmental awareness, fostering a symbiotic relationship between nature and people

CONs of Ecotourism:

If not organized and monitored it can cause damage

Large numbers of ecotourists can damage/environment

2. *Answers will vary.*

Page 111

M

1. are going to visit
2. are going to take
3. are going to get
4. is going to pick
5. are going to invite
6. are going to go
7. is going to stop
8. are going to cross
9. are going to say
10. am going to have

N

1. Where; They're going to go to London.
2. How long; They're going to stay there for two days.
3. How; They're going to take the Underground train.
4. Who; Adnan's uncle is going to meet them.
5. What; They're going to take a tour (of the city) on a double-decker bus.
6. Which; It's going to stop at Big Ben and Buckingham Palace.
7. When; They're going to take the plane home in the evening on their last day.

O

1. The city is famous for its historic buildings.
2. The climate is hot and humid in the summer.
3. Winter temperatures are much cooler.
4. Athens is the capital city of Greece.
5. The fertile plains are renowned for producing citrus fruits like lemons and oranges.

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P

Answers will vary. Possible answers.

1. What are you doing this weekend?
2. Are you going to drive home tonight?
3. Where will he go (on his) next vacation?
4. What are their friends doing tomorrow?
5. Who's she meeting at the airport in an hour?

Q

1. will go
2. will probably stay
3. am definitely going to go
4. will probably be
5. are going to find
6. am not going to spend
7. won't be
8. am going to watch
9. will probably stay
10. am going to go
11. will join
12. will call

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4 TV Around the World

Page 113

A

1. broadcast
2. contestants
3. version
4. prosperous
5. award
6. plot

B

1. broadcast
2. plot
3. contestants
4. version
5. award
6. prosperous

Page 114

C

1.	D.O. = a secret	I.O. = me
2.	D.O. = the poem	I.O. = his wife
3.	D.O. = dinner	I.O. = us
4.	D.O. = a letter	I.O. = the producer
5.	D.O. = coffee	I.O. = me
6.	D.O. = the prize	I.O. = the best athlete
7.	D.O. = the show	I.O. = them
8.	D.O. = a present	I.O. = me
9.	D.O. = SAR 100,00	I.O. = the winner
10.	D.O. = the email	I.O. = me

D

1. They bought a new laptop for her.
2. Could you give the remote control to me?
3. Not possible
4. He lent a friend his car.
5. Faisal gave his fans pictures.
6. Not possible
7. Not possible
8. The host gave a cup of coffee to the guest star.

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E

1. to	3. to	5. to	7. for	9. for
2. to	4. for	6. for	8. to	10. to

F

1. He sold it to me.
2. Maria opened the box for him.
3. My parents bought a computer for me.
4. Can you cash the check for me?
5. John turned on the TV for his dad.
6. They gave the part to him.
7. Will you tell me a story?
8. Andrew passed it to me.

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G

Answers will vary.

H

1. bug
2. c'mon
3. get a kick out of
4. couch potato
5. all
6. Nah

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I

	Ahmed	Hameed	Dave
Does the person like game shows?	No	No	No
Why or why not?	It is bad for contestants to make important life decisions on camera within a time frame.	It's a waste of time. Brings out the worst in people.	The situations are boring and unrealistic. The contestants are whiney and annoying.
What does the person like to watch?	Documentaries and films.	Mystery shows	The news

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J

Answers will vary. Sample answer:

The ideal game show contestant likes speaking in public. He can work with people he has met recently and can control his feelings. He is keen to win but he is also a good loser who doesn't hold grudges. He can take criticism and follow instructions. He is competitive and likes being in front of a camera, a video or strong lights.

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K

Nouns: men, pens, documents, office, desk, chair
Actions: sit, talk, discuss, smile, look at, try, say, communicate, discuss, decide, look alike
Place: office, work, company, KSA
Time: morning, noon

1. The two men must be business people.

2. They are sitting in their office or meeting room talking about things.
3. One of them is holding a pen and he is about to write or sign something.

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L

Answers will vary.

Page 121

M

1. The, - , -, the, the, the
2. The, -, the, the
3. The, -, the, the
4. -, -, the, the
5. -, the, -, the, -

N

1. a/the, -, the, the, a, -
2. -, -, -, the, -, -, the
3. -, a, the, -, the, -
4. -, -, a, the, the, the/-, the/-
5. A, a, an, an, a, an, a

Page 122

O

1. which/that
2. which/that
3. which/that
4. who/that
5. which/that
6. who/that
7. who/that

P

1. which/that; subject
2. which/that/Ø; object
3. who/that; subject
4. which/that; subject
5. who/that/ Ø; object
6. which/that/ Ø; object
7. who/that; subject
8. who/that/ Ø; object

EXPANSION Units 1–4

Page 123

A

1. g	4. a	7. f	10. b
2. e	5. j	8. l	11. d
3. i	6. c	9. k	12. h

B

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

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C

1. was
2. didn't / was
3. is
4. Were
5. are
6. has
7. doesn't
8. am
9. have

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D

1. A lot of information has been sent by email.
2. The Internet is going to be used in more and more remote areas.
3. A text message was sent to me today.
4. The Internet was invented in the 1960s.
5. Computers are purchased for schools by the government.
6. The mobile phone was invented in 1908 by Nathan Stubblefield.
7. The first cellular network was launched by a Japanese telephone company.

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E

1. was playing, saw
2. had left, arrived
3. waiting
4. arrested, was running
5. had lived, moved
6. had never been, turned
7. was, wrote
8. was, had been running

F

Answers will vary. Sample answers:

1. I had just left the house for 10 minutes.
2. The robber probably saw me leave.
3. Admittedly, I didn't even lock the door.
4. He must have been extremely fast.
5. When I got back home, all of my electronics were completely gone.
6. I was so upset.
7. Naturally, I called the police right away.
8. They were very nice.
9. Apparently, there have been a lot of robberies lately.
10. They actually think they will find him.
11. I obviously hope they do.

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G

Answer will vary. Sample answer:

I would like to participate in mountain climbing because there are easier and more difficult routes for everyone. I am not very fit but I like walking and hiking.

I don't think I would be interested in participating in rock climbing. It's a very demanding sport that requires fitness, practice and technique.

I would be very keen on cave exploration. I like the feel of caves with their special acoustics, cool water running, bats, stalagmites and stalactites.

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H

Answer will vary. Sample answer:

Nouns: conference room, laptop, business, businessmen, professionals, presentation, notes

Actions: listening, looking, showing, presenting, thinking, considering, asking, commenting, agreeing, disagreeing, suggesting, modifying, making a deal

1. How long have you been in the conference room?
2. How long has the man been presenting his idea/plan?
3. Who are the people who are participating in the meeting?

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I

Answer will vary.

Grammar and Vocabulary Review

Exercise 1

Fill in the blanks with the correct auxiliary verb. Use the correct affirmative or negative form of ***do***, ***have***, or ***be***. More than one answer may be possible.

1. We *haven't* managed to move yet; but we will soon.
2. He _____ chatting with his Italian friend on Skype.
3. They _____ searching for information on the Internet when there was a power cut.
4. I _____ know how you manage to text so fast. It takes me ages.
5. Well, for one thing, I _____ been using abbreviations and acronyms for a long time, so I'm used to them.
6. What _____ DYWT mean?
7. I _____ realized abbreviations could make such a difference to speed.
8. _____ your cell phone working? Why _____ you answering?
9. He _____ checked his messages yet, but he _____ still online.

Exercise 2

Write yes/no answers.

1. He hasn't had his computer reformatted for a long time, has he?
   No, *he hasn't*.
2. Have you used up all your cell phone time?
   Yes, _____.
3. Did you really spend all that time on the Internet?
   Yes, _____.
4. Have they been sending messages to everyone on a weekly basis?
   No, _____.
5. Does he really think he can get away with such bad work?
   Yes, _____.

Exercise 3

Answer the questions.

1. How long do you spend surfing the Internet, every day?

   _____

2. What do you use your computer for?

   _____

3. Do you communicate with your friends online?

   _____

4. Do you prefer to meet face-to-face or online? Why? Why not?

   _____

5. What are your favorite sites?

   _____

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Exercise 4

What do these acronyms stand for?

1. WU? _____
2. LOL _____
3. POS _____
4. B4N _____
5. DYWT _____
6. Gr8 _____
7. B ovr _____

Write your own acronyms. Exchange and read them. Do they work?

_____

_____

_____

_____

Exercise 5

Match the words to form collocations. Tick the items that can be combined.

	mail	on	friends	difference	photo	idea	attention	trouble
extraordinary			✓	✓	✓	✓		
hang								
make								
post								
unique								
medical								
bring								
check								

Choose some of the items and write sentences. Look for examples in Unit 1.

What an extraordinary photo! This is such a breathtakingly beautiful place.

_____

_____

_____

_____

_____

2 Photocopiable Activities

Grammar and Vocabulary Review

Exercise 1

Fill in the blanks in this news excerpt with the correct passive forms.

Serious damage (**1**) (report) *has been reported* in the flooded areas. Most of the families in the wider area (**2**) (move) _____ by rescue helicopters and vehicles to shelters and empty army barracks 30 kilometers away. About 23 people (**3**) (report) _____ missing.
Mr. Ethan Swanson of Little Creek has had to leave his farm and all his surviving livestock behind in order to join his family who (**4**) (already/fly) _____ to safety. All the crops (**5**) (damage) _____.
Lower buildings (**6**) (cover) _____ by great quantities of mud when Mr. Swanson (**7**) (report) _____ to the rescuers. He insists that a neighboring farm, higher up the hill, is still above water level but flooding fast. He says that bags of sand (**8**) (stack) _____ around the main buildings when the helicopter flew past their farm.

Exercise 2

Circle the correct form.

Fahd told me that his father (**1**) (***had been putting*** / ***had put*** the luggage in the car when his uncle (**2**) ***had turned up*** / ***turned up***, and didn't see him at first. Fahd himself (**3**) ***helped*** / ***had been helping*** with the rest of the things that had to be carried out when he (**4**) ***heard*** / ***had heard*** his uncle calling for help. Apparently, someone (**5**) ***has crashed*** / ***had crashed*** into him as he was turning into our street.
They (**6**) ***ran*** / ***were running*** to where the cars were. A crowd (**7**) ***gathered*** / ***had gathered*** and some people (**8**) ***were trying*** / ***are trying*** to help the driver who (**9**) ***had hit*** / ***was hitting*** his head on the dashboard and was feeling faint. Fortunately, the ambulance arrived shortly and the driver was carried out of the car and taken to hospital. He apologized to my uncle as he (**10**) ***was leaving*** / ***had been leaving*** and said it had all been his fault. I was really surprised!

Exercise 3

Use the sentences to write newspaper headlines in two stages.

1. The police found the getaway car in a junk yard.
stage 1: *The getaway car was found in a junk yard.*
stage 2: *Getaway Car Found in Junk Yard*

2. The rescuers located a family of three under the rubble.

_____

_____

3. They sold the painting for $2 million at the auction.

_____

_____

4. The police accused the researcher of fraud for the third time.

_____

_____

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Exercise 4

Fill in the blanks with the correct words or phrases. Make changes to the form if necessary.

decline unauthorized abandon inmate misdemeanor hijack ~~pursue~~

1. The suspect was (**1**) *pursued* by a helicopter and two patrol cars.
2. Two inmates escaped from jail and (**2**) _____ a van that was owned by a local farmer.
3. The van was later (**3**) _____ near an old factory, where the police located it.
4. The police questioned a suspect for (**4**) _____ use of a credit card.
5. The man accused of masterminding the robbery was offered a deal on condition that he disclose the whereabouts of his partners, but he (**5**) _____ .
6. A (**6**) _____ is not really a crime but can be quite troublesome for others, such as disturbing the peace by making too much noise late at night.
7. The (**7**)_____ of a county prison were planning to escape through a hidden door in the laundry room when they were found out.

Exercise 5

Match words and phrases with the definitions.

Definitions	Words and phrases
1. Be serious!	_____ kidding
2. making a joke	_____ easy mark
3. one who might have committed a crime	_____ pickpocket
4. likely victim	_____ let your guard down
5. by accident	_____ mugged
6. stop being careful	_____ suspect
7. person who steals things from bags/pockets	_____ not on purpose
8. being stopped and robbed in the street	_____ come on

Choose some of the words or phrases and write sentences.

I took my sister's bag to school by accident.

Grammar and Vocabulary Review

Exercise 1

Rewrite the sentences using the appropriate adverb of degree.

absolutely too extremely ~~barely~~ almost enough hardly completely

1. It was very difficult to hear what he was saying.

We could barely hear what he was saying.

2. The hotel was as good as we'd heard, but it couldn't have been more expensive.

_____

3. I don't agree with you at all.

_____

4. Is the volume as high as you need it to be?

_____

5. This laptop case costs more than all the others for no good reason.

_____

6. The car was so badly wrecked it could not be repaired.

_____

7. You haven't eaten much. Don't you like this dish?

_____

8. I've only got a sentence left to finish my essay.

_____

Exercise 2

Fill in the blanks with the correct sentence adverb. More than one answer may be possible.

evidently naturally frankly certainly probably admittedly actually undoubtedly

Frank and Samir are discussing work after a business meeting.

Frank: So, what do you think? *Naturally*, we'll have to work on our proposal more, but I think we started rather well.

Samir: _____, I can't say for sure. I don't trust them all that much. They are _____ interested but beyond that...who knows?

Frank: They are _____ having a similar conversation about us.

Samir: Yes, you're right. I hadn't thought of that.

Frank: They were _____ impressed by our initial proposal. Don't you think?

Samir: _____, it is the best they are likely to get from anyone. We did a very good job.

Frank: _____, I think it's the best we've done to date.

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Exercise 3

Match the words to form collocations. Tick the items that can be combined.

	island	forest	awareness	incentive	shelter	change	situation	options
pristine		✔						
remote								
lush								
explore								
environmental								
provide								
dramatic								
crummy								

Choose some of the items and write sentences.

If I found myself in that situation, I would probably want to explore my options.

Exercise 4

Answer the questions.

1. What are some of the benefits of ecotourism?
2. Would you be interested in becoming an ecotourist? Why? Why not?
3. Do you find the prospect of sleeping in the wilderness appealing? Why? Why not?
4. What kind of area would you feel safer in? Why?
5. Why kind of area would you feel unsafe in? Why?
6. What is your view of conservationists? Do you think they have certain characteristics that distinguish them from other people?
7. If you had the opportunity to decide on two things to conserve and were given the funds to do so, what would you spend those funds on? Why?

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4 Photocopiable Activities

Grammar and Vocabulary Review

Exercise 1

Rearrange the words and write sentences.

1. explained / Alex / his family / the situation / to

Alex explained the situation to his family.

2. for / the / they / objects / moved / heavy / us

_____

3. postcard / send / call / promised / soon / them / a / we / and / to

_____

4. return / he / gave / in / me / the / on condition / I / it / two days / DVD / that

_____

5. thought / I / he / given / it / to / as / you / had / a present

_____

6. her / baked / students / a cake / for / Janet

_____

7. job / Andan / they / to / the / offered

_____

8. pastries / of tea / she / me / a cup / and / me / some / offered / poured

_____

Exercise 2

Adel is very happy. His parents bought (**1**) ***him*** / ***for him*** a car for his graduation. They gave it (**2**) ***to him*** / ***him it*** the day he received his degree. They had all gone to the graduation ceremony and when it was over, his father offered (**3**) ***to him*** / ***him*** a set of keys.

Adel could not believe it at first. He thought he was dreaming. He hadn't expected his parents to give (**4**) ***him*** / ***to him*** such an expensive gift. They had sent (**5**) ***him*** / ***for him*** to the best schools and paid for him to study what he wanted at university. They had also promised to send (**6**) ***him*** / ***to him*** abroad for his postgraduate studies. They had done so much for him.

Exercise 3

Fill in the blanks with ***for*** if necessary.

1. Will you keep some food *for* me please?
2. I got ___ her a new bag.
3. They bought a new car _____ their son.
4. Her parents reserved a seat _____ her.
5. Mike ordered _____ his friends some pizzas.
6. They wrote _____ me a letter from Spain.
7. Could you please cash this check _____ me?
8. We prepared all the ingredients and waited _____ the chefs to arrive.

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Exercise 4

Write the words in the appropriate column of the chart. Compare with a partner. Then use words from the columns to write sentences. Try to use more than one word in each sentence.

suspect host forensic deforestation audience ecotourism broadcast arrest
microphone plot preserve inmate exploration solar power investigation
episode contestant prison preserve cave entertainment

TV show	crime	environment

The suspect was arrested for plotting to rob the bank.

Exercise 5

Fill in the blanks with words from the list.

~~evolution~~ distinct prototype transmit milestone award acclaim viewers

1. The *evolution* of television from a mechanical to an electronic device took place over decades.
2. _____ winning television shows attract a lot of commercial advertising and secure a significant income for their producers.
3. Channels _____ programs that are expected to become popular among viewers.
4. Inventors of devices and instruments need to produce a _____ of their invention before they can patent it.
5. Successful programs receive _____ as well as negative criticism.
6. The transmission of images over a distance was a _____ in the history of television.
7. Liquid crystal (LCD) and plasma are _____ types of television monitors.
8. _____ are often invited to call into talk shows and express their opinion.