MEGA

GOAL 2

TEACHER'S GUIDE

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McGraw Hill Education

MegaGoal 2 Teacher's Guide

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Scope and Sequence

	Unit Title	Functions	Grammar
	Intro **Pages 2–5**	Express, confirm opinion/ give reasons, agree/ disagree Talk about size, quantity, compare Give directions/ Talk about a book/ plot Carry out banking transactions	Recycle familiar verb forms, simple present/ narrative, connectors and modifiers, passive forms, would, tag questions, comparatives/ too – enough/ would –hypothesis
1	You've Got Mail! **Pages 6–19**	Discuss email and letter format and etiquette Make and accept an apology Wish someone success Make arrangements Accept and refuse invitations	Preposition + gerund *Although, even though, in spite of* *As soon as, when, So…(that)* *Used to* and *would* *There is/are* Plurals Definite article: *the*
2	Wishful Thinking **Pages 20–33**	Make wishes Talk about imaginary situations Talk about probability and improbability Talk about predicaments Give advice to solve problems Words connected with money, shopping habits and prices	Conditional sentences with *if*-clause: imaginary situations Conditional sentences with *might* and *could* Verb: *Wish* Count/noncount nouns Expressions of quantity: *some, any, no*
3	Complaints, Complaints **Pages 34–47**	Talk about problems and things that need to be done Ask to have something done Talk about common consumer complaints	*Needs to be (done)* *Have/get something (done)* Past participles as adjectives Present perfect simple tense: *already, yet, just* Verb + gerund; verb + infinitive Subject and object pronouns Imperatives and two-word verbs
	EXPANSION Units 1-3 **Pages 48–53**	**Language Review** **Reading:** Play Ball! **Writing:** Write about sports	
4	I Wonder What Happened **Pages 54–67**	Talk about events that happened in the past before others Speculate about facts and events Expressing enthusiasm with intensifiers and adjectives Express necessity and lack of necessity	Past perfect tense *Can't, could, couldn't, must, may,* or *might* Independent clauses with: *and, but, so* and *yet* The past with dependent time clauses Conditional sentences with present and future forms
5	If It Hadn't Happened **Pages 68–81**	Talk about discoveries and inventions and how things would have been different without them Talk about missed opportunities and regrets Expressing ability, permission and requests	*Should have* + past participle Conditional sentences: hypothetical situations in the past *If* with *could* and *might* Present perfect versus simple past Time expressions with: *ago, for, since* If + past perfect + *be able to*
6	What They Said **Pages 82–95**	Report what people said Discuss famous quotes Relate messages Discussing the environment and natural disasters Expressing agreement and disagreement with: *so, neither, either, too*	Reported speech Reported questions Word changes in reported speech Reporting verbs Negative questions Relative adverb: *Where*
	EXPANSION Units 4-6 **Pages 96–101**	**Language Review** **Reading:** The War of the Worlds **Project:** Report and review a story	

Listening	Pronunciation	Reading	Writing
Listen for specific information/ draw conclusions Listen and identify language functions in discourse	Recycle and use familiar stress, intonation patterns, identify falling/ rising intonation patterns		
Listen for specific information from messages and conversations	Short vowels /e/, /æ/, /ɪ/	From Smoke Signals to Email: Keeping in Touch	Write an email to a friend Write greeting cards (Project)
Listen for specific information to complete a chart about wishes	Reductions *would you* and *could you* in questions	Money: A Blessing or a Problem?	Write a description of a day in the life of a quiz show winner Research about TV games with large prizes for winners (Project)
Listen for specific information about complaints	Stress in compound nouns	Murphy's Law	Write a letter or email of complaint about a faulty product Do a family survey on complaints about products and prepare a poster presentation with your advice (Project)
	Chant Along: If I Were a Millionaire **Project:** Research a famous person		
Listen for general understanding and speculate causes	Word-ending *er*	Vision 2030 Kingdom of Saudi Arabia	Write a description of a vessel, voyage or expedition Collect information and write about a meteor occurrence on Earth and do a poster presentation (Project)
Listen to a radio show for details about regrets	Reductions *could have, should have,* and *would have*	Mario's Advice Column	Write a response for an advice column Write the results of a survey about regrets (Project)
Listen for specific information from a speech	Unstressed and stressed *that*	Quotes, Quotes	Write an email to give information and directions to a place Write about interesting quotations (Project)
	Chant Along: Could You Help Me Find the Reason? **Writing:** Write a letter of apology		

Philosophy of the Program

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

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

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

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

Organization of Materials

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

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

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

The Components

Student Book

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

	Number of Units	Pages per Unit
Books 1-6	6 Units 2 Expansions	14 pages each 6 pages each

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

Teacher's Guide

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

These unit-by-unit teaching notes include:

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

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

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

Workbook

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

	Number of Units	Pages per Unit
Books 1-6	6 Units 2 Expansions	10 pages each 6 pages each

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

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

Audio Program

The audio program for each level includes the following material:

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

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

Testing Program

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

IWB Software & Student e-book

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

Online Learning Center

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

Student Book Units

Each unit follows a regular pattern:

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

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

Presentation

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

Quick Check

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

Pair Work

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

Grammar

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

Listening

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

Pronunciation

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

Conversation

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

Your Turn

Your Turn is a role-play activity in which students are encouraged to act out dialogues related to the Conversation. They use personal information or take on made-up roles. Sometimes the Your Turn activity is in the format of a class survey. This activity allows students to use the language of the unit in simulated everyday conversations.

About You

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

Reading

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

Writing

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

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 includes:

- **Language Review:** two pages of activities that recycle the vocabulary and grammar of the previous set of units
- **Reading:** a thematic reading that challenges students
- **Writing**
- **Project**
- **Chant-Along:** a chant that enables students to expand their language in a pleasant way *(In Levels 1–2 only.)* The chant expands on a theme or the language covered in the units before it. The chant, and its related activities, foster additional conversation and discussion as well as acquisition of new vocabulary and expressions.

Teacher's Guide Units

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

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

- **Unit Goals**
  The Unit Goals are clearly listed at the beginning of every unit in the Teacher's Guide. These include goals for Vocabulary, Functions, Grammar, Listening, Pronunciation, Reading, Writing, Form, Meaning and Function and Project.
- **Warm Up**
  Each unit begins with a Warm Up that introduces students to the topic and/or reviews language studied in previous units.
- **Teaching Notes**
  Step-by-step teaching notes are provided for all presentations and activities.
- **Language Builder**
  This feature consists of explanations of any potentially confusing aspects of grammar or vocabulary.
- **Teaching Tips**
  This feature offers practical tips, insights, and recommendations based on the observations of experienced teaching professionals.
- **Additional Activities**
  These optional activities may serve as a useful way to extend a topic that students have enjoyed. They may also be useful in mixed-ability classes as activities to give to students who finish a certain task early.
- **Project**
  An additional Project is included at the end of each unit.
- **Fun Facts**
  The Fun Facts offer interesting trivia or general knowledge information related to the unit content. Use these when appropriate. You may want to have students find out more about a given topic.
- **Answers**
  The answers to all Student Book activities are provided.
- **Workbook Reference**
  Cross references to Workbook activities help in lesson planning.
- **Audioscript**
  The Audioscript is provided for each unit's Listening activity. (The audio for all other sections is reproduced directly from the Student Book page and, therefore, not repeated in the Audioscript.)

Guidelines for Presenting Materials

Presentation

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

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

Vocabulary

New vocabulary is presented in the Listen and Discuss opening presentation and at key points throughout each unit. The words and expressions are then practiced and

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

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

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

Grammar

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

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

Listening

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

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

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

Conversation

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

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

Reading

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

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

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

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

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

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

Writing

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

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

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

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 two original chants in Books 1–2. Activities to learn vocabulary and practice the four skills are included with each chant. When presenting the chants, you can follow the same presentation steps as with the Reading sections,

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

General Teaching Suggestions

English in the Classroom

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

Differentiating and Individualizing

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

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

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

Pair Work

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

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

Cooperative Learning

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

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

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

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

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

Reading Strategies

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

Grammar and Vocabulary Review

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

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

Monitoring Students and Correcting Errors

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

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

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

Ongoing, Informal Assessment

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

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

Self Reflection

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

Intro

1 Listen and Discuss

Read and say what you think each text is about.

_____

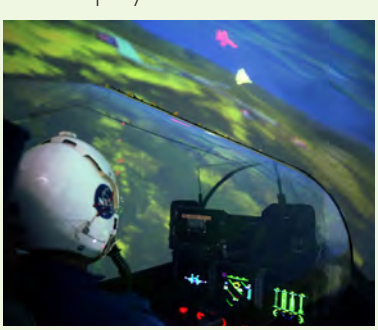
As you drive along a busy road, you notice a car without a driver! You blink to clear your eyes, and wonder whether you're losing your mind! It's the driverless car; a robotic vehicle that can travel to a predetermined destination without human intervention. All you would need to do is sit in the car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

_____

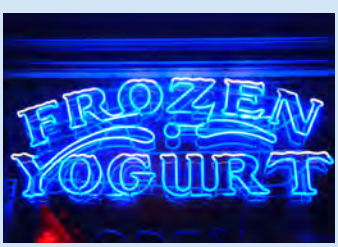
You are spending the night in the desert. Everyone else is sound asleep but you are still awake, enjoying the starlit sky. It's a cold but peaceful night. None of the usual city sounds echo in the background. So you snuggle in your sleeping bag and close your eyes. All of a sudden you are startled by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

_____

They are very real and highly popular in entertainment, but they are also used in education. They are used by many colleges and institutions for educational purposes. Many businesses and industries use them to train their employees and executives. They are used for military strategy and flight training. Astronauts train on them for a long time before they participate in real missions. Can you guess what they are? What is your opinion about them?



_____



You walk into a food store to buy some yogurt and cheese. You notice that the packaging is different from what you are used to. It's very attractive with bright wrapping. A customer has just bought some frozen yoghurt in a biodegradable bag. He takes out one of the round, pearl-like shapes and bites into it as you're about to warn him not to eat the wrapping! He seems to be enjoying it. He then uses a small spoon to dip into the shell, eat the rest of the contents as well as the wrapper! Is the wrapping edible, or does the customer suffer from a condition that urges him to eat things that would normally be considered inedible? What do you think? Is it science fiction or reality?

Unit Goals

Vocabulary
driverless/ autonomous cars
strange animals/ desert animals
simulators
food packaging
3D printing

Functions
Express, confirm opinion/ give reasons, agree/ disagree
Talk about size, quantity, compare
Give directions/ Talk about a book/ plot
Carry out banking transactions

Grammar
Recycle familiar verb forms: simple present narrative, connectors and modifiers, passive forms, would, tag questions, comparatives, too – enough, would – hypothesis

Listening
Listen for specific information/ draw conclusions
Listen and identify language functions in discourse

Pronunciation
Recycle and use familiar stress, and intonation patterns, identify falling/ rising intonation patterns

Warm Up

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

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

1 Listen and Discuss

- Have students look at the pictures on pages 2 and 3 quickly and make guesses about the topics.
- Put students in pairs, give them a few minutes to read each text and say what they think it is about.

Play the audio as students listen only. Pause at the end of each topic and let students comment and/ or compare with their ideas.

Play the audio again as students listen and read along silently.

2 Pair Work

A

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

Answers

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

B

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

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

It could be real, couldn't it? I mean, it would be possible to …. (A)
I wouldn't feel comfortable/ safe. Would you? (A)
They claim that autonomous vehicles will be safer because human error will no longer be an issue. (B)
So, according to this, you could print out any object on a 3D printer.
Is this a fact? (A)
I'm not sure how useful this type of thing would be. (A/C)
I think it's a great idea. If wrappers were edible there would be less waste and litter. (A/B)
They are certainly useful but they cannot replace the real thing, can they? (A)
I think they can to some extent, or they wouldn't be used for pilot training. (B/C)
It's a fact. Some countries have already decided to allow them on the road. (B)
I can't see myself crunching on a wrapper. Can you? (A/C)

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

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

2 Pair Work

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

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

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

Expressing, Confirming Opinion/ Giving Reasons/ Agreeing/ Disagreeing

It could be real, couldn't it? I mean, it would be possible to …..
I wouldn't feel comfortable/ safe. Would you?
They claim that autonomous vehicles will be safer because human error will no longer be an issue.
So, according to this, you could print out any object on a 3D printer. Is this a fact?
I'm not sure how useful this type of thing would be.
I think it's a great idea. If wrappers were edible there would be less waste and litter.
They are certainly useful but they cannot replace the real thing, can they?
I think they can to some extent, or they wouldn't be used for pilot training.
It's a fact. Some countries have already decided to allow them on the road.
I can't see myself crunching on a wrapper. Can you?

3 Conversation

Listen and practice reading the conversation in pairs.

Yasmin is in Jeddah, visiting relatives. She and her cousin, Amal, are invited to a wedding reception at the end of the week.

Yasmin: Amal, look at that beautiful, silk gown in the window!
Amal: I agree. It's very elegant. Would you like to go in and have a look?
Yasmin: Can we? I'd love to try it on. We don't have much time, shops will close in less than an hour, so let's hurry!
Assistant: Good morning ladies. How can I help you?
Amal: We'd like to see that gown, please.
Assistant: Is it for you?
Yasmin: It's for me, actually. But I need a larger size, don't I?
Assistant: I'm not sure you do. I think you should try a smaller one.
Yasmin: Isn't this small enough?
Assistant: I'm afraid not. It's an XL. Small is the right size for you. Would you like to try it on?
Yasmin: Yes, please.
....
Yasmin: What do you think? It's the right size isn't it?
Amal: Yes, it's a perfect fit. It looks great on you. You might need to have the hem taken up a little.
Assistant: We'd be happy to do that for you.
Yasmin: Right! We'll take it! Do you accept this type of credit card?
Assistant: Actually, we'd prefer cash.
Yasmin: Oh, I'm sorry. In that case, we'll have to go to the bank and get some cash. Could you tell us how to get to the nearest bank?
Assistant: Yes, of course. Walk out the door and turn right. You'll see some elevators on your right. Go down to the ground floor. The bank is between the elevators and a large sports store. You can't miss it. *(In the elevator . . .)*
Amal: By the way. I noticed you were reading the book that we bought the other day. Are you enjoying it?
Yasmin: I can't put it down. It has an incredible plot. It's full of suspense and events are totally unpredictable. It's not like many boring detective novels where you know what's going to happen next without reading. It's a good, well-written book. You should read it.

Size – Quantity

We don't have much time, shops will close in less than an hour, so let's hurry!
There are too many people waiting in line. We'd better come back later!
I need a larger size, don't I? / You need a smaller size.
This is large enough for him.

Directions
Walk out the door and turn right.
You'll see some elevators on your right.
Go down to the ground floor. The bank is between the elevators and a large sports store. You can't miss it.
Go straight and take the second turning on the left/ right.
Turn right and right again.

Talking about a book/ plot
It has an incredible plot.
I can't put it down.
It's full of suspense / surprises.
You don't know what's going to happen next.
It's unpredictable.
It's an interesting story, based on real facts.

Your Turn

Role-play a conversation like the one above with a partner.
Decide about the following first:

- which city/town you are in
- what you are interested in buying
- what kind of store you are in
- who is with you

3 Conversation

- Tell students to look at the photo. Ask: ***Where do you think this photo was taken? What do you think the conversation will be about?*** (students' own answers)
- Play the audio as students listen with books closed.
- Ask: ***Where did the conversation take place?*** (at the clothes store/ in the elevator) ***What's the relationship between the speakers?*** (cousins)
- Discuss answers to the questions in class.
- Play the audio again; pausing from time to time and ask students to suggest what follows. Tell them that they don't have to remember exactly what was said in the original conversation, as long as they suggest an alternative that makes sense in the particular context.
- Play the audio again and tell students to follow in their books.
- Have students practice the conversation with a partner. Tell them to switch roles and practice again.
- Have students brainstorm and suggest words and phrases that they can use to talk about size and quantity. Accept any answers that are relevant. Then ask them to suggest words and expressions they can use to give directions to someone. Have volunteers write the students' suggestions on the board.
- Go over the expressions in the *Size-Quantity* box.
- Ask students to read the conversation and highlight the expressions they can find in the conversation.
- Then have them go through the expressions in the box, compare them to the expressions they highlighted in the text and identify expressions that have not been used in the conversation.
- Ask students to decide on a book or a story that most people in class have read and comment on it using the last group of expressions in the box, i.e. *Talking about a book/ plot.*

Your Turn

- Go through the directions with students.
- Divide your class into groups and make sure each groups spends time deciding on the points outlined in the directions.
- Encourage them to make notes. Tell them not to write the conversation as this is a speaking activity. Give them time to rehearse.
- Invite volunteers to stand up and act out for the class.

4 Listening

- Ask students to think about the Conversation on page 4 and remember where Amal and Yasmin had to go. Direct students' attention to the photo and ask: ***Have you ever been to a bank? Who did you go with? What was the first thing you noticed?***

A

- Tell students they are going to listen to a conversation between Amal, Yasmin and a bank clerk. Read the directions with the students. Have them cover the conversation in their book and only read the *true false* statements.

Play the audio and have students listen and answer the questions. Play the audio again if necessary.

- Check answers in class.

Answers

1. false (she can use her credit card but she has to pay a fee for the service)
2. true (she thinks it's a good idea since she is going to be coming back more often)
3. false(she can't because she forgot her card)
4. false (she won't because the hem needs taking up/ the dress is too long for her)

B

- Point out the blanks in the conversation and go over the directions. Give students time to read through sentences 1 to 9.

Play the first part of the audio, pause and point to the example. Play the rest of the conversation and have students write the number of the missing sentence in each blank in the conversation. Let students read and complete their answers.

Have the students listen to the conversation again and check their answers.

- Check answers in class.

Answers

3, 4, 1, 8, 2, 5, 6, 9, 7

5 About You

- Read the directions with the students.
- Have them decide on all the points listed in the direction, i.e. where they are, what they would like to do, etc.
- Give students time to prepare. Remind them to use expressions from B.
- Tell them to make notes, not to write the whole conversation.
- Have pairs role-play their conversation as you circulate and monitor. Then have them switch roles and role-play again.
- Ask volunteers to stand up and act it out for the class.

6 Pronunciation

A

- Read the directions with the students.

Play the audio and have them listen to the examples. Pause and have them repeat the examples.

B

- Have students listen again and find more examples of rising or falling intonation. Tell them that you will pause after each speaker to give them time. Encourage them to ask you to pause or repeat if they need to hear anything again.

4 Listening

A. Listen and check *true* or *false*.

	true	*false*
1. Yasmin can't use this type of credit card because she doesn't have an account.		
2. Yasmin is interested in opening an account.		
3. Amal can use the ATM.		
4. Yasmin will pick up her new gown today.		

Bank clerk: Good morning. Can I help you?
Amal: __3__
Bank clerk: _____
Yasmin: No, I'm sorry, I don't. Is that a problem?
Bank clerk: No, not at all. _____
Yasmin: Oh, I see. What do you think Amal? _____ I'll be back here, every few months. It would make sense, wouldn't it?
Amal: Whatever you think is best.
Yasmin: _____
Bank clerk: Of course. _____
Yasmin: Thank you.
Amal: Oh, excuse me. _____
Yasmin: _____
Amal: Yes, I do. It's just that I don't use it often enough to remember! Sorry!
Yasmin: That's fine! I'm glad we'll both be using the same bank.
Amal: Oh, look at the number of people waiting at the counter. _____. I forgot to take it this morning.
Yasmin: Please don't worry! I'll wait for you.
Amal: I'm not sure that's a good idea Yasmin. Stores are about to close for the afternoon. You'd better hurry and pick up your gown.
Yasmin: You're probably right. Actually, I won't pick it up today. I'd like them to take the hem up. You'll be alright, won't you?
Amal: Yes, of course. Give me a ring on my cell phone when you're ready.
Yasmin: I'll do that. OK. See you soon.

B. Listen again and write the number of the correct expression in the blank.

1. Just checking; there is no service charge for account holders.
2. In that case, I'd like to open an account please.
3. Yes, please. We'd like to withdraw some cash from this credit card.
4. Do you have an account with us?
5. Would you like to come this way and fill out some documents?
6. I'd like to withdraw some money from my account.
7. I wish I had the card for my cash card account. I could use the ATM.
8. Wouldn't it be a good idea to open an account?
9. I didn't realize you had an account at this bank!

5 About You

Role-play a conversation like the one above with a partner. Use expressions from B.
Decide about the following first:

- which city you are in
- what you would like to do at the bank, e.g. open an account, deposit money into your account, etc.

6 Pronunciation

A. Listen. Note the rising ↗ or ↘ falling intonation.

Good morning. ↗ Can I help you? ↗
No, not at all. ↘

B. Listen and find more examples for rising or falling intonation in the conversation.

1 You've Got Mail!

1 Listen and Discuss

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

Your Shoe Source

Reply | Reply to all | Forward | Print | Delete

From: Jonathan Maynard <jmaynard@finest_footware.com>
Subject: Response to your email
To: silva@made_in_brazil.com

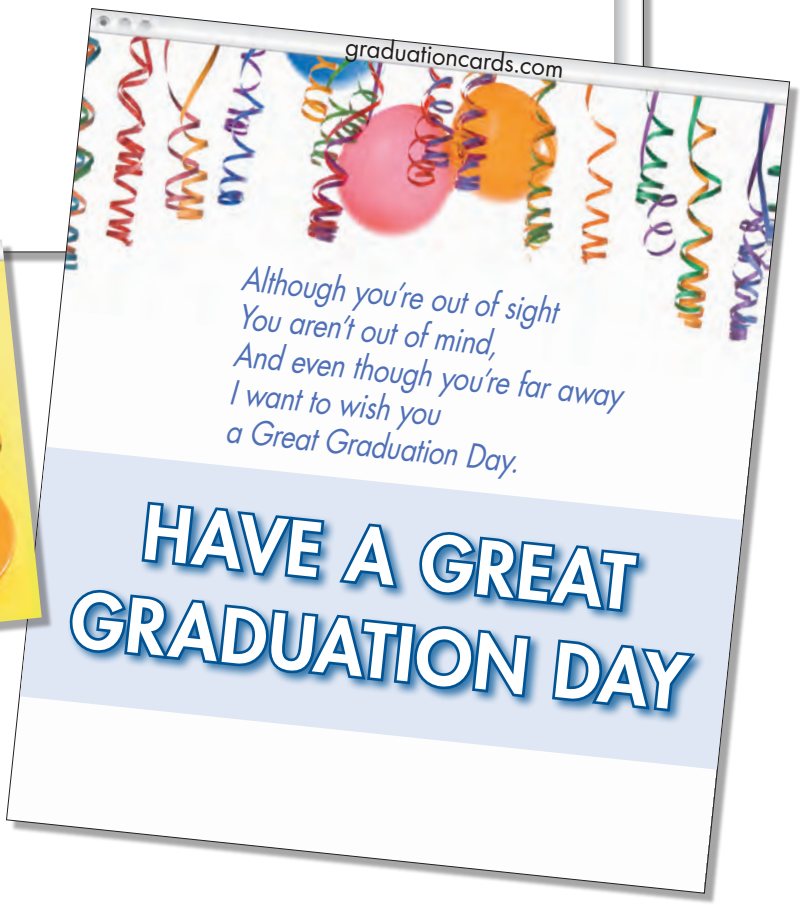
Dear Mr. Silva,

I want to apologize for not answering your email sooner. I've been on the road for the last few days, and I got back only yesterday.

Although most of our shoes are imported directly from Asia, we are currently looking for new suppliers, such as ones in Brazil. I look forward to meeting you and discussing the various possibilities. Please email me as soon as you make your final travel arrangements to the United States so that we can set up a time for a meeting.

Best regards,
J. Maynard
Jonathan Maynard
Import Manager

Finest Footwear International



Unit Goals

Vocabulary
Forms of communication
Email, letters and greeting cards

Functions
Make and accept an apology
Make arrangements
Accept and refuse invitations

Grammar
Preposition + Gerund
Although, Even Though, In Spite Of
As Soon As, When
So…(That)

Listening
Listen for specific information

Pronunciation
Short vowels /ɛ/, /æ/, /ɪ/

Reading
From Smoke Signals to Email: Keeping in Touch

Writing
Write an email to a friend

Form, Meaning and Function
Used to and *Would*
There is/There are
Plurals
Definite article: *the*

Project
A greeting card

Warm Up

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

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

1 Listen and Discuss

- Have students open their books to pages 6-7. Ask them to look at the emails. Ask: ***What kind of email do you receive? Do you get a lot of junk mail or spam? Have you ever received an e-card?***

Play the audio as students just listen.

- Explain that determining a common theme among the items in a presentation will help them understand the purpose of the presentation. Have students scan the emails and e-card on pages 6-7 to determine what is the purpose of each one. (Each of them is expressing a desire for an action to be taken.)
- Have students discuss which words in the text tell them what the purpose of each one is.

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

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

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

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

Play the audio again as students read along silently.

Language Builder

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

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

  I look forward to ___ from you. (hear)

  He apologized for ___ me. (not call)

  She apologized for ___. (lose my pen)

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

Quick Check

A

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

Answers

To start: Dear Mr. Silva, Hi Olivia

To end: Best regards, Your friend

B

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

Answers

1. true	**3.** true	**5.** false
2. false	**4.** false	**6.** true

2 Pair Work

A

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

Play the audio as students listen and repeat.

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

Language Builder

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

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

Workbook

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

Teaching Tip

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

Additional Activity

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

fun facts

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

Mail

Reply | Reply to all | Forward | Print | Delete

From: David Hamilton <dhamilton@unicore.com>
Subject: Out of office reply for David Hamiliton
To: psmith@unicore.com

I will be out of the office from October 19 to 22 and will not have access to email.

For any urgent matters, please contact: shawn_taylor@unicore.com.

David Hamilton

Visit you in Paris

Reply | Reply to all | Forward | Print | Delete

To: olivia@megagoal.com
Cc:
Subject: Visit you in Paris

November 15

Hi Olivia,

How's work, and how's Paris? Hope you're getting used to your new way of life and taking advantage of living in such a wonderful city.

Guess what? I'm coming to France on vacation at the end of the month, and I'll be staying in Paris for a few days. I was wondering if you could put me up. However, I don't want to inconvenience you in any way. I'm used to sleeping anywhere. Let me know if it's all right if I stay with you.

What's the weather like now? Last time I was in Paris, it was so rainy that I was soaked most of the time, in spite of my raincoat and umbrella.

I'm really looking forward to seeing you again.

Your best friend,
Melanie

Quick Check ✓

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

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

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

2 Pair Work

A. Apologize for something.

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

B. Wish someone the best on a special occasion.

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

3 Grammar

Preposition + Gerund

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

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

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

Some verbs are usually followed by certain prepositions.

I **apologize for** arriving late.
I **look forward to** meeting you personally.
I**'m thinking of** moving to a new house soon.
I**'m dreaming of** going on vacation.

I **decided against** wearing a uniform.
I **insist on** paying for our lunch.
I **succeeded in** getting into college.
I **asked about** applying for a job.

Some adjectives are followed by certain prepositions.

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

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

Although, Even Though, In Spite Of

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

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

In spite of is followed by a noun or gerund.

Although it rained, we enjoyed the vacation.
Even though I was tired, I couldn't sleep.

In spite of the traffic, I arrived on time.
He went to school **in spite of** being sick.

As Soon As, When

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

I'll tell you **as soon as** I <u>know</u>.

I'll call you **when** I <u>arrive</u>.

So … (That)

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

The noise was **so loud** (that) we could hardly hear ourselves talk.
There were **so many** cars (that) we couldn't find a place to park.

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

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

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

3 Grammar

Preposition + Gerund

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

  I'm not used to getting up early in the morning.

  I have to wake up at 5:00 in the morning for my new job. I'm not used to waking up early in the morning.
- Ask students to say things they are *used to* or *not used to.*

Although, Even Though, In Spite Of

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

  He went to work. He had a cold.

  The bus was late. She got to school on time.

  He passed his exam. He didn't study hard.

As Soon As, When

- Point out that the present tense is used here even though the verbs tell about something that will happen in the future. These structures convey the idea of *right away,* or *immediately after.*

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

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

  I'll stop by when I finish work.
- Explain that *as soon as* and *when* can also be used at the beginning of a sentence. In this case, a comma is needed. For example: ***As soon as we get to Hawaii, we're heading to the beach. When we get home, we'll give you a call.***

So…(That)

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

A

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

Answers

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

Language Builder

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

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

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

B

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

  What was a telegraph?

  Who do you think sent them?

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

Answers

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

C

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

Answers

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

D

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

  A: What are you interested in?

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

  A: What kind of books?

  B: All kinds.

Answers

Answers will vary. Sample answers:

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

Language Builder

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

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

Workbook

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

Teaching Tip

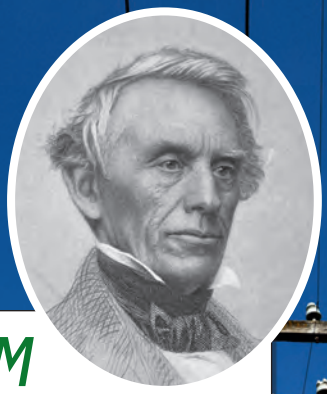
Students like variety in their activities. Consider creative ways to check answers to keep students active and engaged in their learning.

Additional Activity

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

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

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



The Telegraph System

In 1830, an American, Joseph Henry (1797-1878), demonstrated the potential of William Sturgeon's invention, the electromagnet, for long distance communication. (**1**) _____ it was Samuel Morse who was able to invent a telegraph system that was practical and commercially feasible.
(**2**) _____ 1935 Morse was a professor of arts and design at New York University, when he proved that signals could be transmitted by wire. The system was received rather indifferently in 1838, (**3**) _____ an impressive public demonstration.
(**4**) _____ Morse and his associates were eager to set up an experimental line, funding was not approved until a few years later. So, (**5**) _____ Congress approved a funding of $30, 000, the construction of a line started between Washington and Baltimore.
Samuel Morse and his associates managed to raise private funds and extended their line to Philadelphia and New York. Telegraph companies started functioning in different parts of the United States. (**6**) _____ of this, Western Union soon joined, dispatching telegraphs by train. Eventually, telegraph systems were set up all over the world. It was the beginning of a new era in communication.

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

1. ___ There was so much traffic on the road
2. ___ The picnic spot was so crowded
3. ___ The water was so cold
4. ___ There were so many mosquitoes
5. ___ The beach was so noisy
6. ___ We were all so tired in the evening

a. we weren't able to swim.
b. it took hours to get to the beach.
c. we went straight to bed.
d. I got a headache.
e. we weren't able to find a good place to sit.
f. the children were bitten all over.

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

I'm thinking of ____studying in a foreign country____.

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

4 Language in Context

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

5 Listening

Listen to the messages or conversations. Complete the sentences.

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

6 Pronunciation

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

/e/	/æ/	/ɪ/
s**e**nd	h**a**ppy	w**i**sh
g**e**t	sp**a**m	c**i**ty
l**e**tters	congr**a**tulations	**i**nterested

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

7 About You

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

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

4 Language in Context

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

5 Listening

- Remind students that knowing what information they need to listen for will make the listening task easier. Tell them you will play the audio twice. The first time they will listen for general information. The second time they will listen for specific information.
- Play the audio through and have students listen only.
- Then have them read the conversations in the activity. Tell them to look for the specific information they need to listen for.
- Play the audio a second time for students to complete the sentences.
- Play the audio a third time for students to check their answers. Then check answers as a class.

Audioscript

1. Message on a voice mail system

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

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

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

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

Ted: Hello.

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

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

Omar: Can you give him a message please? I was really looking forward to coming over, but I'm afraid I won't be able to make it. We have some relatives from Qatar who are arriving tonight, and my parents asked me to keep my cousin company.

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

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

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

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

Answers

Answers will vary. Sample answers:

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

6 Pronunciation

A

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

B

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

7 About You

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

8 Conversation

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

  Where is he?

  Who is he talking to?

  How does he feel?

  What is he saying?

Play the audio for students to just listen.

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

  make it = achieve a specific goal

  let down = disappoint

  looking forward to = excited about

  insist on = demand

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

Your Ending

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

Real Talk

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

About the Conversation

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

Answers

Answers will vary. Sample answers:

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

Your Turn

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

Workbook

Assign page 5 for additional reading practice.

Teaching Tip

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

Additional Activity

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

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

fun facts

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

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

8 Conversation

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

Ahmed: Abdullah, thanks for inviting me to your graduation event. I was really looking forward to next Thursday night, …

Abdullah: I've been planning this event for ages! You're coming, aren't you?

Ahmed: Well, Abdullah, I'm calling you up to explain. Unfortunately I'm not going to be able to make it.

Abdullah: No way! I refuse to accept that. I insist on your coming.

Ahmed: I'm sorry, I really am. You see, it's my uncle's wedding, and they're having the whole family over for dinner. They expect me to be there, and I can't let them down.

Abdullah: So, sneak out as soon as the dinner's over.

Ahmed: I can't just walk out like that.

Abdullah: Of course you can.

Your Ending

What does Abdullah go on to suggest?

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

Real Talk

No way! = used to say you won't allow something
let someone down = disappoint
Of course = used to give someone permission or encouragement
Be straight = be honest and frank

About the Conversation

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

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

Your Turn

Role-play these situations with a partner.

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

9 Reading

Before Reading

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

FROM SMOKE SIGNALS to Email: Keeping in Touch

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

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

Almost anything that makes a noise has been used for signaling. Cyrus, an ancient Persian ruler, established lines of signal towers. At each one, people with powerful voices shouted a message to the next tower, and in this way, news and information was passed on through the kingdom. A kind of drum talk is still used in Central Africa today, although few who are not natives have been able to understand it. The sender uses a drum that can produce a high or low tone. Because the local dialect alternates in these tones, the sender is able to simulate speech with the drums.

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

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

At first, the number of people on email was small, but by the end of the 20th century, there were 263 million email boxes. In the 21st century, that figure has grown to over 2 billion, and the functions of email services in the future will become more and more diversified. And text messaging on cell phones is also increasing, so people can, in effect, be in constant touch with people who are long distances away.

9 Reading

READING STRATEGY Listing ideas about a topic

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

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

Play the audio as students just listen.

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

  parallel = extending in the same direction

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

  simulate = assume the likeness of

  widespread = over a large area

  revolution = big change

  nonsense = without meaning

  sites = locations

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

- Ask a few comprehension questions. For example:

  What does the reading say about noise and signaling? (almost anything that makes noise has been used for signaling)

  How does the drummer simulate speech? (by changing the tone)

  Why did Tomlinson want to develop email? (to communicate with other scientists working with him)

  Why did Tomlinson use @? (to signal that messages were for the distant computers)

  Does the author of the article think email will become even more popular? (yes)

Language Builder

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

transport = to carry across

transatlantic = across the Atlantic Ocean

transcend = to climb across

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

After Reading

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

Answers

Answers will vary. Sample answers:

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

Discussion

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

Workbook

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

Teaching Tip

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

Additional Activity

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

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

Project: Wireless Works

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

fun facts

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

After Reading

Complete the following sentences about the reading.

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

Discussion

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

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

10 Writing

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

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

B. **1.** Read the email from Adel to his friend in the USA and answer the questions.
- Where did Adel spend the summer?
- What time of year is it?
- How does Adel feel about starting school again?
- Why is he excited about the weekend?

2. What does P.S. stand for? Why do we use it?
3. Which email in your book is this email similar to? How do you know?

10 Writing

A

- Brainstorm emails and have students say what they remember about them. Use questions like these to help them:
  What kind of communication are emails used for? Are they suitable for personal and/or professional communication?
  You are writing an email to a close friend. How would you begin and end?
  If you wanted to apologize for something that happened between you and a friend would you choose to send an email or would you write a letter and post it? Why?
- Read the directions. Give the students a few minutes to look at the chart and make some notes on what they remember/think is relevant for each email.
- Have students work in pairs comparing the emails on pages 6 and 7 of the unit and make notes in the chart. Tell them to have one of their books open on pages 6 and 7 with the emails and one open on page 14 with the chart.
- After several minutes, call on different pairs to report their comments for the class. Tell students to listen carefully as each pair presents, and then ask them to compare their answers and agree or disagree.

Answers

Accept student answers in different words.

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

Additional Activity

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

Dear Mrs. Olivia,

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

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

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

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

Best regards,

Melanie

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

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

B

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

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

Answers

1

- Adel spent the summer in the USA.
- It's early autumn.
- He doesn't feel very happy because he has to get up early, spend the whole day at school and do homework.
- He is excited about the weekend because his father has promised to let him drive the jeep in the desert.

2 PS stands for: postscript. Postscript is writing added after the main letter.

3 This email is similar to the email on page 7, from Melanie to Olivia because:
The greeting is: Hi Brian
Opening line: How are you doing? |Did you have a good summer?
The content has to do with what the two friends share and what is special in their lives.
Closing: Give my best to your family
Signed: Adel (first name)e

- Tell the students they are going to write an email to a friend.
- Organize students in groups and ask them to think about ways to:
  1 greet a friend
  2 close and sign a letter
- Call on a student from each group to report the group suggestions.
- Have students think about a letter between business people who don't know each other and think about ways to;
  1 greet
  2 close and sign a letter
- Call on a student from each group to report the group answers.
- Direct students to the Writing Corner and ask them to read the guidelines/tips and compare with their answers. Supplement and/or modify their answers.
- Read the directions. Give students a few minutes to study the chart and decide who they are going to write to, in class, and what they are going to write about. Remind them to use the chart to make notes.
- Have students write their email. Have each student read and make changes to his/her own emails and "send it" to the person it is addressed to in class.

Additional Activity

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

Workbook

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

Back to school

Reply | Reply to all | Forward | Print | Delete

To: brian@megagoal.com
Cc:
Subject: Back to school
Attachment: 200.jpg

Hi Brian,

How are you doing? Did you have a good summer? How's school? I guess you've just started again, right? Well, that's life. I am attaching a photo of us at the game. How do you like it? We look good, huh? 🙂

This is our first week back and everyone is trying to get used to getting up early, spending most of the day at school then home, homework, etc. But we have some great plans for the weekend. We'll drive to the desert with my cousins and spend the night there. I wish you could come along. It would be so much fun.

Guess what? My father promised to let me drive the jeep in the desert. Isn't that cool? What about you? Any special plans for the weekend?

Don't forget. It's your turn next summer. You are going to come to Saudi Arabia and stay with us. I'd better not talk about the summer now. Time to get organized and get down to homework!

Give my best to your family.

Adel

P.S. My teacher complimented me on my English! I told him I had spent two months practicing with my friend!

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

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

Writing Corner

When you write an email to a friend:

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

When you write to a business/professional contact:

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

11 Form, Meaning and Function

Simple Past with *Used to*

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

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

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

Yes/No Questions (?)	Answer
Did you **use to have** a blue car?	Yes, I did. I sold it three years ago.
Did they **use to play** football every week?	No, they didn't. The used to play tennis.

Used to and *Would*

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

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

INCORRECT: ~~People would have very powerful voices.~~

Information Questions (?)	Answer
How did people in the Americas **use to transmit** messages?	They used smoke signals.
Why did people **use to shout** from signal towers?	They wanted to pass on messages.
What did you **use to do** when you were young?	I used to ride my bike in the park.

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

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

He told me that in those days, people _____ (2. speak) to people on a phone that was fixed to the wall of the house. People _____ (3. use) their phones to take digital images. They _____ (4. take) photos with a camera that needed a special roll of film. They _____ (5. print) the photos on a special kind of paper and put them in a photo album.

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

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

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

11 Form, Meaning and Function

Simple Past with *Used to*

- Read out the example sentences in the presentation and have students follow in their books.
- Elicit or say that *used to be* describes a past state (or situation) which is no longer true. The auxiliary *didn't* (followed by *use*) is used in negative sentences. Point out that in questions the auxiliary *did* is used for all persons, singular or plural. The auxiliary *did* is also used in short answers to yes/no questions.

Used to and *Would*

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

A

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

Answers

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

B

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

Answers

Students' own answers.

Language Builder

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

Language Builder

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

There is/There are

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

Plurals

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

Definite Article: *The*

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

C

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

Answers

Answers will vary. Possible answers.

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

D

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

Answers

Students' own answers.

Workbook

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

Teaching Tip

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

There is/There are

Singular nouns

There is a phone message for you.

Plural nouns

There are lots of unanswered emails in my inbox.

Plurals

Regular nouns

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

letter—letters	inbox—inboxes	city—cities	leaf—leaves
card—cards	business—businesses	company—companies	wife—wives
email—emails	watch—watches	story—stories	life—lives

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

Irregular nouns

man—men	child—children	foot—feet	deer—deer
woman—women	tooth—teeth	mouse—mice	fish—fish

Definite Article: *The*

Use the definite article *the* before singular and plural nouns when we know what or who we are referring to.
The children at the local school got some new computers.

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

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

There is a man writing an email on a computer.

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

12 Project

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

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

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

12 Project

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

Teaching Tip

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

13 Self Reflection

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

Additional Activity

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

Teaching Tip

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

13 Self Reflection

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

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

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

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

2 Wishful Thinking

1 Listen and Discuss

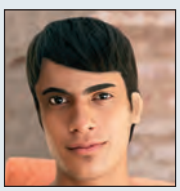
Read the texts below. Find the sentences that say exactly what each person wishes for.

WHAT PEOPLE ARE SAYING

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

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

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



Saeed, 23

Steve, 15

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

A: I'd like to be Genghis Khan, the leader of the Mongols. I would create one of the greatest empires the world has ever known.

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

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

Bob, 16

Ahmed, 17

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

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

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

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

Hameed, 20

Leonard, 19

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

A: I would go to the future to see what new technologies people will be using.

Unit Goals

Vocabulary
Personal dreams and wishes
Winning money as a prize

Functions
Make wishes
Talk about imaginary situations
Talk about probability and improbability
Talk about predicaments
Give advice to solve problems

Grammar
Conditional Sentences with *If*-Clause: Imaginary Situations
Conditional with *Might* and *Could*
Verb: *Wish*

Listening
Listen for specific information

Pronunciation
Reductions

Reading
Money: A Blessing or a Problem?

Writing
Write a description of a day in the life of a quiz show winner

Form, Meaning and Function
Count/Noncount nouns
Expressions of quantity: *some, any, no*
Words connected with shopping habits

Project
TV quiz shows

Warm Up

Use sentences in the present perfect with *ever* to ask students about things they've wished for. For example: ***Have you ever wanted to be taller or shorter? Have you ever wanted to have more money? Have you ever wanted to be very talented at something?*** Have students answer with *Yes, I have* or *No, I haven't*. Encourage students to give additional information. For example: *Yes, I have. I wish I could speak Italian.*

Language Builder

Explain that when the verb in the *if*-clause is in the past tense, we use *would* or *could* in the other clause. For example:

If we leave *now,* we'll be *on time for class.*

If we took *the bus instead of walking, we* would be *on time for class.*

1 Listen and Discuss

- Discuss the meaning of the verb *wish*, and have a class discussion about the differences between the verb *wish* and the verb *hope*. Discuss that although some wishes come true, *wish* often refers to something that is not expected to happen. On the other hand, *hope* indicates that the event might happen. For example, write on the board:

  I wish I had a better job.

  I hope I get the job I applied for last week.

- Explain to students that looking at the verb tenses in the questions and answers on this page can help them understand the meaning better. Although some of the situations described are plausible, most of them are highly unlikely or impossible. To help students understand this, have them scan page 20 to find the word in each question that indicates an action that has not yet happened: *if*. Lead students to understand that if the *if*-clause in each question refers to a situation that is unlikely to happen, or impossible, then the response for each question is also unlikely or impossible.

- Play the audio for page 20 as students read along silently. Have students find sentences that tell what each person wishes for. Call on volunteers to share their answers with the class.

- Play the audio again as students follow along in their books. Have students circle any words that are new for them. Then go over any new words and expressions students ask about.

- Write on the board sentences with *if*-clauses, such as the following.

  If I had a sailboat, I _____ sail around the world.
  If my brother won the competition, he _____ be extremely happy.

  Have students fill in the blanks with *could* or *would*. Point out that for some sentences, both *would* and *could* are logical answers. Have students discuss the difference in meaning. (*would* shows intent; *could* shows ability)

- Explain that the *if*-clause can come at either the beginning or the end of a sentence. The meaning is the same. For example:

  What would you do if you had a lot of money?
  If you had a lot of money, what would you do?

The Most Common Wish

- Direct students' attention to the text. Ask:
  How much is the cash prize Prof. Richard Berkowitz and James Bruce Bussel have won? (SR750,000 ($200,000))
  How many prizes are given? (5)

Play the audio for page 21, and have students read along silently.

- Ask a few comprehension questions. For example:
  Which prize did Shaikh Sulaiman Al-Rajhi win? (the 2012 Prize for Service to Islam)
  Who won the Arabic Language and Literature Prize? (Prof. Ali Hilmi Ahmad Moussa and Dr. Nabil Ali Muhammad)
  Which prize did Prof. Alexander Varshavsky win? (the Science Prize)
  What kind of achievements are required for one to qualify? (achievements that benefit mankind across the globe)
  What do you think winners will do after the awards ceremony? (answers will vary)

Quick Check

A

- Ask students to match the words from each column to form expressions from page 20.

Answers

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

B

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

Answers

1. true **3.** true **5.** false
2. false **4.** true **6.** true

2 Pair Work

A

- Organize students into pairs. Tell them to take turns asking and answering all of the questions on page 21. Tell them to take notes on their partner's answers so they can report back about their partner.

Play the audio for the quote and ask students to repeat.

- Monitor students as they practice. Then have students form groups to share what they found out about their partners.

B

Play the audio for the conversation and ask students to repeat.

- Have students work with new partners. Tell them to take turns asking and answering about their wishes. Encourage them to use their own ideas as well as the ideas on pages 20-21. Point out that they should use *yes/no* questions rather than questions with *if*-clauses. However, their *yes/no* answers should include *would* as in the example.
- Call on students to tell the class one of their wishes.

C

- Have students work alone to make their list, and then compare with a partner.
- Call on volunteers to compile a list on the board. As a class, decide the top three most common wishes.

Language Builder

Keep in touch means *to stay in communication*. For example: *I keep in touch with my school friends.*

To lose touch or *be out of touch* with someone means *to no longer be communicating*. To change this, someone will try *to get in touch* again.

Workbook

Assign page 11 for practice with the vocabulary of the unit.

Teaching Tip

Rather than asking comprehension questions, tell students you want them to ask questions of the class. Asking their own questions reinforces for them how much they understood and also shifts the classroom to being more student-centered.

Additional Activity

Tell students they are going to live on a desert island and can take five things. Each student decides on five things. Students then form groups, share their lists, and negotiate which five things they would take as a group.

The Most Common Wish

"I wish I could win a big prize."

The King Faisal International Prize is awarded to individuals, whose achievements benefit mankind across the globe. Shaikh Sulaiman Al-Rajhi, a world leading philanthropist, was awarded the 2012 Prize for Service to Islam, while Prof. Adnan Bin Muhammad Al-Wazzan won the Prize for Islamic Studies.

Prof. Richard Berkowitz and James Bruce Bussel won the Prize for Medicine. The cash prize of SR750,000 ($200,000) was split between them. Prof. Ali Hilmi Ahmad Moussa and Dr. Nabil Ali Muhammad, from Egypt, shared the Arabic Language and Literature Prize and Prof. Alexander Varshavsky won the Science Prize. Laureates also receive a gold medallion, and a handwritten certificate.

Quick Check

A. Vocabulary. Match to form new words or expressions.

1. desert ___	**a.** round
2. keep ___	**b.** the prize
3. close ___	**c.** in touch
4. whole year ___	**d.** island
5. split ___	**e.** encounter

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

1. ____ Saeed would take his cell phone to a desert island.
2. ____ Steve would like to be a Roman emperor.
3. ____ Bob would ask an extraterrestrial about life on other planets.
4. ____ If Ahmed could live in any place in the world, he'd live in Hawaii.
5. ____ If Hameed could, he would change the way he looks.
6. ____ Leonard would like to find out about future technologies.

2 Pair Work

A. Give your answers to the questions in the article.

> If I could take only one thing with me to a desert island, I'd take my smartphone.

B. Find sentences that are wishes in the texts you read. Make questions for those wishes. In pairs, ask and answer the questions. See the example below.

Do you wish you had a lot of money?

Yes, I do. Then I would be able to travel.

C. List some common wishes, and compare your list with a partner.

3 Grammar

Conditional Sentences with *If*-Clause: Imaginary Situations

Use conditional sentences to talk about imaginary or hypothetical situations in the present. Use the simple past in the *if*-clause. *Would* is often used in the main clause.

If I found a million dollars, I **would keep** it. I **wouldn't take** it to the police.

The contraction of *would* is *'d* and is used with all subjects: *I'd, you'd, he'd, she'd, we'd, they'd*.

They**'d** be happy if they had time to take a vacation.

Conditional Sentences with *Might* and *Could*

Might can replace *would* in conditional sentences to express possibility.

If I had extra money, I **might take** a vacation to Hawaii.

Could can be used in the *if*-clause. It means "if someone were able to."

If I **could travel** anywhere, I**'d go** to Tahiti.

Could can also be used in the main clause. It means "would be able to."

If we had more time, we **could play** another game of tennis.

Verb: *Wish*

Use *wish* for things you want to happen but probably won't.

wish		
in the present	I don't have much time.	I **wish** I **had** more time.
	I have to study today.	I **wish** I **didn't have** to study today.
	I'm not rich.	I **wish** I **was/were** rich.
	I can't go to the mall.	I **wish** I **could go** to the mall.
in the future	He won't lend me his car.	I **wish** he **would lend** me his car.

Note: *Was* is usually used in informal spoken English with *I*.
I wish I **was** a millionaire.

Read each example in the grammar section. Find sentences in the texts you read on the previous pages that are similar and underline them.

A. Match the sentence parts.

1. If I were a very rich person, ____
2. If I saw someone who was stealing in a store, ____
3. If I had more experience, ____
4. If I could say something to the president, ____
5. If I had to leave my home, ____
6. If I could choose any destination, ____

a. I'd tell him to cut taxes.
b. I might live with my aunt.
c. I'd travel to New Zealand.
d. I wouldn't have to work.
e. I'd apply for the job.
f. I'd call the police.

B. Work with a partner. Make sentences that start with the ***if***-clauses in exercise **A** and end with your own ideas.

3 Grammar

Conditional Sentences with *If*-Clause: Imaginary Situations

- Go over the material in the grammar chart. Explain that we use this form to talk about hypothetical situations in the present. Point out that we use the simple past in the *if*-clause, and *would* in the main clause. Write sentences on the board and have students identify the verbs. For example:
  If I bought a sports car, I would drive it on weekends.
  If he had some extra money, he would buy a new jacket.
  If he had more time to relax, he'd be happier.
- Go over the contractions for *would*. Tell students that the contraction for *it would* is *it'd*. However, this contraction is usually only used in speaking, not writing. For example, say: ***It'd be better if you arrived earlier.***
- Review that the *if*-clause can come at either the beginning or the end of the sentence. If it comes at the end, a comma isn't used. For example:
  If I went to bed earlier, I wouldn't be so tired.
  I wouldn't be so tired if I went to bed earlier.

Conditional with *Might* and *Could*

- Explain that *might* can replace *would* to express possibility. For example:
  If I had more time, I might take up painting.
  If I were taller, I might be a pro basketball player.
- Explain that *could* in the *if*-clause means *if someone were able to*. Write examples on the board. For example:
  If we could buy anything, we'd get a sailboat.
  If I could visit any city, I would go to Paris.
  If I could meet someone famous, I'd meet ___.
  Ask students for additional examples.
- Explain that *could* in the main clause means *be able to*. Write examples on the board and call on volunteers to complete the blank. For example:
  If I had more energy, I could run farther.
  If we had more food, we could invite them for dinner.
  If I had more money, I could ___.
- Have students make more sentences with *If I had*.

Verb: *Wish*

- Go over the material in the grammar chart. Call on one student to read from the left column, and another from the right. For example:
  A: I don't have much time.
  B: I wish I had more time.
- Write a few sentences on the board for students to restate using *wish*. For example:
  I'm not good at math. (I wish I was/were better at math.)
  I can't go to the football game this weekend. (I wish I could go to the football game this weekend.)
  My friend won't lend me any money. (I wish my friend would lend me some money.)
- Call on students to make statements such as those above. For each statement, call on another student to restate it using *wish*.

A

- Have students work alone to match the sentence parts. Call on students to read their sentences for the class.

Answers

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

B

- Have students work alone to write their sentences. Then call on several students to read aloud how they completed each sentence.

Answers

Answers will vary.

Language Builder

Explain other meanings of *wish*. As a verb followed by *would*, it usually indicates a request. For example: *I wish you would be quieter.* Followed by an infinitive, *wish* is used to express what the speaker wants to do. For example: *I wish to speak to him*. Explain that this is more formal than *I would like to speak to him.*

C

- Have students work in small groups to discuss what they would do in each situation. Point out that while some of the situations are unlikely, others are possible.
- Call on groups to share their answers with the class. Make sure several students from each group present so that there is full participation.
- Have a class discussion about some of the situations.

Answers

Answers will vary. Sample answers:

1. If someone took my shopping cart by mistake, I'd just say, "Sorry. That's my cart."
2. If I were in a hotel and I saw a famous writer at a nearby table, I wouldn't bother the celebrity and ask for an autograph.
3. If I lent a friend some money, I'd politely ask for the money back.
4. If I lent a friend a dress for a special occasion and the friend returned it with a spot, I wouldn't say anything. I'd just take the item to the dry cleaners.
5. If I saw someone cheating on a test, I might tell the teacher.

D

Problem Solving

- Have students work in groups to discuss how they might resolve each of the problems in the city. Go over the example first and ask students to say which verb forms are used. (*were / would build*) Encourage students to agree and disagree with one another, and work together to come up with a possible solution that satisfies all of them.
- For each problem, call on groups one at a time to share their ideas with the class. Encourage groups to discuss each other's ideas. Provide on the board a few structures for politely agreeing and disagreeing. For example:
  That's a good idea, but…
  That might work, but another idea is…
  That sounds like a good idea.
  That's a great solution!

Language Builder

A *dream profession* is a profession someone would have if they could do anything. The expression *Follow your dreams!* is used to encourage someone to do what they want to do. When someone presents an unrealistic goal, a friend might respond, *You're dreaming!* or *Dream on!*

Answers

Answers will vary. Sample answers:

If I were mayor,
…I'd put more buses on the road.
…I'd have more recycling bins on the streets.
…I'd pass laws against pollution by factories.
…I'd have more police officers on the street.
…I'd limit access to the downtown area to buses and taxis.
…I'd have built new schools.
…I'd build a new city hospital.
…I'd improve the telephone service.
…I'd have the garbage picked up more often.
…I'd build a sports complex.
…I'd have a library in every neighborhood.
…I'd encourage builders to build more houses and apartment buildings.

E

- Have students work alone to complete the sentences, and then compare answers in pairs. Point out that more than one form may be correct in some cases.

Answers

Answers may vary.

1. didn't / wouldn't eat too much junk food
2. knew how to surf
3. would let me go out tomorrow night
4. weren't raining
5. had enough money to buy a present
6. didn't have to wear a uniform to school

Workbook

Assign pages 12-14 for more practice with the grammar of the unit.

Teaching Tip

Encourage students to write personalized sentences using the grammar points to help them understand the functional meaning and apply these structures in their daily life outside of the classroom.

Additional Activity

Have students work in groups to discuss one problem they know of in your school or community. You might first brainstorm a list of problems for students to choose from. Ask them to consider various solutions, and then report to the class.

C. Discuss the following situations in a group. What would you do?

1. Someone took your shopping cart by mistake in the supermarket.
2. You're in a hotel and you see a famous writer.
3. You lent a friend some money, but the person didn't return it.
4. You lent a friend a dress or a suit for a special occasion. When he/she returned it, it had a big stain on it.
5. You saw someone cheating on a test.

D. Problem Solving

Work in groups. Pretend your city has the following problems, and you are the government official in charge of solving them. What would you do?

If I were mayor, I would build a rail system to connect various parts of the city.

poor public transportation	crime	poor health services	few sport facilities
no recycling facilities	traffic	poor telephone service	few libraries
old schools	pollution	too much garbage	expensive housing

E. Use the verb ***wish*** to complete the sentences. In some cases, more than one verb form can be correct.

Your best friend is a wonderful person, but he/she talks too much.
I wish that my best friend didn't talk so much/wouldn't talk so much.

1. Your friend eats too much junk food and you think it's unhealthy.
   I wish my friend _____.
2. A friend asked you to go surfing, but you don't know how to surf.
   I wish I _____.
3. Your parents won't let you go out tomorrow night.
   I wish my parents _____.
4. It's raining again.
   I wish it _____.
5. You want to buy someone a present, but you don't have enough money.
   I wish I _____.
6. You have to wear a uniform to school, and you don't want to.
   I wish we _____.

4 Language in Context

1. A rich businessman offers to pay for three things you want because you received the highest grades in the school district. What would you ask for?
2. Compare your wants with members of the class and select the funniest one.

5 Listening

A. Listen to the conversation and make notes in the chart below.

	Wish	Why?
Gina		
Lyn		
Sahar		

B. Listen again. Try to figure out the reasons for the people's wishes, and complete the second column of the chart. Share your ideas in small groups. Then report in class.

6 Pronunciation

A. Listen. Note how ***would*** + ***you*** and ***could*** + ***you*** are reduced in questions. Then practice.

What **would you** do? What **could you** do?
Where **would you** go? Where **could you** go?

B. Read the people's wants and wishes again. Underline the ***would you*** and ***could you*** word groups. Practice reading the sentences aloud.

7 About You

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

1. Do you ever wish you were someone else? Who? Why?
2. If your house were on fire, what would be the first thing you'd try to save?
3. If you lived on a desert island, what would you miss most from civilization?
4. If you lived away from your country, what would you miss the most?
5. Have you ever had a wish come true? (Or, do you know anyone who has?) What was the wish?
6. What advice would you give someone in order to become rich?

4 Language in Context

- Have students work alone to write down their three wishes. Then discuss them as a class.

5 Listening

- Tell students they will hear a long listening passage. Knowing what information they need to listen for will make the listening task easier. Have them look at the chart. Explain that they will listen twice. The first time they will listen to find out what the people wish. The second time they will listen to find out why.

Play the audio twice and have students write notes. Instead of writing in the chart, students can take notes on a piece of paper as they listen, and then use their notes to fill in the chart.

Play the audio a third time for students to check their answers. Play a final time, as needed.

Audioscript

Gina: Look at all those children. Look at us! We're so lucky. We've always had what we needed; a home, food, clothes, school, presents, friends. And to think that we find something to complain about all the time.

Lyn: Well, Gina. It's the way of the world, I'm afraid. But you're right. We shouldn't complain. I wish we could do something to help as well.

Sahar: How about starting a campaign? I've always wanted to do that. We could start a campaign at school and we could also ask our families to help.

Gina: I think that's the coolest thing I've heard you say. Way to go, Sahar! Let's do it. I wish I could be as clever.

Sahar: Oh, common Gina. It's not clever; so many people do it all the time. But thanks anyway.

Lyn: OK. So, let's think about what we need to do. If I could paint, I'd make a poster, but I can't draw a straight line. Right, Gina?

Gina: You're not so bad Lyn. I can try but I wish I had the right kind of materials. You know, poster paints and glossy sheets of paper…and …

Lyn: I know, I'll ask my father. They keep a stock of material at the company. Maybe they'll want to contribute.

Sahar: So, are we going to ask for sponsors? We should make a list of people that are worth contacting; and we need to write a letter or some informational material to give them. I wouldn't just hand out money to people just because they asked me for it. I wish we had some money ourselves; then we wouldn't have to ask anyone.

Gina: Yes, well, so do I and I am sure Lyn feels the same. Sahar, would you like to draft something and then we can all discuss and finalize it. Please don't say no. I would do it if I could but I can't write; I wish I could. You're such a talented writer. You know how to present things to people.

Sahar: Thanks, but I am not so sure. Can we do it together, Lyn? I would feel so much better if we did this together.

Lyn: Yes, sure, no problem. When? Now?

Sahar: Why not? The sooner the better…

Gina: I wish we could change the world, this minute…

A

Answers

	Wish
Sahar	She wishes they had money so they wouldn't have to ask anymore.
Gina	She wishes she were so clever.
Lyn	She wishes she could do something to help.
Gina	She wishes she were a talented writer.
Gina	She wishes she had the right kind of materials.

6 Pronunciation

A

Have students listen to the audio twice and repeat the questions. Then practice in pairs.

B

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

7 About You

- Have students work in pairs to discuss the questions about hypothetical situations. Monitor students as they talk, but do not make corrections.

8 Conversation

- Ask students what they know about game shows. They should know that game shows are programs on TV or radio in which players answer questions or play games of skill or chance to try to win money or prizes. Game shows are popular in many countries. Ask students to share with the class game shows they like.
- With books closed, have students listen to the audio twice.
- Have students scan the conversation to underline the would you and could you, and expressions that are unfamiliar. Write on the board: ***Some people really have all the luck.*** Have students use the context to tell you what this expression means.
- Play the audio again, and have students read along silently.

Real Talk

- Ask who *this guy* is in the conversation. (Explain that Yousef doesn't really know, or it isn't important.)
- Ask: ***Who says* to me?** (Michael) Explain that *for me* would have the same meaning.
- Ask: ***Who says* You wouldn't know…?** (Yousef) Explain that it's common to make this type of question to show disbelief.
- Ask: ***Who says* I'd have a ball.** (Yousef) Ask students what other expressions they use or have heard that mean *have a good time*.

Your Ending

- Discuss the possible endings. Call on students to tell you what they think Yousef would say next. Ask them to give reasons.

About the Conversation

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

Answers

Answers will vary. Sample answers:

1. A guy won a million-dollar prize on a TV game show. A family won $100 million as a prize.
2. Michael says that he wouldn't know what to do with so much money.
3. Yousef would give one third of the money to his family on the condition that they wouldn't ask for money ever again. He would spend one third on traveling to places he's always dreamed of visiting.

Your Turn

- Have students work in pairs to role-play the conversation. Each pair decides which ending to use.
- Then have pairs create their own conversation about what they would do if they won a lot of money.
- Call on pairs to present for the class.

Workbook

Assign page 15 for additional reading practice.

Teaching Tip

Managing a multi-level class can be challenging. You want to move quickly enough to keep the interest of the faster learners, but you don't want to move too quickly for the slower learners. Look for clues to help you assess the most beneficial way to organize students for group activities. In some cases, mixing proficiency levels may work best, while at other times students might benefit more from working with classmates at a similar proficiency level.

Additional Activity

Present the following situation for students to discuss in groups: They won a lot of money on a TV game show; for example, 100 million dollars. They decide to use one third of it to help their community. Have them use the list of problems in exercise **D** on page 23 to decide which problems they want to spend the money on and how much. Have groups present their ideas to the class.

fun facts

The "Price is Right" is a TV game show that has been around for over 50 years. On it, the contestants try to guess the correct price of everyday items like cars and appliances. The person who is the closest, without going over, wins. The rules have changed some over the years, but to win you have always had to be a good shopper!

8 Conversation

Underline the ***would you*** and ***could you*** word groups. In pairs, read the conversation aloud making sure to reduce the pronunciation of ***would you*** and ***could you***.

Yousef: Some people really have all the luck. I read about this guy who won a million-dollar prize on a TV game show.

Michael: Well, I read about a family that won 100 million dollars as a prize. Now to me, that would be a real problem. I wouldn't know what to do with so much money.

Yousef: You wouldn't know what to do with so much money? You have to be crazy to say that. If I won that kind of cash, I'd know exactly what to do. I have it all planned out.

Michael: What would you do then?

Yousef: I'd divide the amount into three. I'd give one third to my family. Another third I'd spend on traveling to places I've always dreamed of visiting; I'd buy a house for myself, and a new car, and I'd have a ball.

Michael: And what would you do with the rest?

Your Ending

What do you think Yousef's answer would be?

1. I'd probably give it to charity.
2. I'd invest the money in the stock market and try and make more money.
3. I'd give it to you, of course.
4. Your idea: _____

Real Talk

this guy = informal way to say "this person"
to me = in my opinion
You wouldn't know… ? = echo question, to confirm what was said (here, to show disbelief)
have a ball = have a good time

About the Conversation

1. Who won some money? How did the people win it?
2. What would Michael do with 100 million dollars?
3. What two things would Yousef do with 100 million dollars?

Your Turn

Role-play the conversation with a partner. Use your endings. Use the answers in About the Conversation for ideas.

9 Reading

Before Reading

Winning money as a prize could bring the winner problems. Do you agree or disagree? Give reasons. Make a list of problems you think might be mentioned in the article below. Then scan the article and see if it mentions the same problems.

MONEY: *A Blessing or a Problem?*

There's a great deal of truth in the saying "A fool and his money are soon parted." For some people, winning millions is the answer to their problems, but the reality is more like a nightmare for others. The money can strain relationships with family, friends, and neighbors, and can even eventually end in bankruptcy. It's often very hard for a winner to handle the pressure and all those millions.

Most prize winners are not used to having money and making financial decisions. They are vulnerable and become easy prey to people who want to take advantage of them. Winners may lose large sums on investments they know nothing about, or they might go in with a partner who may not know how to run a business.

William "Bud" Post won $16.2 million. "I wish it never happened. It was totally a nightmare," says Post. He tried to help his family, but things didn't work out. A brother was arrested for trying to kill him, hoping to inherit part of the money. Post went into a car business and a restaurant with his children, but the two ventures were failures. He eventually went broke, and now he lives on $450 a month and food stamps.

For many people, sudden money can cause more than financial disaster. The most notorious case of poor use of prize money in recent times is that of Michael Carroll, who won £9.7 million ($17.1 million) at the age of 20. Michael spent almost his entire fortune in 18 months on four homes, a holiday villa in Spain, two convertible BMWs and two Mercedes Benz cars, several quad bikes, and a stake in a football team. Sometimes money can make people insane, but that isn't the case with Michael Carroll. He was a nuisance before, and decided to continue being a nuisance. Michael has been in constant trouble with the law, and has paid thousands of dollars in fines for vandalism. Reports say that he is nearly broke.

But not everyone is like Michael and Bud. Bob Bradley, an 83-year-old great-grandfather, won $6.17 million in May 2006. Besides giving a huge amount to children's charities, Mr. Bradley has spent his fortune helping to make the dreams of his family and friends come true. He has rejected flashy cars, expensive vacations, and a move to a luxury mansion in favor of handing out his jackpot to others. He said: "I haven't kept any money for myself. I can just give my family all they ever wanted. I've had my life more or less, so this win is for their benefit."

So if you ever win a big prize, seek an advisory team to help you make important financial decisions—and a good psychiatrist to help you keep your sanity.

9 Reading

READING STRATEGY Finding the main idea

Explain to students that the main idea of a reading is often presented in the first paragraph. It is helpful to read the introduction and then pause and predict what the whole reading is about.

- Have students read the title and look at the photos. Have a class discussion about the meaning of the title: *Money: A Blessing or a Problem?*
- Have students read the introduction (the first paragraph) only. Ask what the main idea of the paragraph is. (Winning a money prize can be very stressful.)
- Discuss the **Before Reading** question about the kinds of problems they think money would bring. List their ideas on the board. Now ask students to predict what the reading is about.
- Explain that the reading mentions what happened to several people who won a prize.. Ask students to read the article and compare their list with the problems mentioned in the article.
- Play the audio as students follow along in their books silently. Ask students to tell you the names of the winners.
- Write these questions on the board:
  Who won?
  How much did he or she win?
  What did he or she buy?
  What happened to him or her?
- Have students work in pairs. Tell them to read the article on their own. Have them pause after they read about each winner and answer the questions on the board. Encourage them to use the context to help each other with new vocabulary.
- Play the audio again as students follow along in their books silently.
- Help students with any vocabulary they still have questions about. Words that may be new to students include:
  bankruptcy = legal status of having no money
  vulnerable = easily harmed
  sums = amounts
  inherit = receive property from someone who has died
  advisory team = group that gives advice
  sanity = ability to think in a normal way
- Ask students to draw some conclusions about the reading. Have them support their answer. Ask:
  Does the author think winning a big prize is, in general, a good thing or a bad thing?
  Based on this reading, would you want to win a big prize?

Language Builder

Compare the two meanings of *used to* in the following sentences:

He used to have a lot of money. (in the past)

He spent it foolishly because he wasn't used to having a lot of money. (accustomed to)

Now he is poor.

After Reading

A

- Have students work alone or in pairs to underline the words and expressions that refer to money. Elicit and compile a list on the board.

Answers

winning millions, bankruptcy, financial decisions, investments, went broke, spent his fortune, fine

B

- Have students work alone to complete the exercise. Remind them to use their own words.
- Have students work in pairs to compare answers. Then call on volunteers to read their answers aloud.

Answers

Answers will vary. Sample answers:

1. Post tried to help his family, but his brother tried to kill him. He invested money in businesses but they failed.
2. Carroll spent his fortune in 18 months. He bought things like a Mercedes and a villa in Spain. He was in trouble with the law and paid fines.
3. Bradley gave huge amounts of money to charity. He didn't buy things for himself. He gives money to make the dreams of his family and friends come true.

C

- Have students work alone to list the most common problems experienced by winning money as a prize. Then have students compare answers in groups.

Answers

Answers will vary.

Discussion

- Have students work in groups to answer and discuss the question. Have them refer to examples of what people did in the reading, and how they would help them protect their money..
- Have students copy the chart in the notebook. Ask one person from each group to summarize their discussion for the class.

Workbook

Assign pages 16-17 for additional writing practice at word and sentence level.

Teaching Tip

In the language classroom, having students make presentations to the class as often as possible builds language skills as well as confidence.

Additional Activity

Activity 1: Have students work in pairs to create role plays about the winners in the reading. One student is one of the winners and the other student is a friend or family member of the winner.

Activity 2: Have students work in small groups to create a game show. They write the rules and decide on the prizes, and then present the game to the class.

Project: Survey

Have students work in groups to write a survey about what people wish for. Have each student interview at least three people outside of class, and then report their findings to the group.

fun

- Statistics show that seventy percent of all big prize winners squander away their winnings within a few years.
- One New York woman was lucky enough to win one million dollars, twice. The first time she won, the odds of winning were 1 in 5.2 million. Four years later, when she won again, the odds were 1 in 705,600.

After Reading

A. Underline words and expressions in the reading that refer to money.

B. In your own words, write how the different prize winners handled their fortunes.

1. Bud Post _____

_____

2. Michael Carroll _____

_____

3. Bob Bradley _____

_____

C. Make a list of the most common problems experienced by the prize winners.
Compare your answers with a partner.

Discussion

1 Read the article again and make notes about how each person spent and lost his money.

2 Work in pairs/groups. Think about how you might have helped them protect their money. Make notes in the chart.

3 Discuss your ideas in class. Decide on the best idea.

4 Do you think Bob Bradley used his money well? Why? Why not?

Prize winner	How he lost his prize money	How you would help him protect his money
Bud Post		
Michael Carroll		
Bob Bradley		

10 Writing

A. 1. Have you ever watched a quiz show on television? What did you think of it?
2. Would you ever participate in a quiz show? Why? Why not?
3. Read the answers given by the winner of a popular quiz show, *Top Quiz*, and match them with the right questions. Write the number of the question in the blank. Listen and check.

Interviewer: Congratulations! You're the big winner.
Simon: Thank you, thank you. I'm very excited.
Interviewer: ____
Simon: You know, I've been too busy to think about it. So I guess, no, it hasn't. But I'm sure it will.
Interviewer: ____
Simon: I'm only a guy who was on a quiz show. No more, no less. I don't feel like a celebrity. I'm just a regular person.
Interviewer: ____
Simon: Well, my friends and family kept pushing me to join. I wasn't so sure. I mean, I didn't think I was all that good at anything. But in the end, I thought, why not? What have I got to lose?
Interviewer: ____
Simon: Yes, you could say I was. But I didn't watch it all the time. If I had anything better to do and had to be away, I was away. I guess I'm a big fan now!
Interviewer: ____
Simon: I don't think anything can prepare you for something like this. I was in a bit of a shock at first but it didn't take that long to get used to things. It felt really good.
Interviewer: ____
Simon: Yes, I did actually. If you remember, there was this young man, Weber, who was a real whiz kid. I thought that was it, for a moment. I didn't think I could make it. But as it turned out he's got a way to go. He's quite young. But … I wouldn't want to compete with him in ten years' time.
Interviewer: ____
Simon: The whole experience. It was something I'll remember for the rest of my life. Even if I hadn't won, I would still feel that way, because it's all so unique, working with all these wonderful people, knowing that thousands of viewers watch you on every show.
Interviewer: ____
Simon: Right now, I need some time to settle down and think. I know one thing, for sure, though; I will not be watching any shows for a while. I'd like to go somewhere and rest and then probably decide if I'm going to go back to college or start my own business.
Interviewer: Any last words?
Simon: I would like to thank everybody for giving me this opportunity—my family, my friends, the people on the show …

If you could pick one thing from *Top Quiz* to take away as special, besides your million dollars, what would it be? (1)

How does it feel to be a celebrity? (2)

Did you have any rough moments during the show? (3)

Has it sunk in yet? (4)

How did you decide to sign up? (5)

How did it feel to be on the show? Was it what you had expected? (6)

Were you a fan of the show before you joined? (7)

What are your plans for the future? (8)

4. How would you feel if you won in a quiz show? Why?
5. Would you want the reporter to ask you different questions? Which ones?
6. Role-play the interview in pairs. Give your own answers.

10 Writing

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

A

- Read the directions for 1 and elicit answers from students. Have students decide on a quiz show that they are familiar with and comment on it.
- Have students work in pairs discussing question 2.
- Call on pairs to report their answers. Ask the rest of the class to listen to the answers of each pair and make notes, to find out how many people like, dislike or are indifferent to quiz shows.
- Read the directions for task 3. Point to the questions along the right side of the interview. Have students read through the questions and then read the interview and match questions and answers individually. Ask students to compare their answers with their partners.
- Play the audio and have students listen and check their answers. Discuss difficulties and options regarding questions and answers.

Answers

Questions: 4, 2, 5, 7, 6, 3, 1, 8

- Read the directions for 4. Have students discuss their views in pairs. Ask pairs to team up with other pairs and find out how other people feel.
- Have students go through the interview in pairs and think about the answers. Ask them to say which questions they would answer differently if they were in the position of the winner.
- Call on pairs to report their ideas in class.
- Read the directions for 5. Have pairs think about all the questions and decide which ones they wouldn't like if they were winners. Ask them to replace them with their own questions. Circulate and monitor participation; help when necessary.
- Have pairs rehearse their version of the interview. Tell them to change as many as of the questions as they like and give their own answers.
- Call on pairs to act out their version of the interview for the class.

Additional Activity

1. Have pairs change partners and repeat the interview with different partners. Ask them to mingle and have interviews with more students.
2. Have pairs prepare questions for an interview with participants who had to leave/ who lost. Combine pairs and allow them to interview each other.

B

- Read the directions and organize students in pairs.
- Have them think about celebrities they know and imagine some things about their lives. Tell them to put themselves in that celebrity's place and answer the questions in 1.
- Read directions 2 and 3. Give students time to study the chart before they make notes.
- Direct students to the Writing Corner and read through the points. Brainstorm descriptive vocabulary relevant to a celebrity lifestyle and write it on the board.
- Using their notes and the vocabulary on the board, tell students to write their descriptions. Circulate and monitor. Encourage students to help each other with grammar and vocabulary.
- Combine pairs and have them exchange descriptions. Have students read each other's descriptions and make suggestions for improvement.
- Students then review and correct their descriptions based on their classmates' comments.
- Call on volunteers to read out their descriptions to the class.

Workbook

Assign page 18 for additional writing practice above word and sentence level.

Teaching Tip

Whenever possible, take the time to elicit students' personal reactions to things like conversations, readings, and listening activities, in addition to focusing on the language.

When working in groups encourage students to help one another with accuracy and fluency. Tell students to help each other with vocabulary and grammar by supplying missing words or structures or correcting any mistakes they hear.

Give students some tips for giving effective feedback to their classmates. For example,

- Feedback should be positive as well as negative. Start by pointing out the good things.
- Make constructive suggestions, not negative comments.
- Avoid saying things like "This is bad." or "I don't like this."
- Ask questions about things you don't understand.
- Don't be too picky. Just focus on a few important items.

B. Write a description of a day in your life as a famous quiz show winner. Imagine your new celebrity lifestyle and answer the questions:

1. Where do you live? What do you wear?
2. What do you do? Where do you go? How do you get there?
3. Who are your friends? Are they new friends or old friends?
4. What is your relationship like with your family?
5. Has your success changed your life for the better or the worse?
6. Make notes in the chart.
7. Use your notes to write your description.
8. Exchange and read each other's descriptions in class.

	Description of your celebrity lifestyle	Positive and negative aspects of your celebrity lifestyle
the place where you live		
your possessions e.g., house, clothes, car etc		
your daily routine		
your relationships with family and friends		

A Day in My Life As a Quiz Show Winner

Wearing the latest designer sunglasses, I call my driver to come and collect me from my huge house where I have lived since winning 'Top Quiz.' . . .

My house is beautiful. It has seven bedrooms and three bathrooms. The only disadvantage is that there are always tabloid newspaper reporters waiting at the end of the driveway. . .

I ask my driver to take me downtown in my luxurious car, I make my way to a 5-star restaurant to meet friends . . .

Writing Corner

When you write a description of a person or someone's lifestyle:

- **Use a lot of descriptive vocabulary to get your reader interested in the person and their lifestyle. Paint a picture with words to illustrate what kind of person you are describing, such as: huge, luxurious and so on.**
- **Use present tenses to describe the person, their friends and family and their activities.**
- **Use paragraphs to describe different aspects of someone's lifestyle. You could organize your description into different parts of the day, the places the person visits, their feelings throughout the day and how they change and so on.**
- **Mention the negative aspects of the person's lifestyle as well as the positive aspects.**
- **Conclude your description by summing up how the person generally feels about their life.**

11 Form, Meaning and Function

Count/ Noncount Nouns

Count nouns name things that you can count: one Saudi riyal, two Saudi riyals, etc. They have singular and plural forms.

Singular Count Nouns
a coin
a wish
a prize

Plural Count Nouns
two coins
three wishes
four prizes

Noncount nouns name things that you can't count: *money, news, information, advice, rice, tea*. They don't use *a/an*. They don't have plural forms.

Expressions of Quantity: *Some, Any, No*

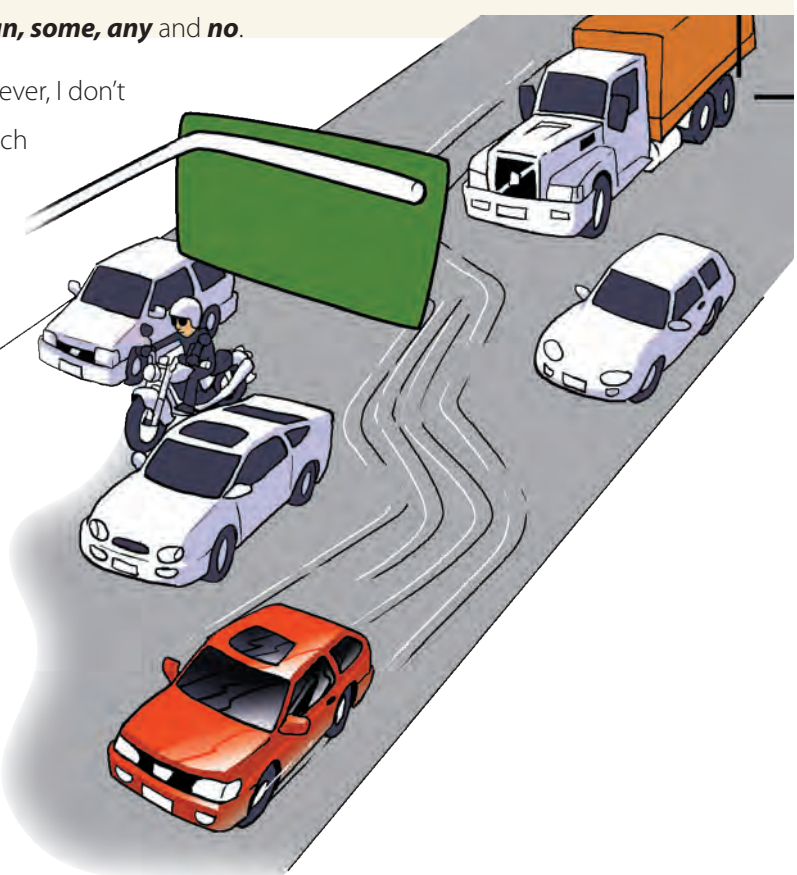
Use *some* in affirmative statements. Use *any* in negative statements and in questions.
Use *some/any* with noncount nouns and with plural nouns.

Questions (?)	Affirmative (+)	Negative (–)
Is there **any** pollution?	There is **some** pollution.	There isn't **any** pollution.
Are there **any** sport facilities?	There are **some** sport facilities.	There aren't **any** sport facilities.

Use *no* with noncount and plural nouns in affirmative sentences to give a negative meaning.
There is **no** crime. = There isn**'t any** crime.
There are **no** recycling facilities. = There aren**'t any** recycling facilities.

A. Read the description of a city and circle the quantifiers ***a/an, some, any*** and ***no***.

My family moved to this city when I was 10 years old. However, I don't like living here and I wish we would move. There is too much traffic and air pollution. There is a lot of garbage on the streets. There are no recycling facilities and there isn't anywhere to play sport either. I suppose there is some good public transportation but there isn't a subway system. There are some good schools but they are very old. There are no libraries and there isn't even a book store downtown. There is a big supermarket near my house but my mother complains that it is very expensive. The roads are not very good and there is nowhere to ride my bike. I wish we hadn't moved here. I wish I lived somewhere else!



B. With a partner talk about what is good and bad about your city. Use ***there is/are*** and quantifiers.

11 Form, Meaning and Function

Count/Noncount Nouns

- Go over the material on the page and point out when we add *-s* and *-es* to the singular count noun to form a plural count noun.
- Ask students to look around the classroom and add some more examples of singular nouns. Write them on the board and ask students to find the equivalent plural form.
- Ask volunteers to write the plural form on the board and correct any spelling errors as a class.
- Ask a volunteer to read out the list of noncount nouns and write them on the board: *money, news, information, advice, tea*.
- Ask students to work together in pairs and add more noncount nouns to the list. For example, *furniture, pollution, sugar, coffee, meat* and so on.

Expressions of Quantity: *Some, Any, No*

- Explain that we use the quantifier *some* in affirmative statements and *any* in negative statements and in questions.
- Ask for three volunteers: One volunteer should read the first example question. The second volunteer should read the affirmative response; and the third volunteer should read the negative response.
- Follow this procedure for all three examples on the page.
- Write on the board: *Is there any furniture in this classroom?* Ask students to respond with an affirmative and negative response. For example: *There are some chairs. There aren't any beds*
- Point out that we can substitute *no* for *any* in the following sentence structure: *There are no beds.*

A

- Ask students to first read the paragraph once to understand the general topic. Ask: *What is the paragraph about?*
- Students should complete the activity alone and then compare their answers with a partner.

Answers

My family moved to this city when I was 10 years old. But, I don't like living here and I wish we would move. There is too much traffic and air pollution. There is a lot of garbage on the streets. There are **no** recycling facilities and there isn't anywhere to play sport either. I suppose there is **some** good public transportation but there isn't **a** subway system. There are **some** good schools but they are very old. There are **no** libraries and there isn't even **a** book store downtown. There is **a** big supermarket near my house but my mother complains that it is very expensive. The roads are not very good and there is nowhere to ride my bike. I wish we hadn't moved here. I wish I lived somewhere else!

B

- Ask students to make some notes about what is good and bad about their city. Students should then compare their notes with a partner using full sentences with *There is/ are* and the quantifiers, *a/an, some, any,* and *no*.
- Ask volunteers to share their opinions with the class.

Answers

Students' own answers.

Language Builder

Brainstorm a list of words around cities and write them on the board. For example: *traffic, pollution, subway, libraries, road, drive, ride,* and so on. Ask students to create a word building chart with the headings: noun, verb, adjective, adverb. Students should then put the words in the correct column. Students complete the chart with the equivalent part of speech for each new word. Tell students to put a dash (-) if there is no adjective, verb or noun for a particular word. For example: traffic, (-), (-), (-); pollution, pollute, polluted, (-) etc. If done regularly, this kind of word building activity helps expand students' vocabulary very quickly as well as promote good study skills.

Words Connected with Money, Shopping Habits and Prices

- Tell students to read through the vocabulary items in the box and circle any words with which are they are unfamiliar.
- Ask volunteers to read out the words they have circled and write them on the board. Have another student in the class volunteer the meaning by putting the word in a sentence of his/her own.
- Direct students to the questions and responses below the vocabulary chart. Have volunteers choose a question to read aloud to the class. Another volunteer should give the appropriate response for each question asked.

C

- Tells students to read the conversation and then complete the gaps with a bold vocabulary word taken from the presentation above.
- Have students compare their answers. Have volunteers read the conversation aloud to the class.

Answers

1. help
2. looking
3. size
4. small / medium / large
5. much
6. wool
7. discount
8. Saudi Riyals (SR)
9. cash
10. credit card

D

- Read aloud the situation and brainstorm ideas as a class. Write the ideas on the board.
- Direct students' attention back to the bold vocabulary in the presentation and ask them which vocabulary they think will be useful to complete this activity. Students should highlight the vocabulary they think will be useful.
- Tell students to compare their highlighted vocabulary items with a partner and then write the conversation together.
- Ask for volunteers to role-play their conversations for the whole class.

Answers

Students' own answers.

Workbook

Assign pages 19-20 for more practice with the form, meaning and function of the structures in the unit.

Teaching Tip

Role-playing different scenarios is a good opportunity to build knowledge of, compare, and celebrate cultural differences. Encourage students to share examples from their culture if it differs from what is presented in the book. Role-play raises energy levels in the classroom and it is also a very good learning strategy: Students have the opportunity to practice the new language in a real-life simulation, which helps them to retain the new language and facilitate the learning process.

Words Connected with Money, Shopping Habits and Prices

Some words that we commonly use when we talk about shopping habits and prices are:

Item	Material	Size	Price
sweater pants thobe sandals bracelet dress shoes	wool 50% cotton and 50% polyester cotton leather gold silver	small large medium	$30 SR209 SR150 $125 SR720 a 20% discount

Can I help you, sir?
What **size** are you?
Are these **pants cotton**?
Excuse me, **how much** is this **sweater**?
How much are these **leather sandals**?

Can I see the **gold** bracelet?
How would you like to pay?

Yes, please. **I'm looking for** a thobe.
I'd like to **try on** a **medium**.
They are made from **wool**.
It's **$95**, sir.
We have **a** 15% **discount** on those. They are **SR110**.
Yes, of course. Here you are.
I'd rather pay **in cash / by credit card**

C. Read the conversation in a shop. Complete with a **bold** vocabulary word from the chart above.

Shop assistant: Can I (1.) _____ you, sir?
Man: Yes, please. I'm (2.) _____ for a sweater for my nephew.
Shop assistant: What (3.) _____ is he?
Man: He's a (4.) _____.
Shop assistant: Ok. We have a blue one and a red one in that size.
Man: How (5.) _____ are they?
Shop Assistant: The blue sweater is made from 100% (6.) _____ and it is SR130. The red one is made from wool and cotton. We have a 20% (7.) _____ on the red one. It's now (8.) _____ 85.
Man: Great. My nephew prefers red, so I'll take the red one.
Shop assistant: Would you like to pay in (9.) _____ or by (10.) _____, sir?
Man: I'd like to pay in cash, please.

D. Read the situation below and write the conversation. Work with a partner. Then role-play the conversation for the class.

Sabah is attending a wedding on the weekend. She wants to buy a new outfit. Complete the conversation with ideas of your own.

Shop assistant: Can I help you, madam?
Sabah: Yes, please. I'm looking for …

12 Project

1. Work in pairs/groups. Research three TV programs that give participants and contestants large prizes. Find information on the Internet, in newspapers, books, or ask people. Find out about:
   - prizes
   - the objective of the game
   - the rules of the game
   - winners
   - losers
2. Make notes in the chart. Use your notes to make a PowerPoint or poster presentation in class.

TV Program	Largest Prize	Who won it?	Object of the game		
			What does a contestant have to do during the game?	How does a contestant win?	How does a contestant lose?
1					
2					
3					

12 Project

- Brainstorm on TV programs that students watch. Elicit the names of the programs and write them on the board.
- Have a class discussion about the programs and why students like them or not.
- Direct students to the program logos/visuals on page 32. Ask them to work in pairs and say what type of shows they might be from.
- Call on volunteers to report in class and compare ideas/suggestions with other groups.
- Organize students in groups depending on the programs they watch.
- Read the directions and have each group choose a program to focus on and brainstorm on the points listed in 1, i.e. prizes, game objective, rules, winners, losers. Tell them to make notes.
- Call on students to report their information in class. Allow groups a few minutes to make their final choices about the programs that they are going to work on.
- Have students study the chart and use it to make notes as they work in their groups.
- If students do not watch many game shows, allow them to include a different type of show.
- Write the names of the shows that each group has chosen on the board.
- Have students work in groups discussing what they know about the programs. Circulate and monitor participation. Encourage students to be creative.
- Ask students to assign tasks to group members. Remind them to research the programs they have chosen on the Internet and/or magazines and other publications and collect information.
- Have groups decide on whether they are going to prepare a poster or PowerPoint presentation.
- Have students design their presentation and prepare a draft. Encourage them to trial part of their draft within the group, comment and edit.
- Remind students to find or draw visuals to include in their poster or Power Point presentation.
- Have students write brief texts about the areas they have discussed. Tell them to use some as captions for photos.

Teaching Tip

Remind the students in each group that they will be presenting the programs to an audience i.e. the rest of the class that might not know much about them. Ask them to try and elicit information about the program from the class/audience to find out how much they know and modify their presentation accordingly.

Additional Activity

Have students suggest their own version of a television program. Ask them to make notes about things that they would like to change to improve the program.

13 Self Reflection

- Wishful Thinking. Write the title on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 20 and 21. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
  What would you take to a desert island?
  If you could move to a new place, which place would you move to?
  If you could change something in your life, what would you change? Why?
  What is the most common wish in the world?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 22, 23, ask them some questions. For example:
  What would you do if you had a million to spend?
  If you didn't have to go to school, what would you do?
  Make 2 wishes.
  Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct them to the Unit 2 Checklist and ask them to complete it gradually as they go through the different parts of the unit.
- Direct students to pages 24, 25. Call on volunteers to say what the context is in this lesson, i.e. wishes and dreams.
- Have students say what they remember from this section and have them make notes in the chart.
- Write *MONEY: A Blessing or a Problem?* on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
  Convey the meaning in your own words: *"A fool and his money are soon parted."*
  Say which is right:
  Most prize winners are used to having money and making financial decisions.
  Most prize winners are not used to having money and making financial decisions.
  Sudden money can cause financial disaster.
  Sudden money cannot cause financial disaster.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about interviews. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 28 and 29 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and explain some of the benefits of this kind of work. List some aspects of project work on the board. For example:
  Personalization
  Creativity
  Natural language use
  Focus on meaning
  Research/ collecting information
  Using other knowledge
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection

Things that I liked about Unit 2:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:
_____	_____
_____	_____

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
make wishes and talk about imaginary situations			
talk about probability and improbability			
talk about predicaments			
give advice to solve problems			
use conditional sentences with an *if*-clause in imaginary situations			
use conditional sentences with *might* and *could*			
use the verb *wish*			
use count and noncount nouns			
express quantity using: *some, any, no*			
talk about money,shopping habits and prices			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
_____	• read through the unit again
_____	• listen to the audio material
_____	• study the grammar and functions from the unit again
	• ask your teacher for help

3 Complaints, Complaints

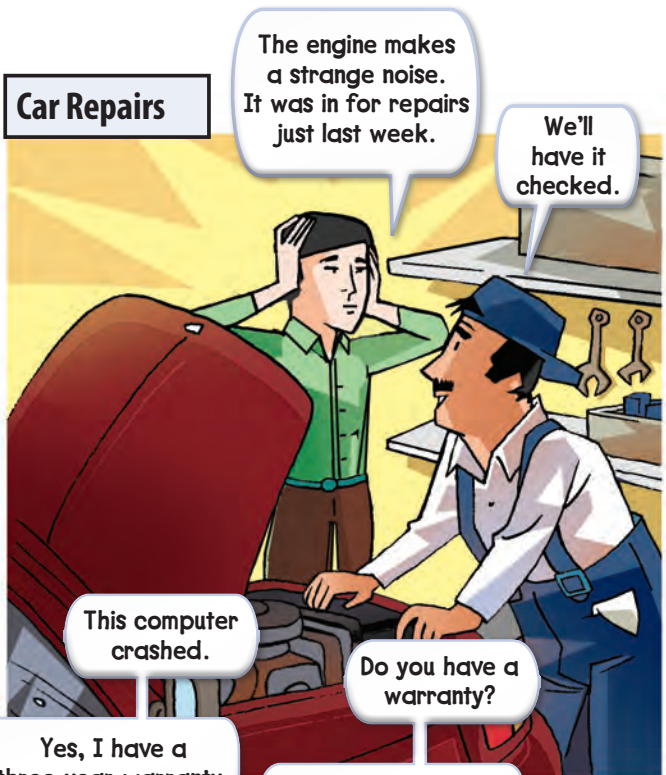
1 Listen and Discuss

Read the consumer complaints. Find one sentence in each picture that is a complaint and underline it.

Consumer Complaints

Housing

Car Repairs



Clothing

Products

Unit Goals

Vocabulary
Consumer complaints
Resolving problems
Repairs
Consumer protection
Customer service

Functions
Talk about problems and things that need to be done
Ask to have something done
Talk about common consumer complaints

Grammar
Needs To Be (Done)
Have/Get Something (Done)
Past Participles as Adjectives

Listening
Listen for specific information

Pronunciation
Stress in compound nouns

Reading
Murphy's Law

Writing
Write a letter or email of complaint about a faulty product

Form, Meaning and Function
Present Perfect Simple
Already, yet, just
Verb + gerund
Object pronouns
Imperatives and two-word verbs

Project
A consumer complaint

Warm Up

Ask students: ***Have you ever bought or paid for something that you weren't happy with?*** For example, they might have discovered an article of clothing was damaged, or they had a computer repaired, but it still didn't work right. Have students discuss what they did to resolve the problem. Ask them to share their experiences of returning an item to a store or of negotiating with a repair shop.

1 Listen and Discuss

- Have students look at the pictures on page 34. Ask: ***What do these pictures have in common?*** (Each picture contains an item that is broken or damaged in some way.) Have students predict, based on the pictures, the language they will be practicing in this unit.

Play the audio for page 34 as students read along silently.

- Have students read and find consumer complaints mentioned in each picture and underline the adjectives *filthy* and *torn*. Point out that *torn* is also a past participle. Call students' attention to the regular past participles: *repainted* and *checked*.
- Point out the structure *have/get something done* in the pictures. For example:

  We'll get it done.
  We'll have it checked.
  I'll have it sewn.
  I'll have a technician look at it.

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

- Go over any words and expressions that are unfamiliar to students. The following may be new:

  filthy = very dirty
  refund = get one's payment back
  technician = someone who makes repairs

- Have students form pairs and practice the conversations, switching roles.

Language Builder

It was in (for repairs) means *it was brought here*. There are other expressions using *in* that are related to getting repairs or service done. For example:

I'd like to bring (my car) in.

When did you last have it in? (When was the last time you had it serviced?)

When would you like to bring it in?

Consumer Awareness: What to Be Aware of

- Have students read the title. Ask them to tell you the four categories of consumer problems shown. (housing, clothing, car repairs, and electronic products)
- Ask students to scan and underline the adjectives. (leaky, dripping, broken, loose, broken, cracked, flat, dead, worn, missing, torn, scratched)
- Call students' attention to the past participles *broken, cracked, worn,* and *scratched*. Explain that one way to determine whether a word is a past participle is to try to use it in the sentence ***I have _____ it.*** For example: ***I have worn it.***

Play the audio for page 35 as students read along silently.

- Ask students to identify the items in the pictures.

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

- Then elicit and go over any new words or expressions. These may include the following:

  dead battery = no power in the battery

  dent = surface of car is bent in from being hit

  flat tire = a tire that has no air in it

Quick Check

A

- Ask students to work alone to write down the worst problems and reasons for their choices
- Have students compare answers in pairs. Then call on students to share with the class one of the problems their partner considered the worst and why.

B

- Have students work in pairs to ask and answer the questions. To check answers, call on pairs.

Answers

1. The walls are dirty and need to be repainted.
2. He says he'll have the engine checked.
3. The sleeve of the jacket is torn.
4. The computer crashed.

2 Pair Work

Play the audio and ask students to repeat.

- Model the examples with volunteers, changing roles. Explain that a *thermostat* controls the temperature.
- Explain that there are other ways to ask about a problem. Model these questions for students to repeat: ***What's the problem? What's the matter? Is something wrong?***
- Have students work in pairs to ask and answer about the problems, switching roles.
- Monitor students as they practice. Assist with vocabulary as needed.
- Then call on several pairs to present for the class.

Workbook

Assign page 21 for practice with the vocabulary of the unit.

Language Builder

Explain that *fix* and *repair* are usually used interchangeably to indicate that an item will be returned to working condition. However, *fix* can also mean that a situation will be corrected. For example, *The broken window will be fixed* usually means that the glass will be replaced, as it can't be repaired.

Teaching Tip

Whenever possible, use natural language in class. For example, begin class by asking students open-ended questions, such as *How are you? How was your weekend?* In addition, make conversation related to the topic of the unit; for example: *Has this ever happened to you? What would you do in this situation?*

Additional Activity

Activity 1: Ask students if they can think of additional problems for any of the categories on page 34; for example, a shirt marked the wrong size.

Activity 2: Ask students to interview friends and family members to gather more examples of consumer problems. Tell them to try to get details about the problems and how they were resolved.

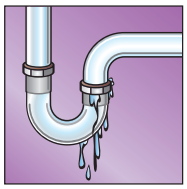
fun facts

If someone says *I bought a lemon*, they may be referring to a car that was defective. "Lemon Laws" protect consumers against buying and getting stuck with a car that is no good.

Consumer Awareness

What to Be Aware Of

Housing


▲ leaky pipe

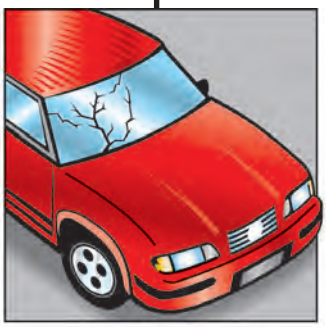
▲ dripping faucet

▲ broken doorknob

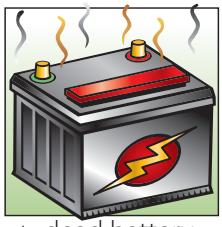
▲ loose floorboards

▲ broken windowpane

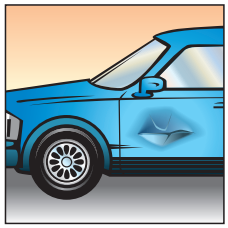
Car Repairs


▲ cracked windshield

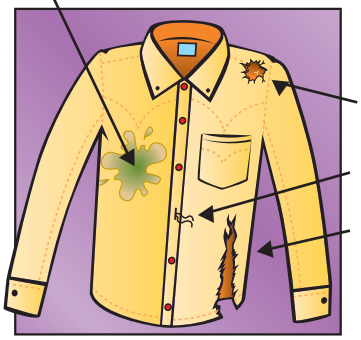
▲ flat tire


▲ dead battery

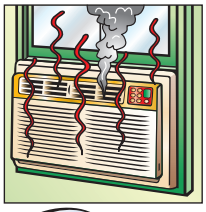
▲ worn tire


▲ dents in the body

Clothing

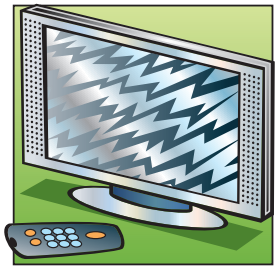


Electronic Products


◀ air conditioner—doesn't get cold

▲ cell phone—no signal

▲ scratched DVD


▲ TV—lines on screen

Quick Check ✓

A. Vocabulary. Write down what you think is the worst problem for each category on these pages. Compare your ideas with a partner.

B. Comprehension. Answer the questions about the complaints on page 34.

1. What's wrong with the apartment?
2. What does the mechanic say he's going to do?
3. What's wrong with the jacket?
4. What's wrong with the computer?

2 Pair Work

Role-play the problems presented on these pages.

What's wrong?
There's a broken windowpane.
I'll have it fixed right away.

What seems to be the problem?
The air conditioning isn't cooling.
The thermostat needs to be fixed.

3 Grammar

Need to Be (Done)

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

Have/Get Something (Done)

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

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

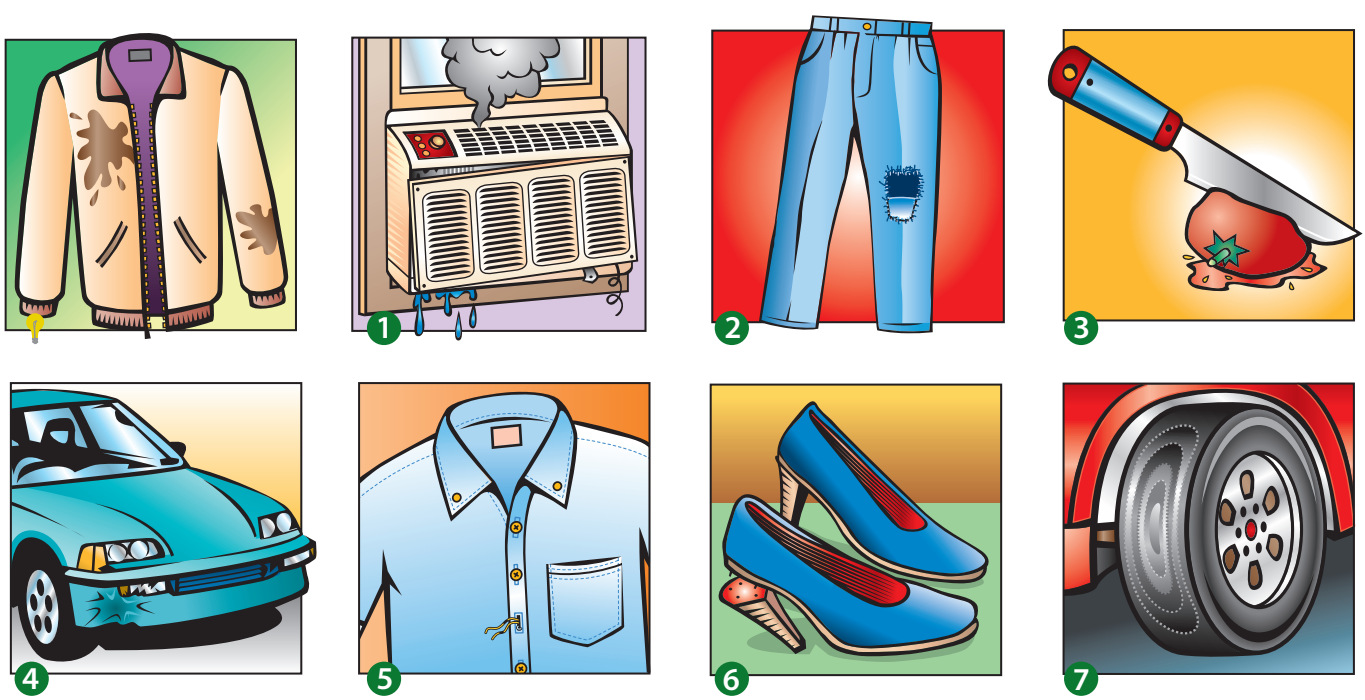
Past Participles as Adjectives

break–**broken** The windows were **broken**. I fixed the **broken** windows.
crack–**cracked** The vase was **cracked**. I threw away the **cracked** vase.
damage–**damaged** The car was **damaged**. The mechanic fixed the **damaged** car.
tear–**torn** The shirt was **torn**. The tailor sewed the **torn** sleeve.

A. Say what is wrong with the following items. Then say how the things should be fixed. Use the words in the box to help you.

dry-clean	repair	replace	sew	sharpen

The jacket is stained. It needs to be dry-cleaned.



3 Grammar

Need to Be (Done)

- Go over the material in the grammar chart.
- Review other irregular past participles. For example: *been, had, said, put, told, gotten, hung, grown, spoken, read, bought,* and *made.*
- Explain that *have to be (done)* means the same as *need to be (done)*. For example: ***My laptop has to be repaired*** means the same as ***My laptop needs to be repaired.***
- Write cues on the board and have students use them in sentences with *have to be done* or *need to be done*. Make sure students use the correct singular or plural form of *need* based on the subject of the sentence.

  For example:
  phone / fixed (The phone needs to be fixed.)
  pants / sewn (The pants need to be sewn.)
  walls / painted (The walls need to be painted.)
  shirt / cleaned (The shirt needs to be cleaned.)
- Tell students to look around the classroom and say things that need to be done. For example, a student might say: ***The books on the table need to be put away. The papers on the desk need to be thrown into the trash.***

Have/Get Something (Done)

- Go over the material in the grammar chart.
- Emphasize that this structure is used when someone else does the service. To make this clear, write the following on the board:

  The roof needs to be repaired.

  I'll repair it this weekend. (I'll do it.)

  I'll get it repaired this weekend. (I'll ask someone else to do it.)
- Ask questions. Have students respond with sentences using *have/get something (done)*. For example:
  You: Are you going to replace the window?
  Student: Yes, I'll get it replaced next week.

  You: Are you going to repair your bicycle?
  Student: Yes, I'll have it repaired this weekend.

Past Participles as Adjectives

- Go over the material in the grammar chart.
- Explain that only transitive verbs (verbs that take an object) can be used as adjectives in the past participle form. Verbs that describe a state of being rather than an action, such as *be*, and verbs that are not used with objects, such as *smile*, cannot be used as past participle adjectives. To make this clear, write examples on the board such as the following and point out the subject (I, He) and the object (window, vase).

  I broke a window. I fixed the broken window.
  He cracked the vase. He repaired the cracked vase.
- Give sentences and have students restate them, using past participles as adjectives.

  Someone damaged the book. (The book was damaged.)
  Someone tore the paper. (The paper was torn.)

A

- Discuss the words in the box to make sure that students understand all of them.
- Go over the example.
- Have students work alone to write two sentences about each picture: one stating the problem with a past participle adjective, and one stating what needs to be done to solve the problem.
- To check answers, call on students to read their sentences for the class.

Answers

Answers will vary. Sample answers:

1. The air conditioner isn't working. It needs to be repaired.
2. The pants are torn. They need to be sewn.
3. The knife doesn't cut. It needs to be sharpened.
4. The car has a dent. The dent needs to be repaired.
5. The button on the shirt is gone. It needs to be sewn back on.
6. The heel on the shoe is broken. It needs to be replaced.
7. The tire on the car is worn. It needs to be replaced.

B

- Ask students to look at the pictures and describe what they see. Discuss as a class any vocabulary they might need to complete this activity.
- Have students work individually to complete the chart. In the first column, they list the problems and state what needs to be done. In the second column, they state the solution to each problem using *have/get something (done)*.
- Point out that in the example in the chart, *replaced* can be used as well as *fixed*.
- Have students compare answers in pairs.
- To check answers, call on pairs for each room in the chart. One student states the problem, the other the solution. Because answers will vary, call on several pairs for each room.

Answers

Answers will vary.

C

- Have students work in pairs or small groups to say what they had done in the apartment, based on the sentences they wrote in **B**.

Answers

Answers will vary.

D

- Have students work individually to complete the conversation.
- Check answers as a class by calling on students to read the lines aloud.
- Discuss how Khaled might be feeling (frustrated, irritated, slightly angry), and the reason why. (His car keeps breaking down.) Tell students to consider this as they practice their role plays.
- Have students work in pairs to role play the conversation. Tell them to use contractions whenever possible.

Answers

1. have had / 've had
2. doesn't start / is not starting / 's not starting / isn't starting
3. might be
4. to be recharged
5. had, put in
6. to be repaired
7. is falling
8. to be fixed
9. have, fixed
10. said

Language Builder

Write the word ***redecorated*** on the board. Point out that the prefix *re-* means *(to do) again*. Other words with the prefix *re-* include *reorganize, reapply, revisit, rethink,* and *recharge*.

Workbook

Assign pages 22-24 for more practice with the grammar of the unit.

Teaching Tip

Dictation is a useful tool for accuracy practice. Use material that students are already familiar with to reinforce what they have studied, or create a dictation that uses familiar material in a different format. After students have completed the dictation, write the text on the board for students to check their grammar, spelling, punctuation, and capitalization.

Additional Activity

Activity 1: Have students work in pairs or small groups to come up with a list of five things that need to be done to make your school or community better. Have groups report to the class and compare ideas.

Activity 2: Have students work in pairs to write a paragraph about someone's very bad day during which at least five things go wrong. For example: *He crashes and damages his bicycle.* Next, have students exchange paragraphs with another pair. They read the paragraph and write a solution for each of the problems. For example: *He needs to get his bike fixed.*

B. This apartment has a lot of problems. Complete the chart.

1. Make a list of the problems.
2. Say how you're going to solve them.

Problem	Solution
1. Living room: *The windowpane in the living room is broken. It needs to be fixed.*	*I'm going to have it fixed.*
2. Kitchen:	
3. Bedroom:	
4. Bathroom:	
5. Dining room:	

C. Tell your classmates what you had done in the apartment in exercise **B**. Add your own ideas.

We had the apartment redecorated.

D. 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.

4 Language in Context

The following silly instructions appeared on product labels. Explain the instructions in your own words. Why are they silly? (You might need to correct the English.)

You shouldn't use a hair dryer in the bath or in bed.

On a hair dryer
Do not use while sleeping.
Do not use in water.

1 On a bottle of milk
After opening, keep upright.

2 On an iron
Do not iron clothes on body.

3 On a dessert
Do not turn container upside down when opening.

4 On a hotel shower cap
Use on one's head.

5 On a meat grinder
Do not use for any other purpose.

6 On a frozen dinner
We suggest you cook before serving.

7 On a baby stroller
Put on brakes on slope.
It might roll down quickly.

5 Listening

Listen to the guest's complaints. Complete the chart with his problems.

Problems
1.
2.
3.
4.

6 Pronunciation

A. Listen. Note the stress on the first noun in the compound nouns. Then practice.

windshield	**hair** dryer
meat grinder	**floor**board
shower cap	**win**dowpane

B. Find more words on the previous pages that are made up of two nouns. Practice reading them aloud by stressing the first part of the first noun.

7 About You

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

1. Have you ever bought a damaged or defective product? What did you do about it?
2. Have you ever returned something to a store? What was the reaction of the person you talked to?
3. Are there organizations that help consumers when they have problems? What do you know about them?
4. What are the most common consumer complaints you know of?

4 Language in Context

- Review with students the various ways to give advice: *should/shouldn't; ought to; must/must not;* and *had better/had better not.*
- Remind students of the impersonal *you*, which is often the understood (not stated) subject in instructions such as those in this activity.
- Read the example with the students. Have them explain the instructions in their own words using *You* and a verb to express advice.
- Have students work in pairs to talk about the meanings of the instructions.

Answers

Answers will vary. Sample answer:

Hair dryer: The instructions say that you should not use the hair dryer while you're sleeping or use it in water. The first part of the instructions is silly because you can't use a hair dryer when you're sleeping. The second part is important because a hair dryer can be dangerous if it falls into water. It can give you an electric shock.

5 Listening

- Tell students that when they listen to a long listening passage from which they need to understand several pieces of information, it is helpful to take notes. Then they can use their notes to restate the information afterwards.
- To help students organize their note taking, tell them to draw a chart like the one in the book on a piece of paper to write notes about each of the four problems that the guest complains about.

Play the audio once. Have students take notes while they listen.

Play the audio a second time for students to confirm their notes.

- Have students compare notes with a partner and then use their notes to fill in the chart in the book.

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

Audioscript

Clerk: What can I do for you, sir?

Guest: I'd like to change rooms, please.

Clerk: And may I ask what is wrong with your room?

Guest: The shower isn't working. There's no hot water.

Clerk: Have you tried taking a bath instead?

Guest: The tub needs to be fixed too. It leaks.

Clerk: I'll have someone look at that right away, sir.

Guest: I'd still like to change rooms, if you don't mind. You see, I couldn't get any sleep last night because of my neighbor. His snoring is so loud that the walls shake.

Clerk: I'll see what I can do, sir… I'm afraid we don't have another room vacant right now. Please come back later, and I may have something free. Can I help you with anything else?

Guest: Can you have the towels and the sheets changed every day? They haven't been changed since I checked in three days ago. I really must complain about the service in this place. This is a four-star hotel, isn't it?

Clerk: Oh, no sir. We don't have any stars at all.

Guest: Then why do you have those four stars on your neon sign outside?

Clerk: That's just the name of the hotel, sir—The Southern Stars. You know, it's named for the constellation that has four main stars.

Answers

Answers will vary. Sample answers:

1. The shower isn't working. There's no hot water.
2. The bathtub leaks.
3. The neighbor snores so loudly that the walls shake and the guest can't sleep.
4. The towels and sheets aren't changed every day.

6 Pronunciation

A

Play the audio. Tell students to focus on the stress on the first noun of the compound nouns.

Play the audio two more times. Ask students to listen and repeat.

B

- Have students to find more compound nouns and practice reading them in class.

7 About You

- Have students work in pairs to discuss and answer the questions. Before students begin, check understanding of a *defective* product. This means that the product was not made correctly or does not work correctly.

8 Conversation

- Have students look at the picture and describe the situation. Ask them to predict what the problem is. Ask: ***Who do you see? Where are they? What do you think the problem is?***
- With books closed, have students listen to the audio.
- Have students open their books and scan the conversation for unfamiliar words and expressions. Elicit and write them on the board. Encourage students to try to get the meanings through context, or encourage other students to say the meanings. Some words that may be new include:

  fade = to lose color or brightness
  flimsy = thin, light, not strong
  trend = style
- Explain that in formal situations, *ma'am* is usually used for women of all ages, but not girls.
- Play the audio again, and have students read along silently.

Real Talk

- Point out that the customer uses *if you could* because she is making a polite request.
- Explain that the salesperson uses *It sounds like* to indicate she has understood the customer and made a conclusion about the jeans.

Your Ending

- Play the audio for the endings again.
- Have students discuss the endings in pairs and then add one more ending of their own. Then they decide which to use and practice the conversation.

About the Conversation

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

Answers

Answers will vary. Sample answers:

1. The salesperson wanted to be helpful, but she didn't understand the problem with the jeans. The jeans were in the latest style.
2. Milo designs loose-fitting clothes in faded colors.
3. The mother thinks that the jeans are torn and that the material is falling apart.

Your Turn

A

- Have students work in pairs to write, practice, and present their conversation.

B

- Have students work with a different partner to write this conversation. They can base it on the conversation between the customer and the salesperson, but the complaint should be about a different item of clothing.
- Ask pairs to present their conversations to the class.

Workbook

Assign page 25 for additional reading practice.

Teaching Tip

Have students use props and gestures when they role-play a conversation in order to make it feel more realistic. Also ask them to consider how the speaker is feeling, and to speak expressively.

Additional Activity

Activity 1: Have students use their notes from the Listening exercise to role-play the conversation between the hotel guest and the desk clerk. Tell the desk clerk to use *have something done* in her responses.

Activity 2: Have students work in pairs to write a conversation in which a customer has a complaint about a service they paid for; for example, a computer that was fixed, but is still not working. Conversation should include a specific problem and resolution. Call on pairs to act out their conversations for the class.

fun facts

Here are a few more silly warning labels found on consumer products:

- Caution: Hot beverages are hot! (*on a coffee cup*)
- Wearing of this garment does not enable you to fly.(*on a child's Superman costume*)
- May be harmful if swallowed. (*on a shipment of hammers*)
- Warning: May contain nuts. (*on a package of peanuts*)
- Not dishwasher safe. (*on a TV remote control*)

8 Conversation

Salesperson: Can I help you, ma'am?
Customer: Yes, please, if you could. I'd like to return a pair of jeans that my son bought—they're wide-cut with faded colors.
Salesperson: It sounds like one of Milo's creations. He designs loose-fitting clothing, and faded clothes are in style this season. Your son didn't like them?
Customer: No, it's not that. It's the fabric. It's really flimsy, and…
Salesperson: Well, lightweight fabrics are the latest trend.
Customer: You don't seem to understand.
Salesperson: Of course, ma'am, I'll try to help. Can you give me the jeans?
Customer: You see, they're torn at the knees, and in several other places, and the material is falling apart. I noticed it when I was putting them in the washer.

Real Talk

Yes, please, if you could. = polite way to respond to an offer
It sounds like = It seems to be

Your Ending

What do you think was the salesperson's response?

1. Those tears are part of the design.
2. Would you like another pair?
3. Would you like a credit to buy something in another department?
4. Your idea: _____

About the Conversation

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

1. Was the salesperson helpful?
2. What is Milo's latest style?
3. What was the problem with the jeans according to the mother?

Your Turn

You are a customer. You want to complain about an item you bought. Make a list in your notebook of three things the salesperson says and three things you say. In pairs, role-play the conversation between you and the salesperson.

9 Reading

Before Reading

1. Have you ever heard of Murphy's Law? Find out if any of your classmates know about it.
2. Read the article and underline all the sentences that talk about something that went wrong.
3. Write a sentence to state what the writer is trying to say.

MURPHY'S LAW

You invite your friends over to watch an NBA basketball playoff game on TV. There are plenty of sodas in the refrigerator, the popcorn is popping, and you are all set to watch the big game. You turn on the TV set, and all you get are fuzzy images on the screen. Is this plain bad luck or is it Murphy's Law at work? Murphy's Law states: If anything can go wrong, it might go wrong!

Similar situations occur all the time. When you're in a hurry to open the door and you try several keys on the key ring, the last remaining key is usually the one that works. When you get in a line at the supermarket, you find you've chosen the slowest one, and it just doesn't move. Is this bad luck or coincidence? According to British physicist Robert Matthews, it's neither one nor the other. He explains that our selective memories tend to remember the bad episodes more readily than the things that usually work out. Also, the law of probability is more against us than in our favor in many situations. For example, in the supermarket with five cashiers, the chances of getting the fastest lane are 20 percent, and 80 percent for a slower lane.

Matthews became a popular scientist when he proved that a piece of toast doesn't necessarily fall on the floor on the buttered side. BBC Television gathered 300 people to throw pieces of buttered toast up in the air and observe on which side they fell. Half fell on the buttered side, and half didn't.

Now here's a tricky question for Matthews. It's a known fact that cats always fall on their four legs. What happens if you tie a piece of buttered toast on a cat's back and drop them from a balcony? Will the cat land on all fours, or will the toast land on the buttered side? I sincerely hope the BBC doesn't try this experiment.

Just remember that you cannot blame Murphy's Law for everything that goes wrong. If the hot water runs out while you're having a shower, it's probably because the hot water heater needs to be fixed. If your car breaks down on the way to a job interview, it's probably because you didn't have the vehicle serviced or repaired. And if you lose all your files on the computer, it's not bad luck— it's your fault for not doing a backup of your files.

9 Reading

READING STRATEGY

Relating the reading to personal experience

Tell students that relating what they read to their own experiences will increase their understanding of the passage. Tell them as they read to think about the similarities between their own lives and the examples in the reading.

- Have students read the title. Ask the **Before Reading** questions. Have they ever heard of Murphy's Law? To help students discuss this, present the following hypothetical situation:
  A 22-year-old guy has been driving for five years, but he has already been involved in six car accidents. Does he simply have bad luck, or are there other factors that might have caused him to have so many accidents?
  Lead students to understand that more than bad luck might be involved in this situation.
- Ask students to look at the pictures of the bread falling and the cat falling. Ask them to use the illustrations to predict what they are going to read.
- Play the audio as students follow along in their books.
- Ask: ***What is Murphy's Law?*** (If anything can go wrong, it will.)
- Play the audio again. Pause after each section for students to describe in their own words the examples that are given; for example, the chances of getting into the fastest lane in the supermarket.
- Ask: ***Why is it called Murphy's Law?*** (Edward A. Murphy first used it to talk about a situation in his lab.)
- Allow students time to read silently one more time and underline vocabulary that is new for them. Elicit and write the new words and expressions on the board and go over them. Words and expressions that may be new include:
  episode = event
  on all fours = on four feet
  backup = copy
  malfunctioning = not working correctly

Language Builder

The prefix *mal-* means *bad*. Other words with *mal-* include: *malnutrition, malnourished, maltreat, maladjusted,* and *malpractice*. Ask students to guess the meaning of *malodor*. (bad odor)

After Reading

- Have students work individually to answer the questions about the reading, and then compare answers in pairs.
- Call on students to read their answers aloud.

Answers

Answers will vary. Sample answers:

1. It illustrates that things seem to go wrong at precisely the wrong time.
2. If anything can go wrong, it will.
3. Because the chances of getting in the fastest lane aren't that high. For example, if there are five lines, our chance of getting a slower lane is four out of five, or 80 percent.
4. He wanted to show that although people think that bad things always happen, things happen according to the law of probability.

Discussion

- Have students work in pairs or groups to discuss their own experiences that demonstrate Murphy's Law. Tell them to give reasons for why they believe in or don't believe in Murphy's Law.
- Call on students to tell the class about the experience of another group member that demonstrates Murphy's Law. Students shouldn't talk about their own experiences.

Workbook

Assign pages 26-27 for additional writing practice at word and sentence level.

Teaching Tip

Use directions that have several steps as an opportunity for students to practice reading or listening for a specific purpose. Read the directions aloud. Then have students tell you what they need to do to complete the activity.

Additional Activity

Activity 1: Have students talk about a time when they were pressured by a salesperson to buy something they didn't want or need, or a time when they bought something they wanted to return, but didn't.

Activity 2: Ask pairs to create a role play between a salesperson and a customer in which the situation can't be resolved. The customer is very demanding, with many reasons why he or she must return the item for a full refund, while the salesperson refuses because this is against store policy.

Project: Consumer Protection

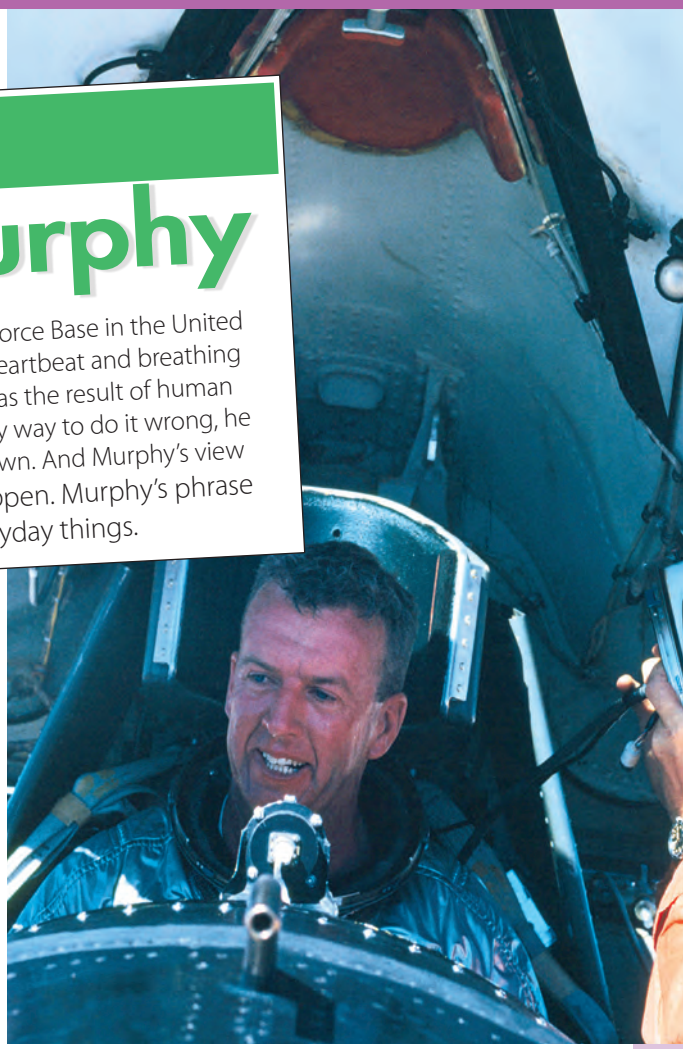
Choose a repair business or store. Inquire about their return and refund policies. Research consumer protection laws in your country.

fun facts

Different countries have different policies on returning items. In the United States, customers can return just about anything, including opened food and clothing they've had for years.

Captain Edward A. Murphy

Captain Edward A. Murphy, Jr., was an engineer at Edwards Air Force Base in the United States. In 1949, he was working on a machine to measure the heartbeat and breathing of pilots. But something was malfunctioning in the equipment as the result of human error. Murphy blamed the lab technician and said, "If there is any way to do it wrong, he will." One person's failure can bring a whole project crashing down. And Murphy's view was that some failure or something negative will typically happen. Murphy's phrase became popular in all areas to explain the failures of everyday things.



After Reading

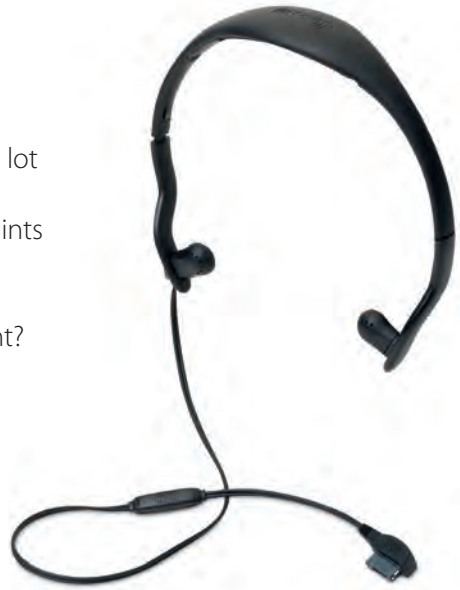
Answer the questions about the reading.

1. What does the example of the NBA game illustrate?
2. What does Murphy's Law state?
3. According to Robert Matthews, how does the law of probability work against us in the supermarket line?
4. Why did Matthews do the buttered bread experiment? What did it show?

Discussion

1. Give examples of Murphy's Law using your experiences.
2. Do you believe in Murphy's Law? Why, or why not?

10 Writing



A. 1. Have you ever bought a product that turned out to be faulty or a lot less than you expected? Did you take it back? Why? Why not?

2. Some people complain in writing to make sure that their complaints go on record. Read the complaint letter on the next page and answer the questions.

- What was the problem with the item that the writer had bought?
- What was the first thing he did? What was he advised to do?
- What did he expect the store to do? Why?
- How do you think he feels about the whole incident? How do you know?

3. Now read the letter again. Circle the paragraph(s) that do the following:

	Paragraph or paragraphs				
Set(s) the scene:	1	2	3	4	5
Express(es) personal feeling/opinion:	1	2	3	4	5
Give(s) an account of the events:	1	2	3	4	5
Provide(s) a conclusion:	1	2	3	4	5

Please note that some of the paragraphs can serve more than one purpose.

B. 1. Think about a faulty product. It can be a clothing item, an electronic gadget, an appliance, etc.

2. Think about what can go wrong with it. Make notes in the chart.

3. Use your notes to write a letter of complaint to the Customer Service Department of the company or the store where you bought it.

The item/product you are complaining about: _____

	What the instructions/ salesperson promise	What is happening instead	What you would ask/ expect the company that sold you the item to do
1			
2			
3			

10 Writing

A

- Direct students' attention to the picture. Give them a few minutes to discuss what they see in pairs and what the connection is between this object and consumer complaints.
- Read the directions for 1 and ask students to work in pairs telling each other about a faulty or unsatisfactory product and what they or someone else did about it. Allow students to talk about an incident that involves someone they know if they have not similar experiences themselves. Monitor participation and help when necessary.
- Have volunteers tell their story for the class.
- Hold a brief class discussion on the options available to a consumer in the event of a faulty or unsatisfactory product. Elicit ideas from the class and write them on the board. For example:
  Return the product and get a refund
  Return the product and replace it with a new one
  Never go back to the store again
  Never buy the brand again
  Report the store and/or manufacturer to the consumers' association
- Read the directions for 2. Have students speculate about what the answers to the questions might be. Remind them how helpful predictions can be.
- Elicit ideas/predictions from volunteers.
- Play the audio and have students follow on page 43 in their books. Allow a few minutes for students to check the answers to the questions in pairs.
- Call on students to report their answers in class.

Answers

- The earphone cables are not connected.
- He called the Customer Service Department and was advised to return the item as soon as possible.
- He expected the item to be refunded and to be offered a discount voucher for future purchases according to the promotional material of the store.
- He is indignant/very angry. He expresses the way he feels in the content of the last two paragraphs

- Read the directions for 3. Have students read the text individually to find out what purpose each paragraph serves. Point out that each paragraph can serve more than one purpose. Ask them to compare answers in pairs.

Answers

- Set/s the scene: 1, 2
- Express/es personal feeling/ opinion: 4, 5
- Give/s an account of the events: 1, 2, 3
- Provide/s a conclusion: 5

- Check answers in class. Call on volunteers to report their answers.

B

- Organize students in pairs. Have them think about a faulty product. Read the directions for 1 and 2. Give them some clues to help them. For example, elicit features and possible problems with a clothing item.

Possible Answers

- Materials used, label with symbols for use, washing, ironing, drying
- Buttons, collar etc.
- Things that can go wrong:
- It might shrink in warm wash
- It might get damaged in the washing machine because it needs to be hand washed.
- It might get burnt when ironed because it's made of synthetic fibers and so on.

- Allow time for pairs to decide on three items. Have them look at the chat. Ask them to discuss what their expectations would be according to the instructions and/or promotion and/or salesperson's assurances, what has gone wrong, and what they would expect the company to do to keep them satisfied.

- Monitor and make sure all pairs are working. Tell them to use their experience and imagination. Encourage them to use humor if they want.

- Ask them to make notes in the chart.

B

- Tell students they are going to write an email or letter of complaint.
- Direct them to the Writing Corner.
- Ask them to think back on the purpose/topic of each paragraph of the model letter.
  Encourage them to suggest guidelines about how to organize their letter.
  Have them read the points made in the Writing Corner and compare with their suggestions.
- Have each student choose one item to write a complaint email or letter about. Ask them to plan their complaint email/letter individually. Tell them that they can ask their partner for help if they need it.
- Have them draw 3 or 4 boxes on a sheet of paper. Tell them that each box represents a paragraph. Ask them to write a first draft with 3 or 4 paragraphs.
- Tell students to exchange drafts with their partner and help each other edit and finalize.
- Give students time to edit and rewrite their emails/letters. Collect letters and organize them in groups of products, for example:
  1. clothing items
  2. appliances
  3. stationary
  4. electronic gadgets
  5. accessories
  6 . other
- Have each student take an email/letter for a product that belongs to a different category from the one they wrote about. Ask them to read it and think about how they might reply to the "customer". Have them make notes to help them remember their ideas.
- Divide the class into customers and managers. Call on them to hold a telephone conversation about the complaint. Have the manager call the customer to explain.
- Give pairs a few minutes to prepare. Call on pairs to act out for the class.

Additional Activity

Hold a class discussion on complaint procedures in their own country. Explain that such procedures vary from country to country. Discuss common options. Ask students to say whether people prefer to write or talk to the person in charge if they have a complaint. Call on volunteers to present incidents that they have witnessed or heard about.

Workbook

Assign pages 28 for additional writing practice above word and sentence level.

Interelectronica
Customer Service Department
345 Jackson Road,
Baltimore, MD 23770

Date: _____

Dear Sir,

1 I purchased a set of earphones at your store three days ago. According to your promotional material, any item that is faulty and is returned within 24 hours, is fully refunded and a discount voucher is offered for future purchases, as a courtesy to the customer.

2 I attempted to use my earphones the day I purchased them and found out that one of the cables had not been connected. I therefore, called your Customer Service Department and was advised to return the earphones as soon as possible.

3 I drove to your place of business immediately and tried to do as advised. Unfortunately, however, I was told by the assistant that the earphones could only be returned if the packaging was intact.

4 Allow me to wonder how one is supposed to find out if an item is faulty or not, if it is kept in its packaging. And if that is the case, it would seem fair to include it in your promotional material in large block letters, instead of conveying the wrong message and misleading people.

5 I regret to inform you that following this incident, I will refrain from using your retail outlet in future and will have to report you to Consumer Protection.

Yours sincerely,

A displeased former customer

Writing Corner

When you write an email/letter of complaint:

- **Set the scene, in other words, provide background information.**
- **Give a clear account of expectations and actual events.**
- **Present the problem clearly and confidently.**
- **Conclude on a firm but polite note.**

11 Form, Meaning and Function

Present Perfect Simple Tense

Use the present perfect to talk about recently completed actions.

Question	Short Answer (+)	Short Answer (–)
Has he **taken** out the garbage?	Yes, he **has**.	No, he **hasn't**.
Have they taken the car to the garage?	Yes, they **have**.	No, they **haven't**.

Note: Use ***been*** to talk about someone who has gone somewhere and he or she has returned.
Use ***gone*** to talk about someone who has left to go somewhere and he or she is still there.

Present Perfect with *Already, Yet, Just*

You can use the present perfect to talk about events that happened *before now*.
It is possible that the event happened earlier than expected.

Questions	Affirmative (+)	Negative (–)
Have you done the dishes **yet**?	Yes, I've **already** done them.	No, I haven't done them **yet**.
Have you **already** washed the clothes?	Yes, I've **just** washed them.	No, I haven't washed them **yet**.

Verb + Gerund

Use the gerund form (which ends in *-ing*) after the following verbs:

avoid	enjoy	give up	imagine	mind	stop
can't stand	finish	hate	keep	miss	suggest

He **can't stand waiting** in line. I **don't enjoy sitting** in the sun.
We **miss being** with our friends. They **stop playing** tennis in the winter.

A. Work with a partner. Ask and answer about the pictures.

A: Have you done the dishes yet?
B: Yes, I've already done them.

B. Make sentences with the words. Use gerunds.

dessert / eat / after meals / can't resist / I — I can't resist eating dessert after meals.

1. she / clean / can't stand / the house _____
2. live / our grandparents / enjoy / in the country _____
3. the children / hate / their ice cream / share _____
4. eat / Mom's food / we / miss _____
5. my sister / my toothpaste / use / stop / have to _____
6. the workers / paint / the house / finished _____

11 Form, Meaning and Function

Present Perfect Simple Tense

- Write the following sentence on the board; ask students to copy it in to their notebooks and complete it. Have one student come to the board and fill in the blanks.
  She ____ been to Dubai, but she hasn't ____ to Oman.
- Ask: *What is the form of the present perfect?* (has/ have + the past participle)
- Elicit that *been* is the past participle of *be* and write on the board:
  am/is was/were been
- Write the following verbs on the board and have students give you the past participle: *go, do, take, put*
- Point out that there is a list of additional irregular verbs in their books on page 106 that they can use for reference.
- Direct students' attention to the presentation. Ask pairs of students to read aloud the variations of the sample question and the possible short answers, affirmative and negative.
- Point out that, as with other question forms, there is an inversion in the word order. Thus, *has* or *have* is placed before the subject.

Present Perfect with *Already, Yet, Just*

- Call on volunteers to read aloud the questions and answers in the presentation.
- Give a short explanation of the meaning of these words used with the present perfect:
  just = a short time ago
  not yet = something expected hasn't happened but we expect it will
  yet = in questions, this asks whether something expected has happened
  already = something happened before we expected it to

Language Builder

In American English it is also common for people to use the simple past with *already, yet*, and *just*. For example, a common reply to the question '*Is Bill here?*' is: *Yes, I just saw him.*

Verb + Gerund

- Have volunteers read the sentences aloud. Elicit what the four sentences have in common. (They all have gerunds or words that end in *-ing* after verbs.)
- Explain that we form gerunds by adding *-ing* to verbs. Although gerunds look like present participles (such as I *am waiting* for the bus), they act as nouns. We can use a noun or a pronoun in place of a gerund. For example: *I enjoy **playing** tennis. I enjoy **tennis**. I enjoy **it**.*

A

- Working as a class, have students look at each picture and describe what they see.
- Have students work in pairs to ask and answer questions based on the pictures. Tell students to base their answers on what they normally do at home.

Answers

1. **A:** Have you cooked dinner yet?
   B: Yes. I've already eaten it.
2. **A:** Have you cleaned your room?
   B: Yes. I've already done it.
3. **A:** Have you taken out the garbage?
   B: Yes. I've already done it.
4. **A:** Have you fixed the door?
   B: Yes. I've already done it.

B

- Do the example as a class. Write the words on the board. Tell students to put the words in the correct order. It will help them if they first identify the verb in each sentence that is followed by a gerund.
- Have students work individually to form the sentences. Have volunteers write the complete sentences on the board.

Answers

1. She can't stand cleaning the house.
2. Our grandparents enjoyed living in the country.
3. The children hated sharing their ice cream.
4. We missed eating Mom's food.
5. My sister has to stop using my toothpaste.
6. The workers have finished painting the house.

Object Pronouns

- Have students read the sentences in the grammar presentation. Write the subject pronouns on the board: *I, you, she, he, we, they*. Then have students look at the presentation and tell you the object pronoun for each sentence.
- Explain that object pronouns are usually used after verbs or prepositions.
- Ask: *Which object pronoun is the same as the possessive adjective?* (her) *Which object pronoun is the same as the subject pronoun?* (you)
- Explain that the pronoun *it* is also the same in the subject and object forms. For example: *It's a wonderful car. We're going to buy it.*
- Practice by saying sentences for students to change the names to subject and object pronouns. For example:
  You: ***I*** *know* ***Imad****.*
  Student: ***You*** *know* ***him.***
  You: ***Imad*** *knows* ***Faisal*** *and* ***Ali****.*
  Student: ***He*** *knows* ***them****.*

Need/Want/Like + Infinitive

- Explain to students that they are going to practice three verbs that are often followed by an infinitive—*need, want* and *like*.
- Ask: *What do you usually like to do after class? What do you want to do after class today? What do you need to do after class?*
- Explain that *need* expresses necessity (something that must be done).

Imperatives and Two-Word Verbs

- Have volunteers read aloud the sentences in the presentation. Elicit how the three sentences for each two-word verb are different.
- Point out that when the direct object is not a pronoun, it can come after the particle in a two-word verb, or between the two parts of a two-word verb.
- However, if the direct object is a pronoun (me, us, you, him, her, it, them), the direct object pronoun comes between the two parts of the two-word verb; it cannot come after the particle.

Language Builder

Explain that the two-word verbs in this unit are separable; that is, the particle does not have to immediately follow the main verb.

C

- Ask a volunteer to read the directions and the example. Do the first item with the whole class to make sure students understand what they have to do.
- Have students work individually to complete the sentences. Then call on students to read their sentences aloud.

Answers

1. them
2. her
3. it
4. me
5. it

D

- Have volunteers read aloud the sentences and identify the two-word verbs.
- Have students do the task individually and then check answers in pairs

Answers

1. Put those toys away. Put them away.
2. Clean this mess up. Clean it up.
3. Turn the cooker on. Turn it on.
4. Please turn the light off. Please turn it off.
5. Please pick your jacket up. Please pick it up.
6. Turn the radio down. Turn it down.
7. Turn the news up. Turn it up.

Workbook

Assign pages 29-30 for more practice with the form, meaning and function of the structures in the unit.

Teaching Tip

Give students as much extra material as you think they can handle. For example, if it makes sense to you, teach them other separable two-word verbs in addition to the ones in the Form, Meaning and Function section.

Object Pronouns

Singular			Plural		
Subject Pronouns	*Object Pronouns*		*Subject Pronouns*	*Object Pronouns*	
I	**me**	He knows **me**.	we	**us**	They know **us**.
you	**you**	I know **you**.	you	**you**	They know **you**.
he	**him**	I know **him**.	they	**them**	We know **them**.
she	**her**	I know **her**.			

Need/Want/Like + Infinitive

Use the full infinitive (which is *to* + the base form of the verb) after the following verbs: *need, want, like*.

She **needs to buy** some snacks.
He doesn't **want to do** the dishes.
I **like to help** my mother.

Imperatives and Two-Word Verbs

Two-word verbs are common in English. They have a verb + particle. Object pronouns always come between the verb and the particle.

Turn off your cell phone.	**Turn** the phone **off**.	**Turn** it **off**.
Clean up the mess.	**Clean** the mess **up**.	**Clean** it **up**.
Put away your clothes.	**Put** your clothes **away**.	**Put** them **away**.

C. Complete the sentences. Use the correct object pronoun: ***me, you, him, her, it, us,*** or ***them***. The object pronouns can be used once, more than once or not at all.

We need to invite our friends. I can ask __them__.

1. He doesn't like the shoes we bought for him. He's going to return _____ to the store.
2. Sandra is never on time. She's going to tell _____ to be more punctual.
3. This computer keeps crashing. I'm going to return _____ and ask for a refund.
4. Excuse me, we can't find what we are looking for. Could you help _____ ?
5. The car windscreen is cracked. Please can you fix _____ ?

D. Rewrite each sentence with a two-word verb in two ways.

Please turn on the TV. — Please turn the TV on. Please turn it on.

1. Put away those toys. _____
2. Clean up this mess. _____
3. Turn on the cooker. _____
4. Please turn off the light. _____
5. Please pick up your jacket. _____
6. Turn down the radio. _____
7. Turn up the news. _____

12 Project

1. Think about the complaints that your family has made about different products at home.
2. Interview some of the members of your family to find out more.
3. Make notes in the chart.
4. Make a large poster of 3 to 5 products. You can cut out photos of products if you like, or draw them. Remember to include a short description or product specifications.
5. Write the complaint about the product in quotes under the picture.
6. Write your advice about how to deal with the problem.

	Person and Product	The problem/complaint	Your advice
1			
2			
3			

12 Project

- Organize students in groups and have them brainstorm on purchases made by members of their family recently. Have them think about purchases that have not been successful. They can concern small items, such as, light bulbs, batteries, etc. or larger items such as, a car, refrigerator, television, computer etc.
- Read the directions for 1, 2 and 3. Tell students that they will use the information to prepare a poster.
- Have students interview the members of their family to find out more. Tell them to make a note of exactly what each person said/ how he/she expressed himself/herself.
- If there have not been recent events in the family ask students to search on the Internet and look for quotes from customers about products. Suggest sites that include ratings for their products with customer comments. Encourage students to use what they know, what they find out and their imagination to write customer quotes for each product on their poster.
- Read the directions for 4, 5 and 6. Have students cut out photos of products from magazines or print out from the Internet.
- Ask students to give the buyer advice about how to deal with the problem. Have them write the advice, individually, in quotes.
- Organize students in groups. Have them discuss and combine their information. Tell them to include more quotes about a product if they find out that other people have had problems with it too.
- Call on a student from each group to present some of their ideas for the class.
- Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- Remind students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Tell them that they can use any color they want and choose pictures or draw their own. Tell them that sometimes people even attach small objects to the posters to make them three-dimensional. Suggest that they might want to use the packaging of an object or part of it or a label. Tell them that they will need the short texts about the products to use as captions on their poster as well as the quotes with the advice.
- Allow time for research. This means that if students don't have access to the internet or a library they might not be able to collect the information and/or photos they need. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete the poster in the next lesson.
- Call on each group to present their poster. Suggest that they take turns presenting each product, the related complaint and advice.
- 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 a How to poster on complaints procedures to use for shops or services.

Teaching Tip

When students work on areas that provide opportunities for the use of language that has been dealt with in the course, elicit appropriate ways of communicating what is required from students. For example, "How would you give advice? What kind of language would you use with a friend, a family member, a senior person?"to raise language awareness and help students recycle what they have studied.

13 Self Reflection

- Write 'Complaints, Complaints' on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Hold a complaints competition in class. The person with the most articulate and unusual complaint wins.
- 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:
  Think of words for objects, parts, appliances, gadgets that collocate with:

leaky	**flat**
dripping	**dead**
broken	**missing**
loose	**scratched**
worn	

- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 36, 37, ask them some questions. For example:
  Say what needs to be done in these cases:
  The windows are broken.
  The tire is flat
  The roof leaks
  The paint is coming off the walls.
- 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.
- Remind them to check and complete the Unit 3 Checklist as they work through the unit .
- Direct students to pages 38, 39. Call on volunteers to say what the context is in this lesson, for example: silly instructions, at the clothes store
- Have students say what they remember from this section and make notes in the chart.
- Write Murphy's Law 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 Murphy's Law?
  Do you agree with the author of the article? Why? Why not?
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about complaint emails and letters. Give them some time to work in pairs and then call on volunteers to answer.
- 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? Why? Why not?
  Where did they find information? Where did they find photos?
  Did they enjoy the poster presentation?
  Would they change anything if they had the chance to do it again? What?
  Did they enjoy designing the poster? Did everyone contribute?
  Was there room for originality and creativity? Why? Why not?
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection

Things that I liked about Unit 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 problems and things that need to be done			
ask to have something done			
talk about common consumer complaints			
use *needs to be (done)* and use *have/get something done*			
use past participles as adjectives			
use: *already, yet, just*			
form constructions with verb + gerund; verb + infinitive			
know about subject and object pronouns			
form imperatives and two-word verbs			

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

EXPANSION Units 1-3

1 Language Review

A. Complete the sentences with the following words: ***although, as soon as, in spite of, so, when***.

1. Do you know _____ Mr. Johnson will be back?
2. The plane arrived on time _____ the bad weather.
3. _____ the guests complained to the manager, the hotel didn't fix the dripping faucet.
4. They couldn't repair my laptop, _____ they gave me my money back.
5. I'll tell you about the results of the exam _____ I know them.

B. Write sentences with ***I wish***.

I have to go to work on Sunday. — I wish I didn't have to to go to work on Sunday.

1. My family isn't rich. _____
2. My friend gossips a lot. _____
3. Ahmed can't come to the game. _____
4. I'm not very tall. _____
5. I don't speak German. _____

C. Complete the sentences. Use ***need*** + ***to be*** or ***need to have it/them*** and a word from the box in the correct form.

check	clean	refill	fix	recharge	repaint	sew	sharpen

The car bumper is all bent. It needs to be fixed.

My jeans are torn. I need to have them sewn.

1. This kitchen knife doesn't cut well.
   We _____.
2. The walls are filthy.
   They _____.
3. These cushions are too flat.
   You _____.
4. I think the battery is dead.
   I _____.
5. The engine is making a funny noise.
   It _____.
6. Some of the paint is coming off the walls.
   We _____.

Unit Goals

- **Language Review**
- **Reading**
  Play Ball
- **Writing**
  Write about sports
- **Chant Along**
  If I Were a Millionaire
- **Project**
  Research a famous person

1 Language Review

A

- This exercise reviews *although, as soon as, in spite of, so,* and *when*. Referring back to Unit 1, remind students that *although* and *in spite of* have a similar meaning and are used to talk about the relationship between two ideas. For example:
  I was very tired. I didn't go to bed early.
  Although I was very tired, I didn't go to bed early.
- Remind students that *as soon as* and *when* are used to connect two actions that happen in a sequence (one before the other), and that the present tense is used.
- Have students work alone to complete the sentences. Then call on volunteers to read them.

Answers

1. when
2. in spite of
3. Although
4. so
5. as soon as

B

- This exercise reviews *I wish*. Referring back to Unit 2, remind students we use *wish* to talk about things we want to happen but probably won't happen.
- Write sentences on the board and have students restate them using *wish*. For example:
  I don't have a car. (I wish I had a car.)
  He won't let me borrow his car. (I wish he would lend me his car.)
  I have to clean my room. (I wish I didn't have to clean my room.)
- Have students work alone to write the sentences. Check their answers by calling on pairs. One student reads the sentence in the book. The other reads the answer.

Answers

1. I wish my family were rich.
2. I wish my friend didn't gossip so much.
3. I wish Ahmed could come to the game.
4. I wish I were tall.
5. I wish I could speak German. / I wish I spoke German.

C

- This exercise reviews *need + to be* or *need to have it/them*. Referring back to Unit 3, remind students that *need + to be* and *need to have it/them* are used when someone else does a service for you.
- Go over the examples. Review the irregular past participle forms in the box.
- Have students complete the sentences using the words from the box, and then check answers in pairs.
- To check as a class have one student read the first sentence, and have another read the answer.

Answers

1. need to have it sharpened
2. need to be cleaned
3. need to refill them
4. need to have it recharged
5. needs to be checked
6. need to have them repainted

D

- This exercise reviews using *if* to talk about hypothetical situations. Referring back to Unit 2, remind students that we use this form to talk about imaginary situations—situations that aren't true. Also remind them to use the simple past form of the verb in the *if*-clause and *would* in the main clause. Write a few examples on the board for students to complete. For example:
  If I met my favorite writer, I_____ say _____.
  If I ran faster, I _____ try out for the Olympics.
- Have students complete the sentences individually and then check answers as a class.

Answers

Answers will vary. Sample answers:

1. I'd take tennis lessons
2. Italy, I'd eat pasta every day
3. I'd like to have blue eyes
4. I'd like to be a famous writer
5. I'd go to China

E

- This exercise reviews verb forms, including past participles. Review some of the past participles presented in Unit 3. For example, say the following verbs, and have the class say the correct past participle forms: ***break, crack, damage, tear, sew, sharpen***.
- Have students work in pairs to complete the interview. Then ask them to practice it, switching roles.
- To check answers, call on a pair to read the completed interview aloud.

Answers

1. sold
2. were
3. playing
4. make
5. are
6. cracked
7. torn
8. broken
9. retiring
10. playing
11. working
12. living

F

- This exercise reviews using a preposition + gerund. Referring back to Unit 1, remind students that some verbs are usually followed by certain prepositions, and that it is helpful to pay attention to this. Write the following verbs on the board, and ask students which preposition often follows each.
  apologize (for)
  ask (about)
  decide (on, against)
  insist (on)
  look forward (to)
  thinking (of)
  dreaming (of)
- Review that the gerund form is: verb + *-ing*. For example: ***He likes to swim.*** **Swimming** ***is his favorite sport.***
- Have students work alone to complete the sentences. Then call on volunteers for their answers. Because answers will vary, call on several students for each item.

Answers

Answers will vary, but all should start with a preposition + gerund. Sample answers:

1. for arriving late
2. to going on vacation
3. of waiting for them
4. on buying you lunch

Workbook

Assign pages 31-33 for review of vocabulary and grammar presented in Units 1–3.

D. Complete the conditional sentences using your own information.

1. If I had the time, _____ .
2. If I lived in _____ .
3. If I could change something about myself, _____ .
4. If I could be someone else, _____ .
5. If I could travel anywhere, _____ .

E. Complete the interview with a sports star. Use the correct form of the word in parentheses.

Reporter: I heard you've just been _____ (1. sell) to Barcelona for $50 million. I was wondering how much of that money actually goes into your pocket.

Player: I wish it _____ (2. be) that amount. In fact, it isn't half of that. I get only ten percent if I'm lucky. My agent and the club get the rest.

Reporter: How much do you get from _____ (3. play)?

Player: About six million a year.

Reporter: Plus all the money you make from advertising. Some people think you football players are overpaid.

Player: I disagree. We might _____ (4. make) a lot of money, but our careers are very short. By the time we _____ (5. be) 30, we're burned out. We have _____ (6. crack) ribs, _____ (7. tear) ligaments, and _____ (8. break) bones. Very few players continue after that.

Reporter: If you could, would you?

Player: No, I wouldn't. I'm thinking of _____ (9. retire) at 28.

Reporter: And are you looking forward to _____ (10. play) in Spain?

Player: Yes, I'm used to _____ (11. work) for different clubs and _____ (12. live) in different places.

F. Complete the sentences using a preposition and a gerund form.

I regret the trouble I caused you.	I apologize *for causing you trouble*.
1. I'm sorry I arrived late.	Please excuse me _____.
2. I can't wait to go on vacation.	I'm looking forward _____.
3. I don't want to wait for them any longer.	I'm tired _____.
4. You must let me buy you lunch.	I insist _____.

2 Reading

Before Reading

Read the three articles and underline the details that tell you about the history of each game.

PLAY BALL!

FOOTBALL

Forms of football have been played for thousands of years by various civilizations. As far back as 2500 B.C.E., the Chinese played a form of the game and called it *Tsu Chu*. The natives of the Pacific Islands played the game using their hands and feet, and they used coconuts and animal bladders as balls. The Inuits of northern Canada played football on ice and used balls filled with caribou hair and grass. Other Native Americans played on fields that had enough space for 1,000 players to be playing at the same time, and matches usually lasted for more than one day. The games were so rough that the players often got broken bones. In Mexico and Central America, people invented the rubber ball and played in courts 40 to 50 feet (12 to 15 meters) long surrounded by walls several feet high. In the middle of each wall, there was a stone with a hole in the middle or a wooden ring, and the idea was for players to hit the hard rubber ball through the hole or ring.

But it was not until 1863 in England that the first set of rules was put together to make football the game it is today. Football was spread throughout the world by British sailors and settlers, and all major innovations in the game such as leagues, professionalism, and international matches originated in England.

BASKETBALL

In 1891, Dr. James A. Naismith, a physical education teacher at a school in Springfield, Massachusetts, in the United States, was asked to create a game that could be played indoors during the harsh winters. So Naismith put up two peach baskets on opposite walls of the gymnasium and got his class of 18 students to play a game of "basketball." The team that dropped the ball into the basket more times won. At first, a football was used, but in 1894, it was decided that the ball should be 32 inches (81 centimeters) around and weigh 17.6 ounces (500 grams). In spite of all the changes that have taken place since then in the game of basketball, the size of the ball has remained the same, but the weight has increased to 21 ounces (600 grams).

The baskets used in early games had the bottoms in them, and after each goal, someone had to climb a ladder in order to get the ball out and put it back into play. In 1906, open baskets were introduced, which allowed the ball to pass through, and as a result, the pace of the game became faster. In the beginning, no backboards were used either. Therefore, fans sitting behind the basket would push away the ball when the opponent was going to score. Also in the early days, each team was made up of nine players. It wasn't until 1897 that the five-player team became official.

2 Reading

- Have students look at the title and the photos. Ask: ***What three sports is this reading going to talk about?*** (football, basketball, volleyball) ***Which sports do you participate in? Who plays football? Raise your hands. Basketball? Volleyball?*** Teach the term *spectator sports*. These are sports that people watch and follow as fans. Ask: ***What spectator sports do you watch regularly?*** Mention local sports teams, and ask students if they are fans of those teams.
- Write on the board: ***the origins of***. Tell students they will be reading about the history of football, basketball, and volleyball. They will find out how these sports got started. Have students work individually to read the articles and answer the **Before Reading** question.
- Have students work in pairs to discuss what they found. Then give students a few minutes to share the details with the class.

Play the audio for the football section.

- Have students follow along the football article for new words and expressions. Elicit and write them on the board. Encourage students to use the context to understand the meanings before you explain them. These new words may include the following:

  defeat = overcome

  caribou = reindeer-like animal

  project (v) = throw or cast forward

  innovations = new and different ideas, methods, or systems

  league = a group of athletic teams organized to compete against one another

Play the audio for the basketball section while students just listen.

- Have students follow along the basketball section. These may include the following:

  harsh = severe

  backboard = the surface to which the basket is attached on a basketball hoop

  opponent = in sports, a person on the opposing team

  made up of = consisted of

- Point out the pronunciation of *project*. When it is a verb, the stress is on the second syllable. When it is a noun, the stress is on the first syllable.

Play the audio for the football and basketball sections and have students follow along in their books.

- Call out words and expressions and have students find synonyms in the football and basketball articles. For example:

  courageous (brave)

  overcoming (defeating)

  game (match)

  instructor (teacher)

  not outside (indoors)

  let (allowed)

  make a point (score)

- Ask a few general comprehension questions. For example: ***In what ways was football in the early days different from now? How was basketball in the early days different from now?*** Call on volunteers for their ideas.

Volleyball

Play the audio for the volleyball section and have students follow along.

- Elicit any words that students are unfamiliar with and write them on the board. These may include:

  originally = to begin with, at the start

  court = an area for playing games

  handball = a game in which players hit or throw the ball with their hands

  tossing = throwing

  ground the ball = hit it and make it touch the ground

  commits a fault = breaks the rules, makes a mistake

  boundary line = the line that marks the edge of the court or each team's area

  a considerable number = a great number

  mastery = complete and conscious knowledge of
- Write on the board: ***origin*** and ***originally***. Then write: ***What is the* origin of *volleyball? It* originated from *tennis and handball.*** Underline *origin of* and *originated from*, and point out that these words are often followed by these prepositions.

Play the audio for the volleyball section and have students follow along.

- If necessary, provide students with a brief overview of the game of volleyball. The object of the game is for the players of each team to ground the ball on their opponents' court before they manage to hit it back. This is the reason that the vertical jump is crucial; if a player can do a vertical jump, he can hit the ball hard back before the opposing team has the chance to react. Volleyball is a team sport that requires coordination and cooperation. Defensive moves are often as important as offensive moves.
- Ask: ***How was volleyball in the past different from now?*** Call on volunteers for specific examples. List them on the board.

After Reading

- Have students work alone or in pairs to decide if the statements are true or false. Have students refer to specific lines in the reading for their answers.

Answers

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

Discussion

- Organize students into small groups to discuss the questions. If there are time constraints, have students read all the questions and then decide which to discuss. Alternatively, some of the questions might be discussed in small groups, and some as a whole class; for example, question 6 addresses what can be done to prevent violence at sporting events. To do question 6 with the whole class have students volunteer their ideas, and compile them on the board.
- Encourage students to share any background knowledge they have about these questions. For example, they may know the current salaries of some top-paid athletes, or about recent trades of players, or other sports news. They may also know about someone from their school or community who hopes to become a professional athlete and make a lot of money. They may want to discuss how realistic a goal this is and consider how many good high school athletes become professional athletes.

3 Writing

- Have each student choose one of the questions from the discussion and write their answer to it.
- Then ask students to work in pairs to read each other's writing and make comments, or ask questions. Give students time to make corrections and changes before they submit their writing.
- Have volunteers read their answers for the class.

Workbook

Assign pages 34-35 for additional writing practice at word and sentence level.

VOLLEYBALL

Volleyball was officially included in the Olympic Games in 1964. It began as an indoor sport, created by William G. Morgan, a physical education director, in 1895. The game borrowed characteristics from tennis and handball and was originally designed for older players.

Volleyball is played on a court, divided by a net. The game begins with a team player serving the ball; tossing it in the air and hitting it with his hand or arm, over the net and into the other team's court. The receiving team must prevent the ball from falling on the ground. Each team is allowed to touch the ball 3 times before hitting it back, over the net. Individual players may only touch the ball once. Each turn after serving is called a "rally."

Each team tries to ground the ball on the opponent's court and win the rally. If a team commits a fault it loses. Common faults include a double hit by the same player, grounding the ball outside the opponent's court, missing the net or touching it during the game; a *net foul*, and a *foot fault*, when the foot of the player who is serving crosses over the boundary line or the court.

Players have to observe a considerable number of rules and develop techniques such as *spiking* and *blocking* that require mastery of the *vertical jump* so players can hit the ball when it's above the top of the net.

After Reading

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

1. _____ Although football had been played for hundreds of years, the set of rules for the current game was only established in 1863.
2. _____ If the Native Americans had played on regular-size football fields, there wouldn't have been enough space for all the players.
3. _____ In Central America, the idea was for players to hit the ring with the ball.
4. _____ Before basketball, people weren't used to playing sports games indoors during the hard winters in the United States.
5. _____ In the early days of basketball, the game ended as soon as one of the players managed to drop the ball into one of the baskets.
6. _____ Each team tries to win the rally by grounding the ball on each other's court.

Discussion

1. What is your favorite sport? Describe how it is played.
2. Are you a fan of any particular team? What do you do when your team wins?
3. Who is the most popular sports star in your country? What do you think about sports celebrities being looked upon as role models?
4. Nowadays sports like football and basketball are big business and generate billions of dollars all over the world. What do you think about sports as a business?
5. What would you do if you were a famous sports star and earned a lot of money? How would you behave?
6. The passion for sports can sometimes result in violence. What can be done to prevent that?

3 Writing

Choose one of the discussion questions above and write your answer.

4 Chant Along

If I Were a Millionaire

If I had a million dollars,
I would be a millionaire.
I would spend a lot on diamonds
That would sparkle everywhere.
I would buy my friends all presents,
I would treat them to a trip,
I would buy myself a mansion,
I would drive a brand-new car.

Would you sail with me if I sailed the seven seas?
Would you come with me if I took a trip to Mars?
And would you stand by me if I lost all that I had?
Would you still be my friend through good and bad?

´Cause I wouldn't have a house.
There would be no Cadillacs.
There would be no trips to Mars.
There'd be pizza and choc cookies.
If I lost all that I had,
Would you still be my good friend?
And for better and for worse,
Would you like a wish to send?

4 Chant Along

- Tell students that they are going to hear a chant called *If I Were a Millionaire*. Ask students to cover the chant lyrics. Direct their attention to the pictures. Ask: ***What do you see in each picture? What do these things have in common?*** (They all cost a lot of money.)
- Remind students they can use pictures to predict the content of something they will hear or read. Then ask: ***What do you think the chant is about?*** Elicit their ideas and write them on the board.
- Play the chant for students to listen and follow along silently in their books.
- Ask: ***What is the first part of the chant about?*** Elicit that it's about what the chanter would do if he had a lot of money.
- Ask: ***What is the line after* if I took a trip to Mars?** Elicit: ***And would you stand by me if I lost all that I had?*** Then ask: ***What is the next part of the chant about?*** Elicit it's about what he would do if he lost all his money.
- Write on the board: ***If I had a million dollars, I would…*** Underline *had* and *would*. Remind students that these verb forms are used because it is an imaginary situation; it isn't true. He is only thinking about what he would do.
- Play the chant a second time. Have students underline the items he would buy, and the things he would do if he had money, and if he didn't.
- Play the chant a third time so that students can learn the tune. Then play it again, pausing after certain lines to have students supply the next line.
- Play the complete chant one more time and encourage everyone to chant along.
- Ask students their reaction to the chant. Ask: ***Do you think this is a good way to ask someone if he would still be his friend?***

Vocabulary

A

- Have students work alone or in pairs to complete this exercise.
- To check answers, call on volunteers. Ask students to say the line of the chant that includes the answer.

Answers

1. millionaire
2. diamonds
3. mansion
4. Cadillac

B

- There are a number of words that indicate a rich lifestyle. Call on volunteers to say their answers. Tell them not to repeat a word or expression already mentioned. Compile, or have a student compile, a list on the board.

Answers

Answers will vary. Sample answers:

1. diamonds
2. brand -new-car
3. cadillacs
4. mansion
5. sailed the seven seas

C

- Have the class scan the chant for the answer. Explain to students that the phrase *for better and for worse* is a phrase traditionally included in marriage vows. During the wedding, the bride and groom are asked if they will commit to taking care of each other, regardless of what happens.

Answers

for better and for worse

Comprehension

- Have students work in pairs to ask and answer the questions.
- Check answers as a class by calling on pairs to read the question and answer aloud.

Answers

1. The chanter would live in a mansion if he were a millionaire.
2. He would sail the seven seas. This means all over the world.
3. They would eat pizza and choc cookies if they were poor.
4. He wants to know if he would still be his friend if he had no money.

Discussion

- Read the questions aloud. Have students work in pairs or small groups to discuss their answers.
- Monitor students as they talk, but do not make corrections as the focus here is on fluency.

5 Project

- Direct students' attention to the photo. Ask: ***Do you know who Howard Hughes is?*** Encourage them to share anything they know about him. Give them a little information about him to stimulate their interest. For example, Howard Hughes was a billionaire and was considered to be quite unusual. He was a film producer, aviator, and philanthropist.
- Discuss with students how they might go about researching millionaires online. Ask them to tell you keywords they would use. Write the keywords on the board.
- Students can work alone, in pairs, or in small groups to do this project. Tell them that they will submit a written report of their research as well as present their research to the class.

Workbook

Assign page 36 for additional writing practice above word and sentence level.

Vocabulary

A. Find words in the chant that mean:

1. a very wealthy person _____
2. stones used in jewelry _____
3. a large impressive house _____
4. a famous car brand _____

B. Find five words and/or phrases in the chant that indicate a rich lifestyle.

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

C. Find an expression in the chant that means:

through good and bad _____

Howard Hughes ▼

Comprehension

1. Where would the person live if he were a millionaire?
2. Where would he sail?
3. What would he and his friend eat if they were poor?
4. What does he want to know from his friend?

Discussion

Do you know anyone who had a fortune and lost it all? What happened?

5 Project

1. Research a very famous person.

2. Complete the organizer with details about the person in note-form.

3. Use your notes/organizer to present your findings to the class.

A Famous Person	
Name	
Why this person is famous	
Where this person lives	
What this person does	
Important events in his/her life	

4 I Wonder What Happened

1 Listen and Discuss

1. Look at the pictures and write words for some of the things and actions you see in each picture.
2. Match the sentences below with the pictures.

a. ___ There must have been a hurricane or a tornado.
b. ___ It can't be a real locomotive. It must be an advertisement.
c. ___ He might have teased the bull.
d. ___ The driver must have lost control of the truck.
e. ___ It might be a new design of sunglasses.
f. ___ It must be the crater of a volcano, or maybe a meteorite could have fallen.
g. ___ It could be something from another planet.

Unit Goals

Vocabulary
Meteors and meteorites
Strange occurrences
Unusual personal experiences

Functions
Talk about events that happened in the past before others
Speculate about facts and events

Grammar
Past Perfect Tense—questions, short answers
Can't, Could, Couldn't, Must, May, or *Might*

Listening
Listen for general understanding

Pronunciation
Word-ending *er*

Reading
Rock the Earth

Writing
Write a description of a vessel, voyage or expedition

Form, Meaning and Function
Independent clauses and coordinating conjunctions
Dependent time clauses in the past
Intensifiers and adjectives
Conditional sentences with present and future forms
Express necessity and lack of necessity

Project
Meteor and meteorites

Warm Up

Ask students if they have ever been involved in or heard of a situation that was mysterious and seemed to have no logical explanation. To prompt discussion, offer ideas that have been on the news lately, especially those that have not yet been resolved; for example, nonviolent crimes.

1 Listen and Discuss

- Explain that students can use the title of the unit to help them understand the purpose of the presentation. Here, the title is *I Wonder What Happened.* Tell students to cover the sentences for matching on page 54, and then look at the pictures.
- Have students work in pairs to discuss each picture, write for some of the pictures, and speculate about what happened.
- Have students uncover the sentences and match the sentences and the pictures.

Play the audio for page 54 as students read along silently.

- Check answers as a class.

Answers

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

- Call attention to the use of *must have been, can't be, might have, must have, might be, must be,* and *could be.* Explain that these are ways to speculate about events that happened in the past or that we are seeing the results of in the present. For example, *must be, can't be, might be,* and *could be* can be used to speculate about something we are currently experiencing, as in ***It might be a new design of sunglasses.*** Explain that *might have* and *could have* are used to express possibility, and have basically the same meaning.
- Say sentences. Have students respond as shown below, using *maybe* + the simple past. If possible, use the context of your classroom to make the exchanges more realistic.

You: Someone didn't put the dictionary back. It might have been Anna.
Student: You're right. Maybe it was Anna.

You: A message came by email. It might have been from Josh's family. He's absent today.
Student: You're right. Maybe it was from Josh's family.

Language Builder

Meteorology is the study of weather. The word *meteorite* was coined by ancient people who mistakenly believed that *meteorites* were weather phenomena, but scientists now know this isn't true.

Meteorite Hits House

- Ask students to read the title and look at the pictures and speculate what the article is about.
- Ask students if they know where New Orleans is located. If possible, have them point it out on a map.
- Play the audio for page 55 as students listen.
- Ask: ***What happened to Ray and Judy Fausset's house?*** (It was struck by a meteorite.)
- Explain to students that the past perfect is formed with *had/have* + the past participle; for example, *had landed*.
- Play the audio again, as students follow along in their books.
- Ask students to underline the past perfect verbs in the article. (*had crashed, had heard, had seen, had penetrated, had ended up*) Point out that all of these events happened before Ray and Judy Fausset got home.
- Ask students to tell you a few details from the news article; for example, the total mass of the meteorite, and the weight of each of the three fragments.

Quick Check

A

- Have students underline the verb phrases in the sentences on page 54 used to express what probably happened or what something probably is.

Answers

Answers will vary. Sample answers:

must have been, can't be, must be, might have teased, must have lost control, might be, must be, could have fallen, could be

B

- Have students work individually to mark their answers. Call on students for the answers, and have them correct the false statements to make them true.

Answers

1. true
2. false (The crash happened while they were out.)
3. false (Neighbors heard a terrific noise.)
4. true
5. false (It was heavier than a tennis ball.)

2 Pair Work

- Organize students into pairs to take turns asking and answering about the photos on pages 54-55.
- Play the audio for students to listen and repeat.
- Model the example conversations with volunteers, changing roles.
- Monitor students as they practice. Then call on several pairs to present for the class.

Language Builder

Pronunciation in English can be unpredictable. Point out to students how *debris* is pronounced.

Workbook

Assign page 37 for practice with the vocabulary of the unit.

Teaching Tip

Look for opportunities to practice outside of the book. Use the unit grammar to ask questions. For this unit, you might ask students to speculate about recent activities or decisions at your school. For example: *Why do you think they won't let students use the computer lab after school anymore?*

Additional Activity

Have students work in pairs to create their own role plays based on the news article on page 55. One student is a neighbor, and the other is either Judy or Ray, who is describing what happened. Have students use the information in the article to write their lines.

For example, the neighbor might ask: *Where did it land? How big was it? Did they hear it crash?* Have pairs present for the class.

fun facts

- A meteorite is an object from outer space that has fallen to Earth. As it is falling, it heats up and sends off light, forming a fireball. This fireball is also known as a shooting star. If you are out in the country on a clear summer night, you may see a shooting star streak across the sky!
- The largest meteorite found on Earth was in Namibia and weighed 60 tons.

Weekly edition
The Daily Reading Journal
Section A

Meteorite Hits House

New Orleans, Louisiana USA

When Ray and Judy Fausset arrived home on the afternoon of September 23, 2003, they discovered to their amazement that a meteorite had crashed through their two-story house. Neighbors said that they had heard a terrific noise, and two people had actually seen the fireball when the meteor hit. The meteorite had penetrated through the Faussets' roof and the house's two floors, and it had ended up in the crawl space under the house, leaving debris and fragments along its path. A total mass of 42.5 pounds (19.3 kilograms) from the meteorite was recovered from the Fausset house. The three largest fragments weighed 6.5 pounds (2.9 kilograms), 2.9 pounds (1.3 kilograms), and 2.2 pounds (1 kilogram).

Quick Check ✓

A. Vocabulary. Underline the expressions in the sentences on page 54 that suggest ideas about what probably happened or what something probably is.

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

1. ____ When the Faussets got home, their roof had been smashed.
2. ____ The crash happened while they were asleep.
3. ____ The Faussets' neighbors said they hadn't heard anything.
4. ____ The meteorite had left a lot of destruction in its path.
5. ____ The largest fragment wasn't as heavy as a tennis ball.

2 Pair Work

Ask and **answer** about the photos.

What might have happened?
The driver might have hit a car on the road.

What do you think it is?
It can't be a house. It must be an observatory.

3 Grammar

Past Perfect Tense

Use the past perfect tense (*had* + past participle) to indicate an action that happened before another action in the past.

When we **arrived** at the airport, our flight **had** already **left**.
They **couldn't get** in the house because they **had forgotten** the key.

Questions (?)			Short Answers (+)			Short Answers (–)		
Had	I you he/she we they	**been** there before?	Yes,	I you he/she we they	**had**.	No,	I you he/she we they	**hadn't**.

Note: The contraction *'d* for *had*—I'd (I + *had*), you'd (you + *had*), and so on—can be used with the past perfect.

Can't, Could, Couldn't, Must, May, or *Might*

Use *can't, must, may,* or *might* to make suppositions, to speculate about something, and to draw conclusions.
Use *must* to say we are sure of something.
Use *can't* or *couldn't* to say that we think something is impossible.
Use *may, might,* or *could* to say that something is possible.

Present

It **can't** be a balloon. Balloons aren't shaped like that. It **might** be a glider. But gliders don't fly vertically. It **must** be a helicopter.

Past

It **couldn't** have been a balloon. Balloons aren't shaped like that. It **might** have been a glider. But gliders don't fly vertically. It **must** have been a helicopter.

A. Complete the sentences using the verbs in parentheses. Use the simple past and the past perfect forms.

1. I _____ (feel) much better after I _____ (see) the results of my test.
2. It had been raining, but by the time we _____ (arrive), the rain _____ (stop).
3. Dinosaurs _____ (be) extinct for millions of years before the first humans _____ (appear).
4. I _____ (never, travel) outside my country until I _____ (go) to Disney World last summer.
5. We wanted to get a picture of the meteorite, but when we _____ (arrive), the police _____ (already, take) it away.
6. No, Your Honor, I _____ (never, see) that man before the night he _____ (break into) my apartment.

3 Grammar

Past Perfect Tense

- Go over the material in the grammar chart.
- Explain that we use the past perfect tense when we are talking about two actions that happened in the past and we want to make it clear which action happened first.
- Write some examples on the board, such as the following:
  The plane left at 7:00. We got to the airport at 7:10. When we got to the airport, the flight had already left.
  They forgot their keys in the morning. They couldn't get into the house after school. They couldn't get into the house because they had forgotten their keys.
- Write two sentences on the board and have students form one past perfect sentence. For example:
  He left his house at 8:00. He got home at 8:30.
  (When he got home, he had already left.)
- Explain to students they can also use *before* and *by the time* with the past perfect. For example:
  He had left before they arrived home.
  By the time they arrived home, he had left.
- Present the questions and short answers using different pronouns.
- Go over the **Note**. Point out that the contracted forms of *had* can be used with the past perfect. Write examples on the board, such as:
  When he called, I'd already gone to bed.
  When we arrived, they'd already started the party.

Can't, Could, Couldn't, Must, May, or *Might*

- Go over the material in the grammar chart for the modals.
- Call on volunteers to read aloud the sentences in the speech bubbles.
- Explain that while *might (have been)* expresses possibility, *must (have been)* expresses strong probability, and *can't* or *couldn't (have been)* expresses very strong likelihood that something isn't true.
- Discuss other ways to express the ideas in the speech bubbles. For example:
  Present
  There's no way it's a balloon. That's impossible.
  Maybe it's a glider. / It could be a glider.
  It has to be a helicopter. What else could it be?
  Past
  There's no way it was a balloon. It's impossible.
  Maybe it was a glider. / It could have been a glider.
  It had to have been a helicopter. What else could it have been?
- Explain that when we use the negative forms of *might have* and *must have*, we put *not* before the word *have*. For example: ***She might not have been at home.***

A

- Have students complete the sentences using either the simple past or the past perfect form of the verbs in parentheses.
- To check answers, call on students to read their sentences for the class.

Answers

1. felt, had seen
2. arrived, had stopped
3. had been, appeared
4. had never traveled, went
5. arrived, had already taken
6. had never seen, broke into

- For additional practice, have students restate each sentence, switching the order of the clauses. For example: ***After I had seen the results of my test, I felt much better.***

B

- Have students work individually to complete the sentences, using *can't, must,* or *might*.
- Have students work in pairs to compare answers. Then call on students to read their completed sentences for the class.

Answers

1. must
2. can't
3. must
4. might
5. must
6. can't

C

- Have students work in pairs. Tell them to look at each picture and explain what they think happened using *must have happened, might have happened* or *could have happened*. Each student should make three sentences for each picture. Quickly review with students that *might* and *could* express possibility, whereas *must* expresses probability, and is typically used to state a conclusion about a situation.
- Direct students' attention to the example picture. Ask them to describe the man. Then call on volunteers to read the sentences in the speech bubble.
- Monitor pairs as they work.
- To check answers, call on students to share their ideas with the class. Since answers will vary, call on several students to talk about each picture.

Answers

Answers will vary. Sample answers:

1. Something must have scared the girl. The girl might have hurt herself. The girl could be hurt.
2. The man must have heard some good news. The man might have heard a funny joke. The man could have gotten an A on his test.
3. The man must have tripped on something and fallen. The man might have fallen while he was running. The man could have slipped on some water.
4. The boy must have seen a ghost. There could be an earthquake. The boy might have seen a horror film.

Language Builder

To *starve* means to suffer or die from lack of food. We use the expression *to be starving*, however, to mean that we're very hungry. We can also say someone is *starved for something*, which means the person is missing something important.

Workbook

Assign pages 38-40 for more practice with the grammar of the unit.

Teaching Tip

One way to adapt the material to make it more relevant is to integrate content from different subject areas. To practice the past perfect, events from history could be reviewed. For example, ask students to use one of their textbooks to find three historical facts (with dates) about anywhere in the world. Compile a list on the board, and then have students make sentences about two of the events, using the past perfect to express what happened first.

Additional Activity

Have students work in pairs to use *maybe* to agree with each other's speculations or *can't/couldn't have* to disagree with them. Model a conversation, using the example photo for exercise **C**. For example:

A: He must have been sick.

B: Yeah, maybe he is sick. Maybe he felt dizzy and fell down.

OR

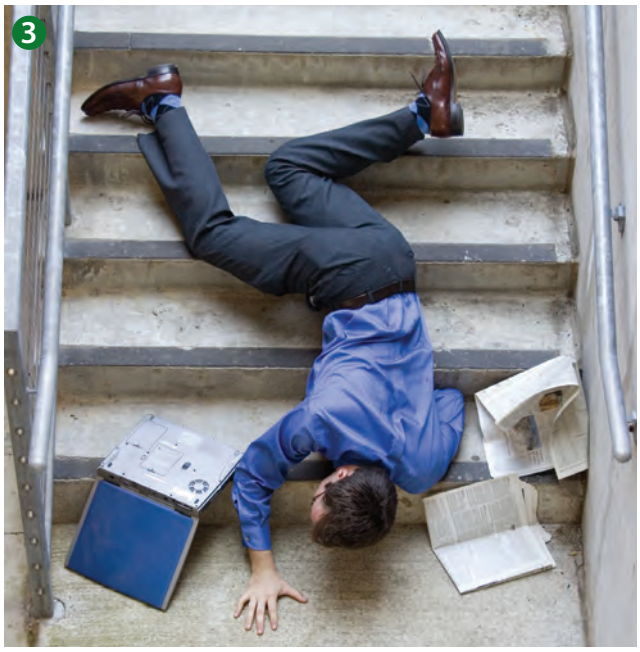
B: No, he can't be sick. He's rushing to get to work.

B. Complete the sentences using ***can't***, ***must***, or ***might***.

1. You haven't eaten all day. You _____ be starving.
2. Pat's joking. She _____ be serious.
3. Ahmed has been studying all afternoon. He _____ be tired by now.
4. I'm not sure of the way there. Let's ask my father. He _____ drive us there.
5. I can't find my keys anywhere. I _____ have lost them.
6. Who's at the door? It _____ be Mariam. She is abroad with her parents.

C. Look at the pictures, and explain what you think ***must have happened, might have happened***, and ***could have happened***.

He must have slept late.
He might have forgotten to set his alarm clock.
He could have stayed up late last night.



4 Language in Context

Look at the picture and imagine what had happened *before* Mr. and Mrs. Jones got home.

The children had cooked dinner.

5 Listening

A. Listen to the two strange events, and complete the chart. Write the strange events in the *What Happened?* column.

	What happened?	Speculation/Possibility
Erika's house		
Fred and Mildred's ranch		

B. Write your own idea about why it happened in the *Speculation/Possibility* column. Compare ideas with other students.

6 Pronunciation

Listen. Note the ***er*** ending in the following words. Then practice.

crat**er** driv**er** recov**er** wat**er** discov**er**

7 About You

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

1. Have you ever seen a meteorite?
2. Have you ever heard or read about unusual incidents that were hard to explain?
3. Have you ever seen a puzzling sight like those on page 54? Talk about your experience.

4 Language in Context

- Have students work in pairs to look at the picture and speculate about what had happened before. Have students give their answers using complete sentences. For example: ***When Mr. and Mrs. Jones got home, the children had cooked dinner.***

Answers

Answers will vary.

5 Listening

A

- Tell students they will listen to two stories. Remind them that knowing what information they need to listen for will make the listening task easier. Here they will listen for general understanding of the events that occurred; it is not necessary for them to understand every detail.
- Direct attention to the chart. Tell students to fill in the chart under *What Happened?* as they listen, or first take notes and then fill in their charts.
- Play the audio twice while students listen and write what happened. Play the audio a third time for students to check their answers.

Answers

Answers will vary. Sample answers:

Erika's house

People saw a man in dark pants, white shirt, and a black tie in Erika's house. Erika and her husband also heard noises in the night.

Fred and Mildred's ranch

Fred and Mildred saw a bright glow from some bushes. As they got closer, they saw thousands of tiny lights on the bushes

B

- Have students work alone to fill in the chart under *Speculation/ Possibility* with their own ideas.
- Compare ideas as a class.

Answers

Answers will vary. Sample answers:

Erika's house

The man might have been a ghost.

Fred and Mildred's ranch

They must have been fireflies.

Audioscript

Erika Schwartz

I'd invited a new friend for breakfast. While we were drinking our coffee, my guest asked if I wasn't going to introduce the gentleman who had previously been in the dining room. I said it must have been my husband, Joe, and I went to look for him. But the person had disappeared. My friend assured me she had seen a man who was wearing dark pants, a white shirt, and a black tie. That night I told my husband about it, but then we forgot all about the incident. Two weeks later my ten-year-old daughter woke up and saw a man standing at the foot of her bed staring at her. We told her she must have had a bad dream. Several nights later we heard noises of chairs being moved around in the dining room. Joe went downstairs to investigate. The chairs had been moved from their places, but there was no one there. As soon as he climbed back into bed, the noise started again. We lived with those noises for more than a year, and some of the guests who slept in our house swore they had seen a man who wore dark pants, a white shirt, and a black tie. In the end, we had to sell the place and move out.

Fred and Mildred McKann

Fred and Mildred McKann had finished rounding up the cattle and were heading home after a long and extremely hot day. It was already dark by the time they got to the edge of the woods that surrounded their property. Suddenly they noticed a strong glow coming from the bushes about one hundred yards away. Could it be sparks from a fire? A fire at this time of the year would be catastrophic. Mildred and Fred got on their horses and rode to the spot. As they approached a clearing in the middle of the trees, they saw hundreds of tiny lights flickering in the bushes. They looked like miniature stars.

6 Pronunciation

- Play the audio twice as students listen and repeat.
- Check pronunciation by calling on individual students to say the words.

7 About You

- Have students work in pairs to discuss their answers to the questions.
- As a follow-up, ask groups to share the most puzzling incident or experience that they talked about.

8 Conversation

- Ask students to look at the picture and describe what they see. Ask: ***Who do you see? Where are they? What do you think happened?***

With books closed, have students listen to the audio.

- Have students open their books and scan the conversation for *can't/might/must* with *be* or other verbs used to speculate. For example: *It must have fallen from the sky.* Or, *Do you have any idea what it might be?* Also ask them to scan for the past perfect. (*…a crowd had already gathered…*)

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

- Have students read the conversation in pairs, switching roles.

Real Talk

- Explain we can also use *Excuse me* to request permission to pass by; for example, on a crowded bus.
- Explain that *Gee, Wow,* and *Whoa* all are used to express surprise. Ask students what they usually say.
- Explain that *You never know* is typically used to express an opinion or conclusion. For example: ***Rob may show up early for a change. You never know.***

Your Ending

- Have students each decide the ending. Then elicit from volunteers the ending they chose. Ask them to explain their choice.

About the Conversation

- Have students work in pairs to ask and answer the questions. Tell students to answer in their own words rather than reading from the conversation.

Answers

Answers will vary. Sample answers:

1. A crowd had gathered around a weird object.
2. Samir thought the object could be a satellite.
3. At first Greg thought it might be a weather balloon. But then he changed his mind and thought it must be a communications satellite.

Your Turn

A

- Organize students into pairs. Tell students to create a role play in which they speculate about the object found in the park. Tell them to use the ideas from the conversation as well as any new ideas they can come up with.

B

- Have students work in pairs. Tell them to take turns pretending they are a reporter on the scene, reporting about the object found in the park. Tell them to describe the scene, as a reporter would, as well as speculate on what the object is. Students can present in small groups or to the whole class.

Workbook

Assign page 41 for additional reading practice.

Teaching Tip

Encourage students to bring to class information they find related to the unit topic. Provide an opportunity for them to share what they bring.

Additional Activity

Activity 1: Have students work in pairs. They write a continuation of the conversation. They talk about what happens after Samir and Greg stick around to see what happens.

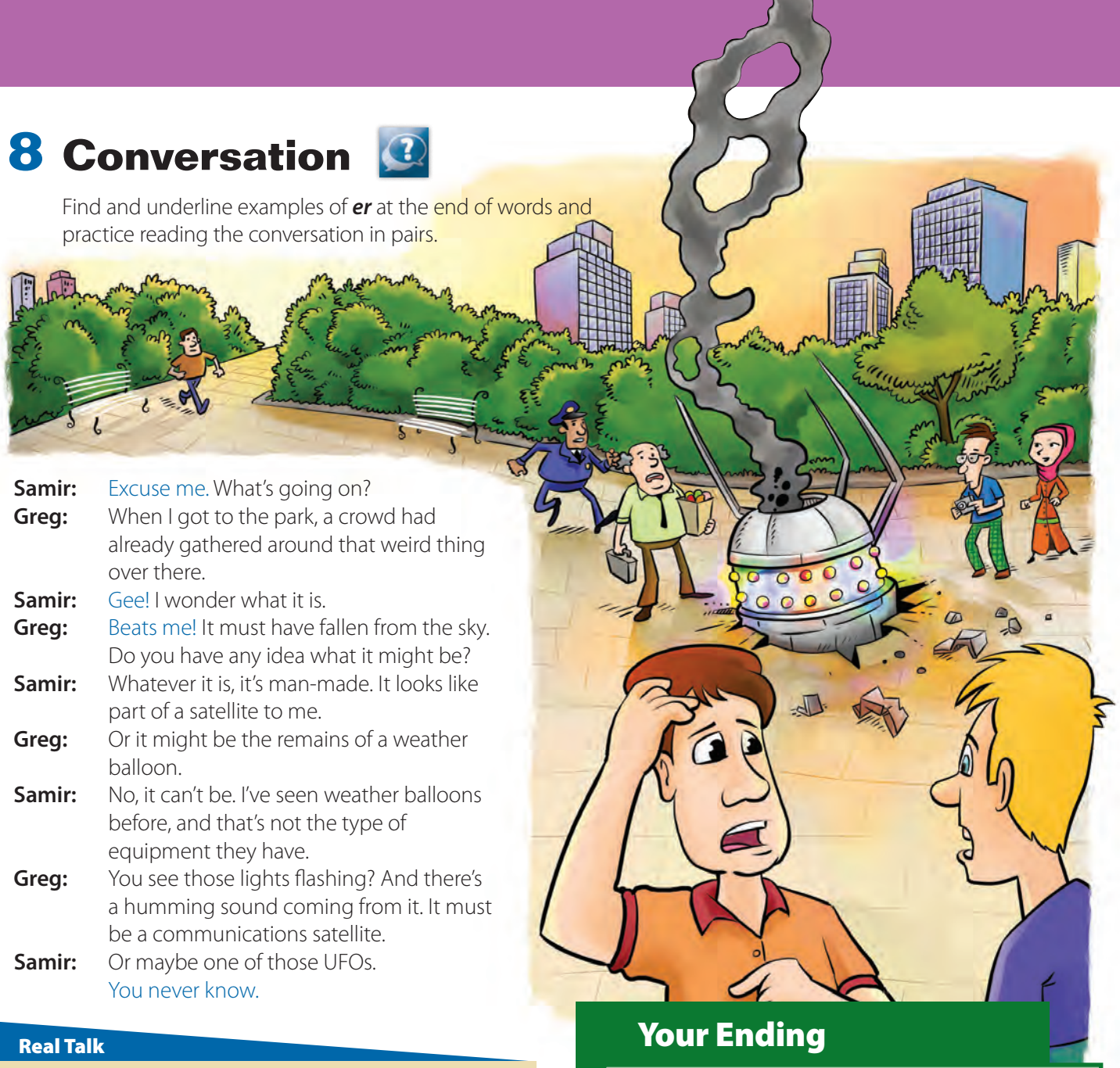
Activity 2: Have students do some research on weather balloons. Have them find out what they look like, and what they are used for. Have students report their findings to the class.

fun facts

The term UFO was first used in 1952 to explain objects seen in the sky that could not be explained, even after investigation. Only 5% of reported sightings fall into this category. Usually the object turns out to be something common and explainable, like aircraft, balloons, meteors, or bright planets. Today, the term UFO is often used to mean "alien spacecraft."

8 Conversation

Find and underline examples of ***er*** at the end of words and practice reading the conversation in pairs.



Samir: Excuse me. What's going on?
Greg: When I got to the park, a crowd had already gathered around that weird thing over there.
Samir: Gee! I wonder what it is.
Greg: Beats me! It must have fallen from the sky. Do you have any idea what it might be?
Samir: Whatever it is, it's man-made. It looks like part of a satellite to me.
Greg: Or it might be the remains of a weather balloon.
Samir: No, it can't be. I've seen weather balloons before, and that's not the type of equipment they have.
Greg: You see those lights flashing? And there's a humming sound coming from it. It must be a communications satellite.
Samir: Or maybe one of those UFOs. You never know.

Real Talk

Excuse me. = a way to start a conversation with a stranger
Gee! = an exclamation to express surprise
Beats me! = I have no idea!
You never know. = Anything is possible.

Your Ending

What does Greg say?

1. Yeah. We'd better call the police.
2. It might be a time bomb. Let's get out of here.
3. I'm going to stick around to see what happens.
4. Your idea: _____

About the Conversation

1. What had happened before Greg got to the park?
2. What does Samir think the object could be?
3. What does Greg think it might be?

FYI UFO = Unidentified Flying Object

Your Turn

A. Role-play the conversation with a partner. Speculate about the object found in the park.

B. Imagine you are a reporter. Give a report about what happened at the park.

9 Reading

Before Reading

1. Think about the Kingdom of Saudi Arabia in 2030. How do you think education, healthcare, employment, culture and business will change?
2. Read the text and highlight the information about:
   - education, healthcare, and culture
   - business and employment

Compare with your ideas.

VISION رؤيـــة 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

The Kingdom of Saudi Arabia

The Kingdom of Saudi Arabia is blessed with a great amount of natural resources and amazing opportunities for economic growth and development. However, the Kingdom's most valuable asset is its Islamic, family-oriented society.

The People

The Kingdom's 2030 Vision will provide the support and opportunities that this society needs in order to develop its potential. The members of the Kingdom's society will enjoy a secure and happy life in a secure and sustainable environment. They will have social support, health care and high quality education. They will be able to raise their children according to Islamic values and help develop their talents and abilities.

Culture and entertainment projects will contribute to the quality of life and celebrate the nation's faith, national identity, culture and heritage. Libraries, galleries, and museums will be established in different areas. Higher education will address real needs and provide the knowledge and training that people need for employment and professional development.

The Kingdom is honored to welcome and serve an increasing number of pilgrims and visitors, from across the globe, every year. The expansion of the Two Holy Mosques and the upgrading of services and facilities will cater for 15 million visitors by 2020.

The Economy

The Kingdom's economy will grow and expand into new sectors. A dynamic business environment with upgraded services and facilities will offer opportunities for investment and attract large and small businesses from different countries.

The Kingdom's geographical position will help make it an international trade and transportation center that connects Europe, Africa, and Asia.

Telecommunications and information technology will be updated and made available in urban and rural areas. This will provide additional access to information and employment opportunities for citizens who live in remote areas.

Government services will be streamlined to support the establishment and operation of new enterprises in different sectors. The renewed and streamlined business environment will increase opportunities for citizens and attract investors from all over the world.

** The original text was drafted by the Council of Economic and Development Affairs as instructed by the Custodian of the Two Holy Mosques, King Salman.*

9 Reading

READING STRATEGY

Reading for general understanding

Explain to students that when they read a text that contains a lot of information, it is important to read to get a general understanding of the content rather than to try to remember all the specific details. It is still important to read the title and look at pictures, if there are any, to activate previous knowledge about the subject before they start reading.

- Tell students that when they read a text to find specific information or details, they need to look for clues, such as words or phrases that can be associated with the information they want. So they can scan through a text and then read the relevant sections more carefully in order to obtain the necessary information/ details.
- Have students read the title and predict what they are going to read. Ask them if they have read or heard about the 2030 Vision of the Kingdom of Saudi Arabia and if they can mention some of the main areas of development, for example, education.
- Direct students' attention to the areas mentioned in the first question and ask them to form pairs or groups. Have each pair or group think about the changes in different areas. You may wish to assign an area per group. Group A: Education, Group B: Healthcare, and so on. Alternatively, you can decide to allow each group to brainstorm and come up with as many ideas as they can in different areas. Explain that at least one student in each group should make notes so they can be used to compare when they actually read the text.
- Have students read the text on their own to compare with their own ideas.
- Play the audio as students follow along in their books and highlight sections that contain information about education, healthcare, culture, business and employment.
- Play the audio again as students check that they have highlighted / underlined the right sections.
- Encourage students to try and guess the meaning of unfamiliar words and/or expressions from context. Tell them that they will have the opportunity to work on a number of words later in class. (After Reading A)
- The following words and phrases that might be unfamiliar are not included in the exercise in A:

  potential: *(develop one's potential) an ability that can be developed to help a person or group of people to become successful*
  contribute: *play a significant part/ role in causing a result, making something happen.*
  investment: *the act of spending money/ making money available for profit, as in for example, spending a large amount of money in order to set up a new company.*
  sectors: *areas of an economy such as, manufacturing, production, services, private sector, public sector, etc.*
- Encourage students to work out their meaning from context or use the explanations above and elicit real examples of companies, abilities, sectors in their country to check understanding.

Language Builder

Culture and entertainment projects will contribute to the quality of life and ***celebrate*** *the nation's faith, national identity, culture and heritage.* Explain that *celebrate* in this context means to present/ hold up in public for all to acknowledge, honor, admire and appreciate. It can also be used in the context of a special day, as in *Everyone across the Kingdom is making preparations to celebrate the National Day* to refer to festivities or ceremonies to mark the day.

After Reading

A

- Have students match the words with the meanings based on the reading. Check answers as a class.

Answers

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

B

- Have students work individually or in pairs to complete the sentences. Encourage them to use their own words. Tell them not to copy sentences exactly as they are in the text.
- Check as a class by calling on pairs of students to read the completed sentences. You may prefer to have them copy their sentences on a piece of paper and post them on the board. Then invite the class to stand up and check each other's sentences.

Answers

Answers will vary. Sample answers:

1. The citizens of the Kingdom will have many job opportunities, health care and high quality education.
2. Higher education will provide the training that people need for professional development.
3. In order to cater for 15 million visitors by 2020, services and facilities will be upgraded.
4. Upgraded business services and facilities will attract large and small businesses from different countries.
5. The Kingdom will become a trade and transportation center that connects Europe, Africa, and Asia.
6. Government services will support new businesses in different sectors.

Discussion

- First have students work alone to list their ideas about life in the Kingdom of Saudi Arabia in 2030.
- Then have students work in pairs to discuss and combine their ideas. Then ask pairs to think about an imaginary family weekend and make notes.
- Ask volunteers to present their ideas and compare them as a class.

Workbook

Assign pages 42-43 for additional writing practice at word and sentence level.

Teaching Tip

Using students' skills and talents in other areas can help in the language learning process. For example, encourage students to draw pictures, or create short role-plays, to demonstrate their understanding of what has been presented in class.

Additional Activity

Have students work in pairs to create a role play in which they are two scientists speculating about urban areas and what they might do to improve the quality of air. They can suggest and discuss different solutions such as the creation of parks in residential areas, planting on roof tops, etc.

Project: City Planning

Ask students to work in groups, speculating about housing and facilities in an area of their city/town. Tell them to work with "artists" in their group to draw their ideas on a poster.

After Reading

A. Match the words with the meanings.

1. ___ asset	**a.** of or relating to the country
2. ___ sustainable	**b.** a useful or valuable quality, skill or person
3. ___ upgraded	**c.** replaced by newer, better procedures, equipment, etc.
4. ___ dynamic	**d.** always active, changing, developing
5. ___ urban	**e.** a business organization
6. ___ rural	**f.** lasting, not destroying natural resources
7. ___ remote	**g.** made simpler, more effective and productive
8. ___ streamlined	**h.** far away
9. ___ enterprise	**i.** of or relating to cities or towns

B. Complete the sentences about the reading with your own words.

1. The citizens of the Kingdom will have _____
2. Higher education will provide _____
3. In order to cater for 15 million visitors by 2020 _____
4. Upgraded business services and facilities will _____
5. The Kingdom will become a trade and transportation center that _____
6. Government services will support _____

Discussion

1. Imagine life in the Kingdom of Saudi Arabia in 2030.
   - How old will you be?
   - Will you have a family of your own? Where will you live?
   - What kind of job will you have?
   - What will schools be like?
2. Describe an imaginary family weekend. Think about:
   - Places you can visit
   - Activities
   - People you can meet
   - How you can get to places

10 Writing

A. 1. How many remote controls do you have at home? What kind of devices are they used for?
2. Read the article and identify the different stages that remote controls went through.

Years/decade	People involved	Main characteristics	Functions

Weekly edition — The Daily Reading Journal — section A

We tend to think of remote controls as 'new' devices. However, what we now take for granted at home or at work has been developed over a very long time.

One of the earliest examples of remote control was developed in 1898 by Nikola Tesla, who demonstrated a radio-controlled boat to the public during an electrical exhibition at Madison Square Garden. In 1903, Leonardo Torres Quevedo presented the Telekino at the Paris Academy of Science. It consisted of a robot that executed commands transmitted by electromagnetic waves and was a pioneer in the field of remote control. The first remote-controlled model airplane flew in 1932 and by the late 1930s, several radio manufacturers offered remote controls for some of their more exclusive models.

The first television remote control was developed in 1950. It was called "Lazy Bones", and was connected to the television set by a wire. A wireless and then an ultrasound remote control were developed in the mid-50s but neither was reliable.

More sophisticated television remote controls were introduced in the late 70s, but they had a limited number of functions, sometimes as few as three: next channel, previous channel, and volume/off. Remote controls, with a wider range of functions, were finally launched in the 80s and became an immediate success. For the first time, viewers no longer watched programs just because they did not want to get up to change the channel. They could also channel surf during commercials, or turn the sound off.

By the early 2000s, the number of remote controls increased along with the number of electronic devices. Consumers needed a remote for each device. This led to the development of universal remote controls that can be used with different devices. Imagine controlling everything around you with the touch of a button on one single remote control! Is it wonderful or scary?

3. Did you find any new information in the article? What did you learn?
4. Read the article again and decide what the focus/topic of each paragraph is. Work in pairs and compare your answers. Then report in class.
5. Read the last lines of the article. What do you think? Is it wonderful or scary? Why?

10 Writing

A

- If possible, bring or use a remote control that you have in class. Hold it up and have students name it. Ask them if they know how it was developed.
- Read the directions for 1 with the class. Have students work in pairs discussing the question and making a list. Call on volunteers to present their answers for the class.
- Have students move around and find out how many remote controls different people have as a class survey. Call on students to report the survey results and provide reasons for them.
- Call on a volunteer to read the directions for 2 aloud for the class. Play the audio and have students listen and follow in their book.
- Have students work individually to answer the question. Tell them to make notes in the chart and add rows if they need to. Then have them compare with a partner.
- Call on students to report their answers in class.

Answers

(this chart has a total of 9 rows, i.e. 5 more than the one shown on the page. Ask students to either use each row of 4 for two items/stages or add rows)

Years/decade	People involved	Main characteristics	Functions
1898	Nikola Tesla	remote control of movement	radio-controlled boat
1903	Leonardo Torres Quevedo	Transmitted commands to a robot by electromagnetic waves Pioneer in remote control	The Telekino robot executed commands transmitted by electromagnetic waves
1932		Remote control	Flew remote controlled model airplanes
Late 1930s		Radio remote control	(Change stations, frequencies, regulate volume)
1950		Connected to television set by wire	Television remote control
mid 50s		Wireless and then ultrasound remote control	Television remote control
Late 70s		More sophisticated television remote controls	Limited: next channel, previous channel, and volume/off.
80s		Television remote controls with wider range of functions	Wider range of functions allowed channel surfing and muting (turning the sound off)
Early 2000s		Universal remote controls	Can be used with different devices

- Ask the class to read question 3 and discuss the answer in pairs. Call on pairs to report in class.
- Read the directions for 4. Give students a few minutes to identify the focus/topic of each paragraph. Call on volunteers to report their answers in class. Discuss the answers with the rest of the class and agree or disagree.

Answers

Paragraph 1: introduce article theme/remote control

Paragraph 2: early examples of remote control

Paragraph 3: early television remote controls/ the first television remote control

Paragraph 4: more sophisticated remote controls, 70s onwards

Paragraph 5: developments in the 2000s, universal remote controls

- Read directions for 5. Have students read and answer individually. Discuss answers and reasons in class.

B

- Direct students to the picture. Read the directions for task 1 with the class. Call on volunteers to answer. Hold a brief discussion in class.
- Have students read the caption. Elicit what they know about the Incas.
- Read directions for tasks 2 and 3. Have students research and collect information about Kon-Tiki or another vessel, well-known voyage or expedition. Tell students to make notes in the chart.
- If there is no access to the Internet or a library, download and print out information about Kon-Tiki or other well-known vessels that the students can use to make notes.
- Have students copy the chart in their notebooks. Remind them to allow more space for their notes.
- Organize students in groups and use their information to make their notes.
- Call on a student from each group to report. Ask the rest of the class to listen carefully and add new information to their notes. Encourage students to ask for clarification or repetition if they need. Explain that these are normal speaking strategies that facilitate understanding/communication.
- Direct students to the Writing Corner. Read and discuss each point with the class. Explain to them that learning to organize content and present it well will help them become better writers.
- Read 4. Have students use their notes to write a short description of a vessel, voyage or expedition.
- Ask students to exchange drafts and comment /make corrections.
- Have students edit and rewrite their descriptions.

Additional Activity

Choose a time in history or an old invention that the students are interested in. Have them research and write an article about it. Ask students to use photos and/or drawings to illustrate their article. Have students post their articles on the wall or the board for the rest of the class to read.

Include the articles in a class portfolio for display at the end of the semester.

Homework

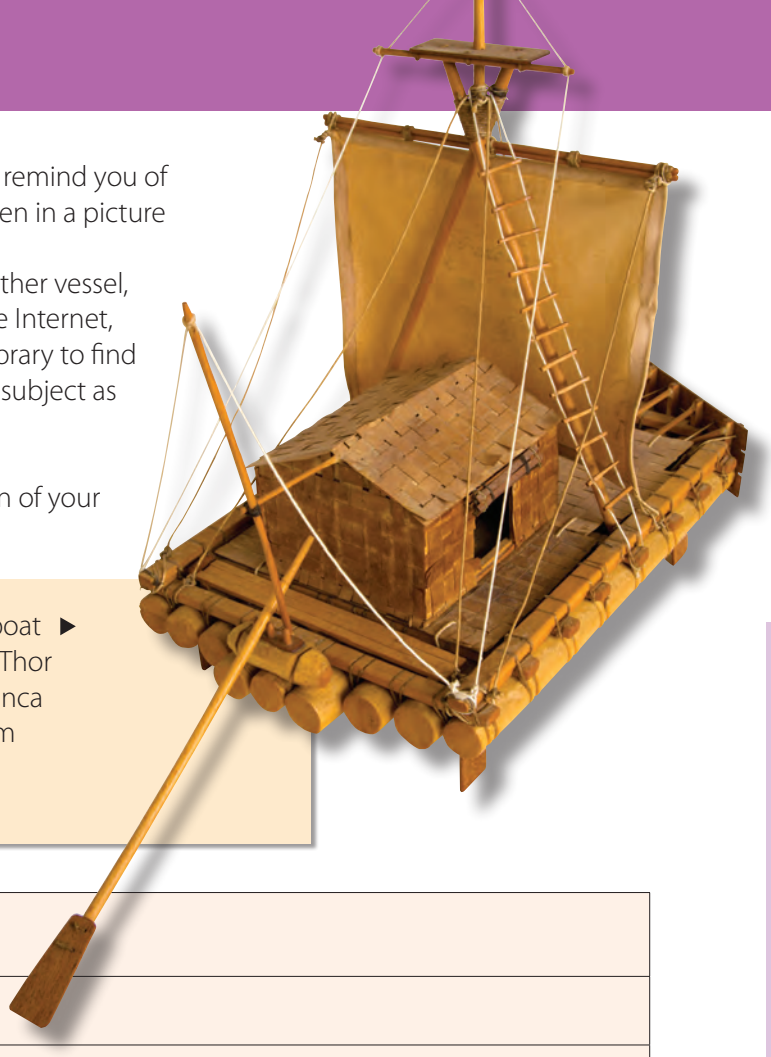
Assign pages 44 for additional writing practice above word and sentence level.

B. **1.** Look at the picture of the *Kon-Tiki*. Does it remind you of a contemporary sailboat that you have seen in a picture or in real life?

2. Find out about the *Kon-Tiki* or choose another vessel, well-known voyage or expedition. Use the Internet, or search for information in your school library to find out as much information on your chosen subject as you can.

3. Make notes in the chart.

4. Use your notes to write a short description of your vessel, voyage expedition.



A model of the *Kon-Tiki*, the boat ▶ used by Norwegian explorer Thor Heyerdahl to prove that pre-Inca people could have sailed from South America to the islands in the Pacific.

I am researching…	
What is it?	
Why is it special?	
Who was involved in it?	
What is the vessel made of?	
Where did the voyage or expedition take place?	
Was it successful?	

Copy the chart in your notebook. Allow plenty of space for your notes.

Writing Corner

When you write a description of an event:

- **Research/Collect all the information you need**
- **Make clear, organized notes that can be read at a glance**
- **Organize your information in paragraphs, bullet points, charts, etc.**
- **Use past tenses and passive forms to relate history**
- **Include your own and/or others' views on the event**

11 Form, Meaning and Function

Independent Clauses with *And, But, Or, So,* and *Yet*

An independent clause expresses a complete thought and can stand alone as a sentence.

A meteorite crashed through their two-story house.

Two or more independent clauses can be combined with coordinating conjunction words, such as: *and, but, or, so,* and *yet*. When a sentence includes two independent clauses joined by a coordinating conjunction, use a comma before the coordinating conjunction.

Neighbors said they hear a terrific noise, **yet** no-one reported it to the police.
Mr. and Mrs. Fausset's house was destroyed, **so** they moved.

The Past with Dependent Time Clauses

We can talk about a past event using a time clause with *when, as soon as, before, after, while, until*, and *since*. When the time clause comes before the main clause, use a comma between the two clauses.

When they arrived home, they discovered to their amazement that a meteorite had crashed through the roof.

Expressing Enthusiasm with Intensifiers and Adjectives

	Gradable Adjectives		Non-Gradable Adjectives
very really quite	scary good interesting small big	absolutely really quite	terrifying amazing fascinating tiny massive

Note: We can use *really* with both kinds of adjectives. It means *a lot*. But when we use *quite* before a gradable adjective it means *a little*. When we use *quite* before a non-gradable adjective, it means *completely*.

A. Complete the witness report with the correct form of the verb in the past. Compare with a partner.

PD Witness Report

While I *was walking* (1. walk) to work, I _____ (2. hear) a lot of people shouting and then I heard a very loud crash. Before I heard the crash, I _____ (3. see) lights above me and I _____ (4. hear) a humming sound. When I _____ (5. arrive) at the park, a really large crowd _____ already _____ (6. gather) around something which _____ (7. fell) out of the sky. People _____ (8. be) quite terrified because they _____ never _____ (9. see) anything like that before. Some people _____ (10. call) the police and some other people_____ (11. run) away. Before I saw that the object was man-made, I _____ (12. think) the object was a UFO. When I saw that the object was made from metal, I _____ (13. realize) that it _____ (14. be) probably part of a weather balloon or a satellite.

B. Write an account of an event you have witnessed. Use time clauses, conjunctions, adjectives and intensifiers. Then tell your story to the class.

11 Form, Meaning and Function

Independent Clauses with *And, But, Or, So,* and *Yet*

- Read the explanation and examples in the presentation with students.
- Write the following sentences on the board. Ask students to complete each sentence with the correct conjunction(s).
  It is raining hard, ___ there is a lot of lightning. (and)
  He didn't want to walk in the rain, ___ he took a taxi. (so)
  He doesn't live far away, ___ he always drives. (yet, but)
  We could go to a restaurant, ___ we could stay home and watch TV. (or)

Language Builder

Although many teachers object to students beginning sentences with a conjunction, such as *and, but, so,* or *yet*, it is not grammatically incorrect to do so. As a matter of fact, it can sometimes help connect ideas effectively. However, here are three things to keep in mind:

- Make sure that the conjunction is followed by a main clause.
- Don't use a comma **after** the coordinating conjunction.
- Don't begin every sentence in a paragraph or essay with a conjunction. It is more effective if this technique is used sparingly.

The Past with Dependent Time Clauses

- Read the explanation and the example sentence in the presentation.
- Elicit or underline the time clause: *When they arrived ...*
- Explain that in contrast to an independent clause, which must include a subject, verb and object, a dependent clause can't stand alone as a sentence.
- Ask students to give more examples of sentences about past events, using a time clause with: *when, as soon as, before, after, while, until* and *since*.

Language Builder

Use a comma between the two time clauses when the time clause comes before the main independent clause. For example, *After we got married, we bought a house.*

Expressing Enthusiasm with Intensifiers and Adjectives

- Explain to students that we use adverbs like *very, quite, really, pretty,* and *extremely* to make adjectives stronger. These adverbs are normally placed before the adjective. For example,
  Ali is very tall. Ali is an extremely active student.
  Science is pretty interesting. Science is a really interesting subject.
  Faisal is quite short. Faisal is quite intelligent.
- Point out that when there is a singular noun, *quite* goes before the article *a/an* or *the*. For example,
  Faisal is quite an intelligent student.

A

- Point the picture and ask for adjectives to describe how the man feels (amazed, astonished, terrified, surprised and so on). Then ask: *What do you think happened to make this man feel this way?*
- Invite students to make guesses and write them on the board.
- Tell students to read the paragraph quickly to see if they guessed correctly. Tell them they should ignore the gaps.
- Ask volunteers to tell the class what they think the paragraph is about.
- Students complete the exercise alone and then check their answers in pairs.

Answers

1 was walking
2 heard
3 had seen
4 had heard
5 arrived
6 had (already) gathered
7 had fallen
8 were
9 had (never) seen
10 called
11 ran
12 had thought
13 realized
14 was

B

- Students should first make notes and then write complete sentences. Tell students they should focus on accuracy and refer back to the notes in the presentation if necessary.
- Call on volunteers to share their accounts with the class.

Answers

Students' own answers.

Conditional Sentences with Present and Future Forms

- Have volunteers read aloud the example sentences in the presentation.
- Explain that when we use *if* to talk about present facts, if means *whenever*. For this reason we often substitute *if* with *when*.
- Elicit the verb forms in the *if*-clause and the main clause (simple present + simple present).
- When we use *if* to talk about the future, if means something may or may not happen. Elicit the verb forms in the *if*-clause and the main clause (simple present + *will/be going to* + verb).
- Emphasize that we use the simple present in the *if*-clause even though we are talking about the future.
- Elicit the difference in meaning between an *if*-clause + *may/might* (the second event is not certain to happen if the event in the if-clause happens) and an if-clause + *will* (the second event is certain to happen if the event in the if-clause happens).

Express Necessity and Lack of Necessity

- Call on a volunteer to read aloud the example sentence in the presentation.

Language Builder

Have to expresses strong obligation, or something that is necessary and very important to do. There is often no choice. For example, *I have to take my passport to the airport.*

Have to is used in the same way as *must* to express obligation and necessity; but In American English, *have to* is used more often than *must*.

Need to also means that something is necessary but it less strong than *have to*.

Don't need to means something is not necessary. For example, *I don't need to take both my passport and my national identity card to the airport.*

C

- Read the directions and have students complete the exercise alone. Point out that *may* and *might* can be used interchangeably.
- Students should compare their answers with a partner. Call on volunteers to share their answers with the class.

Answers

1. heat, boils
2. climb, will need
3. see, might be
4. get, will see
5. mix, end up/ will end up

D

- Tell students to close their Student Book and write on the board:
  What should you do if you find a meteorite?
- Tell students to ask their partner the question on the board. Give students two or three minutes to come up with some ideas in their pairs. Call on volunteers to share their ideas with the class and write them on the board.
- Tell students to open their Student Book and compare their ideas with the college professor's notes.
- Students should work on their own to write the advice in full sentences.
- Call on volunteers to share their answers with the class.
- Ask: *Do you agree with the college professor's advice? What other questions might you have for the professor?*

Answers

Students' own answers.

Workbook

Assign pages 45-46 for more practice with the form, meaning and function of the structures in the unit.

Teaching Tip

Try to vary the interaction patterns as much as possible. For example, have questions and answers between teacher and student and between student(s) and student(s). Have students work alone and in pairs and groups. Make sure that students work with a variety of different students in the class so they don't always work with the same person or people when doing pair work or group work activities. engage students in a variety of tasks, such as role-play, debate, and discussion to keep them interested in what you are teaching.

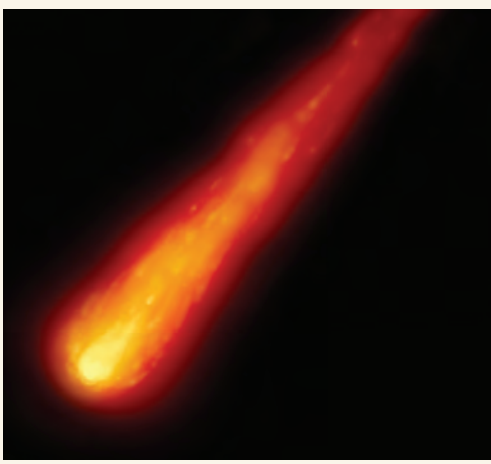
Conditional Sentences with Present and Future Forms

Use conditional sentences with *if* to talk about real causes and results. In these cases you can also use *when* in place of *if*.

Present Facts

Use the *simple present tense* in both clauses.

When a meteoroid **enters** the earth's atmosphere, chemical interactions and gasses **cause** it to heat up and **form** a fireball.



Future Facts

Use the *simple present* in the *if*-clause and the *future* with *will* in the result clause.

If you **don't leave** now, you **will be** late.

May/Might

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

If you see a meteorite falling through the sky, it **may be** a stony meteorite or it **might be** an iron meteorite. The third type of meteorite is a stony-iron meteorite, but these are very rare.

Express Necessity and Lack of Necessity:

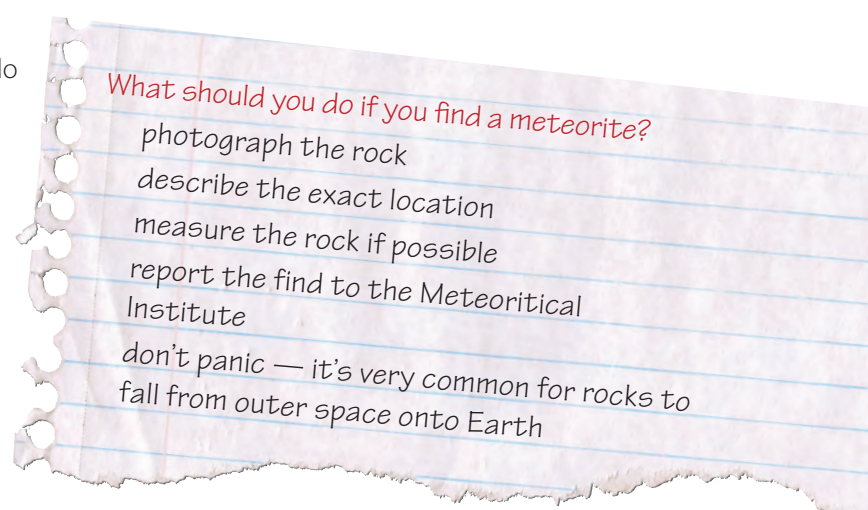
What should I do if I see something strange in the sky?	You **need to** video or photograph the object, if you have a camera phone. You **have to** call an expert to get their opinion. You **don't need to (needn't)** worry. Strange things fall out of the sky on a regular basis all around the world!

C. Complete the sentences. Use the simple present tense and ***will, may*** *or* ***might*** in the second clause.

1. When you _____ (heat) water to 100 degrees Celsius, it _____ (boil).
2. If they _____ (climb) up to 4,000 meters, they _____ (need) oxygen.
3. If you _____ (see) a "falling star," it _____ (be) a meteorite.
4. If we _____ (get) this HD television, we _____ (see) the game better.
5. When you _____ (mix) flour and water, you _____ (end up) with batter.

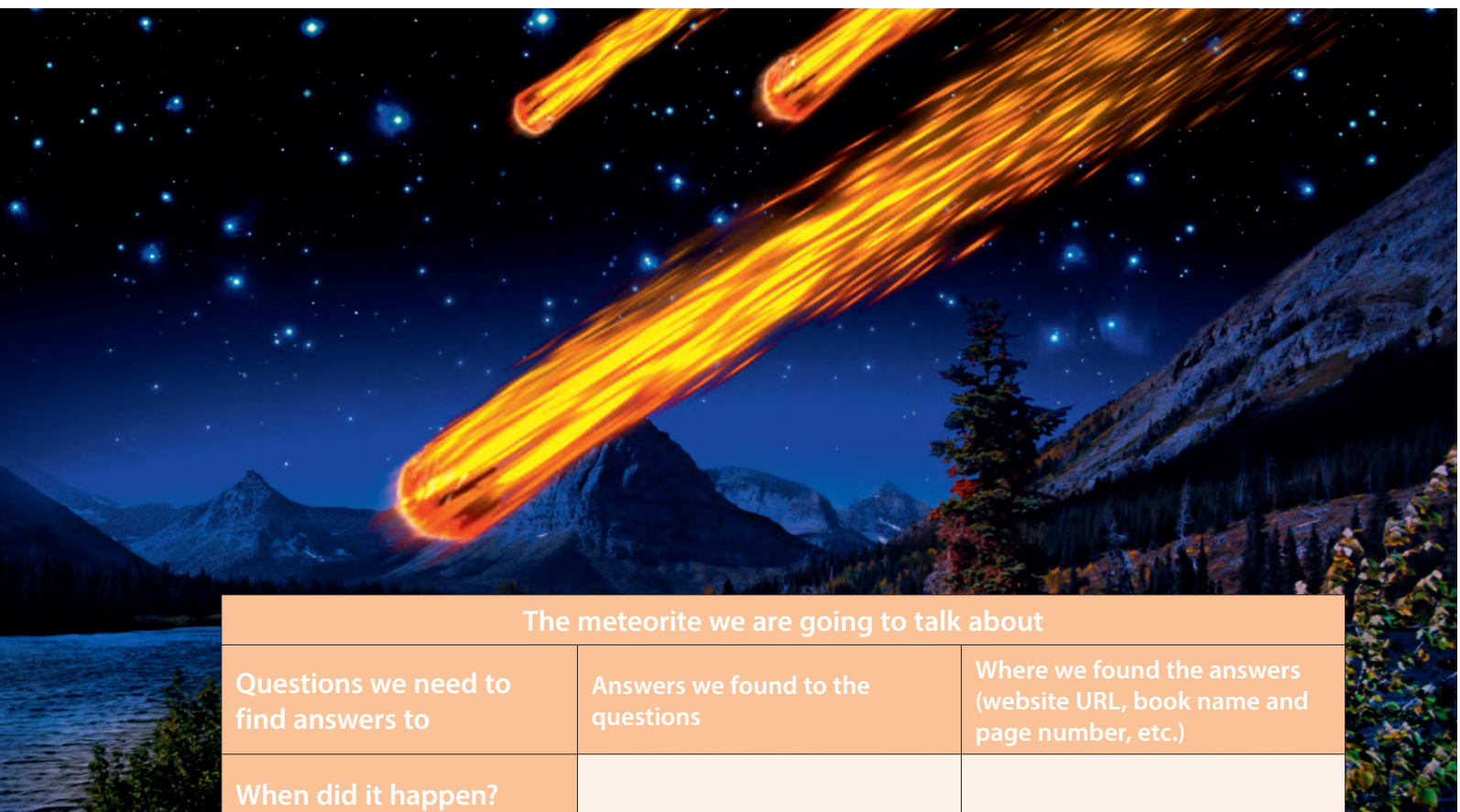
D. Read a college professor's notes on what to do if you find a meteorite. Write his advice in full sentences using modals to express necessity or lack of necessity.

If you think you have found a meteorite, you must photograph it.


What should you do if you find a meteorite?
photograph the rock
describe the exact location
measure the rock if possible
report the find to the Meteoritical Institute
don't panic — it's very common for rocks to fall from outer space onto Earth

12 Project

1. Work in groups. Research and find information about meteorites that landed on Earth. Use the Internet, your school library, or other sources.
2. Choose one of the meteorite incidents and complete the chart with the information in note-form. Select pictures/photos.
3. Use your notes and pictures/photos to prepare a poster presentation.
4. Design and make your poster. Then share the information and stages of the presentation.
5. Present your poster in class.



The meteorite we are going to talk about		
Questions we need to find answers to	Answers we found to the questions	Where we found the answers (website URL, book name and page number, etc.)
When did it happen?		
Where did it happen?		
How big was it?		
What was damaged or destroyed?		
Were any people hurt? If yes, how many?		
What did some people say?		

12 Project

- Direct students to the picture. Have them talk about it in pairs. Call on pairs to describe the picture and what they have identified. Elicit 'meteorites' from the class and write the word on the board. Use questions like these to help them discuss meteorites.
  What do you know about meteorites?
  How often do they fall on earth?
  Have they caused any damage by landing on earth?
  How large is the largest meteorite that has hit earth?
- Read the directions for task 1. Organize students in groups. Have them choose a meteorite incident to focus on and find more details about.
- Direct students to task2 and 3. Have students read the directions to themselves. Check understanding.
- Have students study the chart. Encourage them to add more questions that they would like to find answers to.
- Allow time for the students to work in their groups. Remind them to assign tasks to different members of the groups depending on abilities and skills.
- Have students look for photos and visuals or draw. Suggest that they use photos to cover their poster and write captions and short texts with information on smaller pieces of paper that they can stick on the poster.
- Give groups time to write captions and short texts and edit them. Circulate and monitor participation; help when necessary.
- Have groups share parts of their poster presentation among group members. Encourage them to rehearse within the group first before they present for the class.
- Have groups present their posters in class.
- Hold a class discussion on meteorites. Have students reflect on the information they have read or heard about and discuss questions/issues like these:
  Can a meteorite destroy a whole planet? Why? Why not?
  According to scientists matter from space enters the earth's atmosphere quite frequently. Why is it that we have not heard of more incidents accompanied by substantial damage?
  Have you seen any documentaries or films about meteorites? What impressed you most?

Additional Activity

Have students think about and create a film scenario involving a meteorite or meteorites. Tell students to think about what they had to do with storyboards, i.e. think about the setting/scene and the script – the words that actors have to use.

Teaching Tip

When discussing various issues in class it is advisable for teacher not to repeat what each student says, in other words "echo". It's best to invite other students who are at some distance from the speaker to repeat instead. This will encourage students to listen to each other as they speak in class instead of only listening to the teacher when he or she repeats things.

13 Self Reflection

- Brainstorm I Wonder What Happened. 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 54 and 55. Ask them to think about things they liked and things they disliked in this part of the unit. Use questions to help them remember. For example:
  Were you interested in the photos that showed unusual events? Which one did you consider really strange and difficult to explain? Why?
  Have you ever witnessed an event or scene that was difficult to explain? If, yes; can you describe it?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 56, 57, ask them to answer using could have, must have, etc. For example:
  There was a bright light in the sky at night that kept flashing, then stopped, moved on and started flashing again at regular intervals? What do you think it was?
  It must have been _____
  It could have been _____
  It couldn't have been _____
  It might have been _____
  Have volunteers complete the statements. 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.
- Remind them to complete the Unit Checklist as they work through different sections of the unit.
- Direct students to pages 58, 59. Call on volunteers to say what the context is in this lesson, i.e. speculating on what happened., things that had already happened when you witnessed the outcome.
- 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:
  How is a short history of a new product organized?
  Say which is right:
  The first television remote control was developed in the 1930s and it was called "Lazy Bee".
  The first television remote control was developed in 1950
  Universal remote controls can only be used with new television sets.
- 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 a brief history of an invention. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 62 and 63 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 aspect 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.

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.
talk about events that happened in the past before others			
speculate about facts and events			
use the past perfect tense in the affirmative and negative and in questions and short answers			
use *can't, could, couldn't, must, may,* or *might*			
Independent clauses with: *and, but, so* and *yet*			
The past with dependent time clauses			
Conditional sentences with present and future forms			
Expressing enthusiasm with intensifiers and adjectives			
Express necessity and lack of necessity			

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

5 If It Hadn't Happened

1 Listen and Discuss

1. Look at the pictures and write as many words as you can think of for each.
2. Read each paragraph and underline the words that name something in the picture.

Looking Back

Inventions and Discoveries That Changed History

We often wonder if things might or could have been different. Would the world be a better place? What are the advantages or disadvantages of different inventions?

The Wheel ▲

If the Sumerians hadn't invented the wheel in 5000 B.C.E., they couldn't have moved heavy loads. Six thousand years later, the Mayans and Incans in the Americas used the round shape in their architecture, but they had no wheels.

Airplanes ▲

If the Wright brothers hadn't invented the first successful airplane, people might still be traveling long distances on ships, and there wouldn't be as much contact among people on different continents. The Wright brothers first flew in an engine-propelled plane in 1903.

Oil ▲

If people hadn't discovered a lot of sources of oil, cars that run on gasoline wouldn't have become so common. The first commercial oil well drilled in North America was in Oil Springs, Ontario, Canada in 1858.

Computers ▶

If we didn't have computers, a lot of work would still be done with paper and pencil, and people in their homes wouldn't be able to be in contact with the entire world. The first PC was introduced by IBM in 1981.

Electricity ▲

If electricity hadn't been discovered, people would probably still be using candles or gaslights. Thomas Edison developed the first incandescent electric light bulb in 1879.

Penicillin ▲

If Dr. Alexander Fleming hadn't discovered penicillin in 1928, millions of people would have died from infections. However, the widespread use of penicillin as an antibiotic did not begin until the 1940s, during World War II.

Unit Goals

Vocabulary
Inventions and discoveries
Regrets and mistakes
Embarrassing situations
Advice columns

Functions
Talk about discoveries and inventions and how things would have been different without them
Talk about missed opportunities and regrets

Grammar
Should Have + Past Participle
Conditional Sentences: Hypothetical Situations in the Past
If with *Could* and *Might*

Listening
Listen for details

Pronunciation
Reductions

Reading
Mario's: Advice Column

Writing
Write a response for an advice column

Form, Meaning and Function
Present perfect simple versus past simple
Expressing ability, permission and requests
If with past perfect, *would be able/would have been able*

Project
A survey

Warm Up

Hold a class discussion about inventions and discoveries. Check that students understand the difference between an *invention* (something that is created) and a *discovery* (something that is found, or found out about).

To help students get started, tell them to look around the classroom and notice things they use every day that were invented; for example, a pen or a pencil sharpener. State some major discoveries. For example: the earth isn't flat, and it orbits around the sun. Draw a two-column chart on the board. Label the columns ***Inventions*** and ***Discoveries.*** Ask students for their ideas. List them in the chart on the board.

1 Listen and Discuss

- Have students form pairs and discuss what they consider to be the top ten inventions and discoveries. Then have students form groups and compare their ideas.
- Call on students to relate the top ten inventions their group decided on. Hold a class discussion and see if students agree on the ten most important inventions and discoveries. Ask students to give reasons for their answers: For example: *I think cell phones are one of the most important inventions because they can be used by lots of people almost anywhere.*
- Have students look at the photos on page 68. Ask: ***Which of these inventions and discoveries do you think are the most important?***
- Have students work individually to write words for each photo.
- Have students read the text and underline words that name something in the pictures.

Play the audio for page 68 as students read along silently.

- Point out the *if*-clauses. Explain that the *if*-clause presents the conditions or circumstances that lead to a result, and the result is stated in the main clause. For example, read the paragraph on oil. The central idea is that the reason that cars which run on gasoline are so common is because of the discovery of lots of sources of oil.
- Have students form pairs and summarize the main idea presented about each invention or discovery.

Play the audio again as students follow along in their books. Then go over any new words and expressions students ask about.

Language Builder

The first commercial oil well means the first oil well used to pump oil that was sold. Give students additional examples with the word *commercial.* For example: *When the hula hoop was invented, it seemed like just a simple piece of plastic, but it ended up being a huge commercial success; in other words, millions sold.*

Life's Regrets

- Direct attention to the picture of the guy unloading a truck. Ask students to read the text. Ask students to say in their own words what he regrets.
- Play the audio for page 69 . Ask students to listen and follow along.
- Tell students to think about experiences they have had. For example, for number 3, tell students to think about something specific they once wanted to buy. Students may also want to change a situation slightly to make it fit better with their own experiences. For example, for number 2, they might substitute *jacket* or *bag* for *hairstyle* and *his* for *her*.
- Explain that for number 7, *other after-thoughts* means feelings or situations similar to those in numbers 1–6.
- Have students discuss their answers with a partner.

Quick Check

A

- Have students work individually to make the matches to form new words. Discuss any words that may be new to students.

Answers

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

B

- Have students work individually to answer *true* or *false*.
- Check answers as a class by calling on volunteers. Have them correct the false statements.

Answers

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

2 Pair Work

A

- Play the audio as students listen and repeat.
- Model the examples with students, changing roles.
- Organize students into pairs. Tell them to take turns asking and answering about their biggest regrets and about the inventions and discoveries on pages 68 and 69.
- Monitor students as they practice. Then call on pairs to present for the class.

B

- Have students work alone to list mistakes in life they would not make again. Tell them to use *I would have*.
- Have students compare their lists with a partner.

Workbook

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

Language Builder

Explain that *shoplifting* is stealing merchandise from a store. Stores hire security guards to protect against this. Shoplifting is against the law. If someone is caught shoplifting, they are arrested.

Teaching Tip

Rather than explaining a grammatical structure, have students look at it in context. Guide them to discover how it is used. This will encourage them to try to discover the meaning of new words and structures they encounter outside of the classroom.

Additional Activity

Activity 1: Have students work in groups, taking turns saying something they regret having done. The other group members offer suggestions and advice on how to remedy the situation. For example, someone might regret being unkind to a friend. Group members offer advice on how to apologize.

Activity 2: Have students work in pairs to play a game using *if*-clauses. Partners take turns making statements, and responding to them. For example:

A: If I'd studied harder, I would have passed the test.

B: If the test hadn't been so hard, you might have passed it.

fun facts

- Abu Rayhan al-Biruni was an Armenian astronomer who lived from 973–1048. He began to study astronomy when he was very young. By the time he was only seventeen years old, he had invented an instrument for making observations of the sun. In his lifetime, he invented many instruments for observing the sun, the moon, and stars.
- Marie Curie (1867–1934) discovered two radioactive metals, radium and polonium, and invented the first mobile X-ray machine. She was awarded the Nobel Prize in Physics in 1903 and in Chemistry in 1911.

Life's Regrets

At one time or another, we all look back and wish we had done things differently in our lives. The following are some typical situations. Mark the ones you've said or done. Discuss with a partner.

1. ☐ If I'd studied harder, I would have passed that test.
2. ☐ I should have said what I thought about her hairstyle, but I didn't want to hurt her feelings.
3. ☐ I should have bought that thing last year; now prices have gone up.
4. ☐ If I had been more careful, I would have avoided the accident.
5. ☐ I should have told the security guard that I saw someone breaking the lock.
6. ☐ If I'd known the trip was going to take so long, I would have taken another route.
7. Other after-thoughts? _____

_____

Quick Check ☑

A. Vocabulary. Match to form new words and expressions.

1. oil ___	**a.** guard
2. heavy ___	**b.** style
3. hair ___	**c.** load
4. electric ___	**d.** bulb
5. security ___	**e.** well

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

1. _____ The Sumerians couldn't have carried heavy loads without the wheel.
2. _____ If it weren't for Fleming, many people would have died from infections.
3. _____ If it hadn't been for candles, there wouldn't be any electricity.
4. _____ People would still be traveling on ships if it weren't for airplanes.
5. _____ The man who is unloading the truck should have studied harder.

2 Pair Work

A. Ask and **answer**.

- What is your biggest regret?
- I should have been a more serious student.

- What would have happened if the Sumerians hadn't invented the wheel?
- They wouldn't have been able to move heavy loads.

- What would you have done if you'd seen the thief?
- I would have called the police immediately.

B. If you could go back and do things over, what mistakes would you try to avoid? Write down a list and compare with a partner.

3 Grammar

Should Have + Past Participle

Use *should have* + past participle to talk about regrets. Use this form to talk about things you wish you had done or hadn't done.

I **should have said** I was sorry. (… but I didn't say I was sorry)
I **shouldn't have done** that. (… but I did that)

Conditional Sentences: Hypothetical Situations in the Past

Use *if* + past perfect + *would have* + past participle to talk about things that didn't happen in the past and had a result in the past or to talk about things you would have done differently.

If I **hadn't found** my book, I **would have been** in trouble. (I found my book, so I wasn't in trouble.)
If I **had studied** harder, I **would have passed** the exam. (I didn't study hard, so I didn't pass the exam.)

Use *if* + past perfect + *would* + (*not*) base verb/*be* + *-ing* to talk about things that didn't happen in the past and have a result in the present.

If I **hadn't learned** English, I **wouldn't understand** you. (I learned English, so I understand you.)
If we **had won**, we **would be celebrating**. (We didn't win, so we aren't celebrating.)

Note: *I'd* = *I* + *had* or *I* + *would*
If I'**d** (= I had) **been** more careful, I'**d** (= I would) **have avoided** the accident.

If with *Could* and *Might*

Use *if* and *could/might* + past perfect to talk about possibilities and missed opportunities.

If I had gotten a job last summer, I **could have saved** more money.
If she had left work earlier, she **might have avoided** traffic.

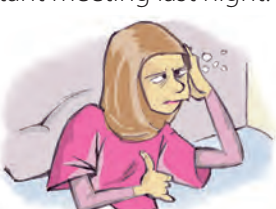
A. Read the situations, and make sentences using ***should have/shouldn't have***.

1. Jan lent April some money, but she never paid her back.
2. Brad forgot his key, so he broke the window to get into the house.
3. Rita didn't feel well, but she didn't want to go to the doctor.
4. Emilio was upset because they didn't ask him to go out with them.
5. We went to Gino's Restaurant, but the food wasn't good.
6. Mr. Johnson missed a really important meeting last night.

5

1

2



3

4

6

B. Now tell the class what you would have done in the situations in exercise **A**.

If I'd been April's friend, I would have asked her for my money.

3 Grammar

Should Have + Past Participle

- Go over the material in the grammar chart for *should have* + past participle to talk about regrets. Explain that we use this structure to talk about things we wish we had done or had not done. Write some additional sentences on the board. For example:
  I should have called you earlier. (But, I didn't.)
  I shouldn't have left my book outside in the rain. (But, I did.)
- Remind students of the contracted forms of *should have (should've), could have (could've),* and *would have (would've)*. Write sentences on the board. Have students say what the person should've or shouldn't have done.
  He went downtown without any money. (He should've taken some with him.)
  He left his backpack on the bus. (He shouldn't have been so careless.)

Conditional Sentences: Hypothetical Situations in the Past

- Go over the examples and explanation in the chart. Tell students they need to pay attention to the negative (*not*) in the clauses. For example, compare these sentences:
  If I hadn't found my book, I would have been in trouble. (I found it and so I wasn't in trouble.)
  If I hadn't lost my book, I wouldn't have been in trouble. (I did lose my textbook and so I was in trouble.)
- Go over the **Note**. Point out that *I'd* can mean either *I had* or *I would*. They need to look at the context to understand which is being used.

If with *Could* and *Might*

- Go over the examples and explanation in the chart. Explain that although *could have* and *might have* often have the same meaning, we sometimes use *could have* to express ability and *might have* to express possibility.
- Say pairs of sentences, one stating an action and the second stating a result. Have students restate each pair of sentences, using *if* and *had/hadn't* in one clause and *could/might* in the other clause. For example:
  I didn't get paid last week. I didn't go shopping. (If you had got paid last week, you could/might have gone shopping.)

A

- Have students work individually to read the situations and make sentences using *should have/shouldn't have.*
- To check answers, call on students to read their sentences for the class. Since answers will vary, call on more than one student for each situation.

Answers

Answers will vary. Sample answers:

1. Jan shouldn't have lent April the money.
2. Brad should have had an extra key.
3. Rita should have gone to the doctor.
4. They should have asked Emilio to go out with them.
5. We shouldn't have gone to Gino's Restaurant.
6. Mr. Johnson should have been at the meeting last night.

B

- Have students work in pairs to make sentences about the pictures in exercise **A**. Tell them to share their own ideas about what they would have done.
- Call on students to say their answers.

Answers

Answers will vary. Sample answers:

1. If I'd been April's friend, I would have asked her for my money.
2. If I'd forgotten my key, I would have climbed in the window.
3. If I'd been sick, I would have gone to the doctor right away.
4. If I'd been Emilio, I would have been upset too.
5. If I'd gone out to eat, I would have gone to a French restaurant.
6. If I'd been Mr. Johnson, I would have gone to the meeting.

C

- Have students work individually to match the sentence halves.
- Check answers by calling on volunteers to read their completed sentences.

Answers

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

D

- Have students write their own clauses with *would* to complete each *if*-clause in exercise **C**. Point out that the second clause can include *I could have* or *I might have* instead of *I would have*, but not *I should have*.
- Then have students work in pairs to compare sentences. Have volunteers read their sentences to the class.

Answers

Answers will vary. Sample answers:

1. If I had known it was going to rain, I wouldn't have gone to the beach.
2. If he had asked me for advice, I would have told him not to buy that TV set.
3. If I had had enough money, I would have gone to Spain last summer.
4. If you had been home, I would have shared the cookies with you.
5. If they had told the truth, their parents wouldn't have grounded them.
6. If I hadn't passed the test, my parents would have been upset.
7. If the referee hadn't made a bad call, our team would have won the big game.

E

- Students work in pairs. Have them look at the pictures, read each situation, and make a sentence to express what they *would, could,* or *might* have said or done if they were in that situation.
- Do the first one together as a class, and then have students continue in pairs.

Answers

Answers will vary. Sample answers:

1. I would have taken my key if I had gone out at night. I might have waited until morning to take out the garbage. I would have explained the situation to the police officer.
2. I would have apologized to the person. I would have said that the person looked like a friend of mine. I might have continued the conversation and introduced myself to the person.
3. I would have told my friend the truth about the dent. I might have had the dent fixed.
4. I would have explained the situation to my friend and asked her to pay. I might have asked the restaurant if it accepted checks. I could have called my brother and asked him to bring my wallet to the restaurant.

Language Builder

Explain to students that we borrow money *from* someone. We lend money *to* someone. When we borrow money, we are expected to pay the money back. We can also say *pay it back*.

Workbook

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

Teaching Tip

Use realia to provide context for students to practice grammar points. Here, use current events found online, in local newspapers, or in other media to have students talk about what they *could have, might have,* or *would have done* in a similar situation.

Additional Activity

Activity 1: Have students work in pairs to create a role play based on one of the situations in exercise **E**. Ask pairs to present their role plays to the class.

Activity 2: Discuss students' responses in exercise **E** as a class. Have the class vote on the best resolution for each situation.

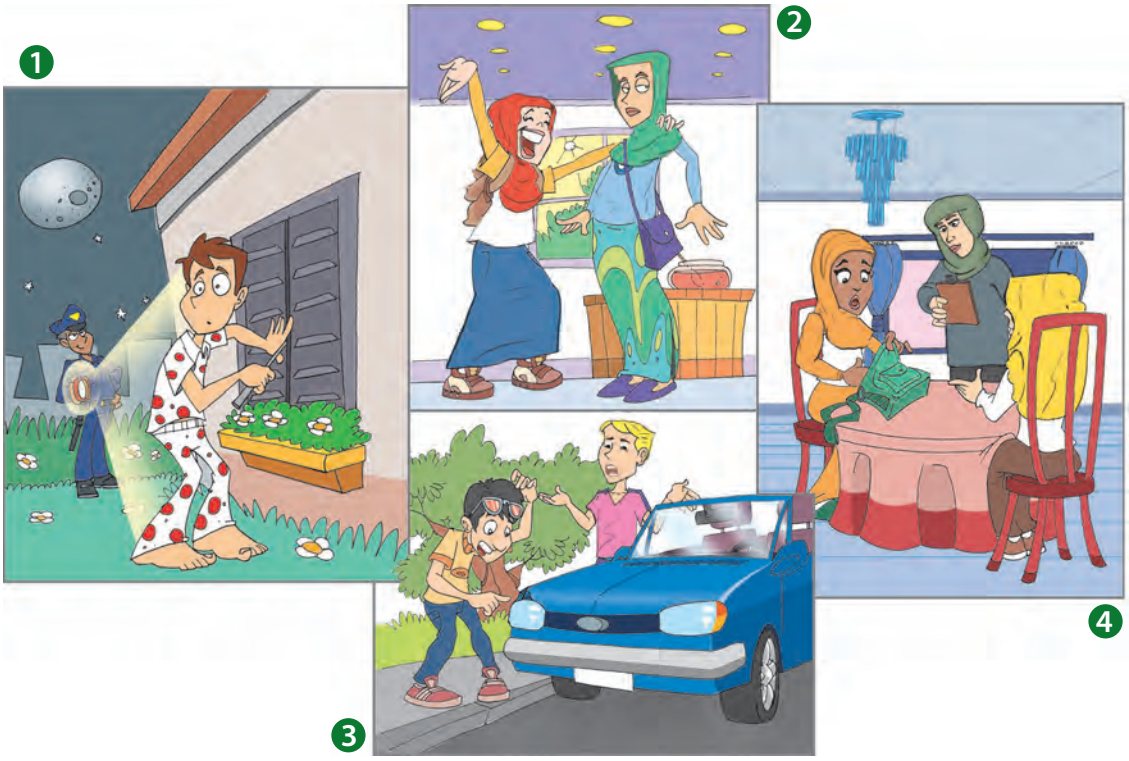
C. Match the two parts of the sentences.

1. If I had known it was going to rain, ___
2. If they had asked me for advice, ___
3. If I had had enough money, ___
4. If you had been home, ___
5. If they had told the truth, ___
6. If I hadn't passed the test, ___
7. If the referee hadn't made a bad call, ___

a. I would have told them not to buy that TV set.
b. they wouldn't be in so much trouble now.
c. their team wouldn't have won the game.
d. I would be taking it again.
e. I would have taken an umbrella.
f. I would have visited you.
g. I would have bought a plane ticket.

D. Now use the first part of the sentences in exercise **C** and add your own endings. Compare your answers with a partner.

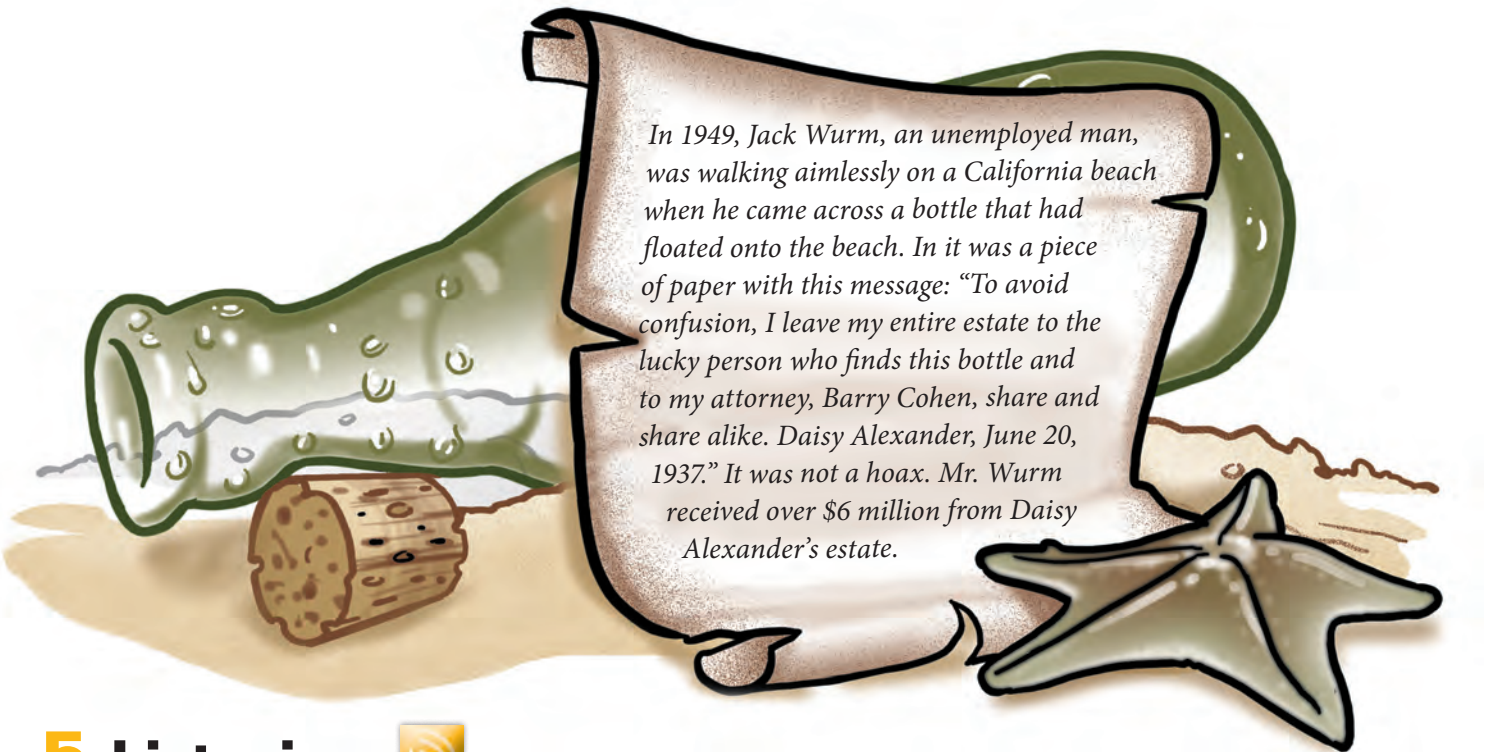
E. Work with a partner. What ***would, could,*** or ***might*** you have said or done in the following situations? Compare your ideas with other pairs.



1. It was late at night when Ken remembered he hadn't taken the garbage out. He was already in his pajamas, but he wasn't going to get dressed again just for that. So he went outside quickly, threw the bags into the trash can, and rushed back to the house. When he got to the front door, he realized he had locked himself out. He was busy trying to break into the house when a police officer saw him.
2. You saw an old friend at the airport that you hadn't seen in years. You went up to him or her, greeted the person, and started talking about old times. Suddenly you realized that you had made a mistake.
3. Salim borrowed his friend's car and dented it. He returned it, but he didn't say anything about it. The following day, when they went out, his friend noticed the dent and thought that someone in the parking lot had bumped into his car.
4. It was a special occasion, and you wanted to celebrate. You invited a friend to go out to a fancy restaurant. The meal was wonderful, and you enjoyed the evening. When the waiter brought the check, you realized you had forgotten your wallet at home.

4 Language in Context

The following talks about a message that was found in a bottle. Imagine you found the message. Discuss with a partner what you would have thought if you had found the bottle and what you would have done with the money.



5 Listening

Listen to the people on the radio show, and complete the chart.

Name	Regret	Reason
J. Springfield		
Saeed		

6 Pronunciation

A. Listen. Note the reduction of ***could have, should have,*** and ***would have***. Then practice.

I **could have** traveled.
He **should have** studied harder.
He **would have** been really happy.

B. Find and underline examples of ***could have***, ***should have***, and ***would have*** in Life's Regrets on page 69. Practice reading the sentences aloud.

7 About You

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

1. What mistakes have you made in your life?
2. What things do you regret having done in your life? What do you regret not having done?
3. Talk about the best or worst thing that has ever happened to you.
4. Have you ever been in an embarrassing situation or a predicament? Talk about it.

4 Language in Context

- Give students time to read the message silently.
- Discuss the message as a class. Ask questions to check that students understand the sequence of events. Ask students to use the context to figure out the meaning of *hoax*. (a joke)
- Have students work in pairs to say what they would have thought if they found the bottle, and what they would have done with the money. Have students share their ideas with the class.

Answers

Answers will vary.

5 Listening

- Remind students that knowing what information they need to listen for will make the listening task easier. Tell them to look at the chart. Ask: ***For each person, what are you going to hear?*** (a regret and the reason)
- Ask students what they know about call-in radio shows. Some call-in shows allow listeners to call and give their opinions. Others are similar to advice columns: The caller says his or her problem and listens to the advice.

Play the audio twice.

- Students listen and write the information in the correct columns in the chart.

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

Answers

J. Springfield
Regret: His boss was very demanding, so he resigned. Now he thinks he shouldn't have.
Reason: He doesn't know if he'll be able to find another job.
Saeed
Regret: He loves his job, but he got fired.
Reason: He got fired because he is irritable and abrupt when he is under pressure.

Audioscript

Call 1
Sam Whitfield: Good morning. Thanks for tuning in to the All Ears radio talk show. This is Sam Whitfield, and today we're going to discuss communication problems at the workplace. Now for our first listener, J. Springfield, tell us what you regret saying or not saying to your boss.
J. Springfield: Well, my boss had asked me to do a number of things, most of which required going to official services, waiting in lines for some time, or they were simply time-consuming tasks.
Sam Whitfield: Did he realize how long it took you to do the things he'd asked you to do?
J. Springfield: No, I don't think so. He never did. He was so demanding I couldn't stand it anymore. And he never appreciated hard work. I couldn't keep my mouth shut. I had to tell him.
Sam Whitfield: Did you try talking to him about it?
J. Springfield: I know I should have discussed it with him sooner, but I didn't. I wasn't the only one who felt this way. So, I told him. I told him that we all did our best to please him and he never had a kind word for anyone. That he was the boss and had the right to expect us to perform well, but not the right to make us feel worthless. That he should have given credit where credit was due. He should have commented on a job well done. He should have been more understanding with people. Then I resigned.
Sam Whitfield: Well, I think you did the right thing. If I'd been in your place, I would have done the same. Are you sorry about resigning?
J. Springfield: Yes. I shouldn't have left. I spent most of my working life there. I don't know if I'll be able to find another job.
Call 2
Sam Whitfield: Our second listener is Saeed. Tell us, Saeed, what regrets do you have about your behavior at work?
Saeed: I love what I do. I am a designer and I have worked in advertising for the last seven years. But when I am under pressure I can be very irritable and abrupt with people. I know it's not right, but I can't help it. So I manage to upset people that I respect and like working with. In general, I make life difficult for anyone who comes close.
Sam Whitfield: If you realize all this, why didn't you talk to people? Why didn't you try to apologize or to explain?
Saeed: I should have spoken to them, I know. But I felt so embarrassed every time it happened and they looked so fed up with me, I just gave up. I would still like to make up for all this.
Sam Whitfield: That shouldn't be a problem. How about going over and talking to everyone?
Saeed: Well, actually, that's not possible. You see, I was fired…
Sam Whitfield: Oh!

6 Pronunciation

A Have students listen to the audio twice and repeat the sentences. Tell them to pay attention to the reduced pronunciation of *would have, could have,* and *should have* in the sentences.

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

7 About You

- Have students work in pairs to discuss their answers to the questions. Monitor as students talk, but do not make corrections as the focus here is on fluency.

8 Conversation

- Have students look at the photo and describe it. Ask: ***Where are they? What are they doing?***
  What kind of jobs do you think they have? Why?
- Read aloud the first line of the conversation. Ask students to predict what the conversation is about.

Play the audio. Have students listen with their books closed.

- Tell students to open their books and scan the conversation for phrases that express regret, possibilities, or missed opportunities. (could have, should have, and would have) Elicit and have students read the phrases.
- Have students read the conversation for words and expressions that are unfamiliar. Elicit and write them on the board. Encourage students to try to understand the words and phrases through context. Some words and expressions that may be new include:

  immature = not behaving in a way appropriate for one's age

  you did well for yourself = you were successful

  Matt came along = I met Matt

  manage to = am able to

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

- Have students read the conversation in pairs, switching roles.

Real Talk

- Ask: ***Who says* you mean?** (Ibrahim) Explain we use this to confirm a question and also to show that we understood the question and are getting ready to answer it, as Ibrahim does without waiting for Faisal to respond.
- Ask: ***Who says* breathing down your neck?** (Ibrahim) Explain that this is used to complain about someone being overly strict.

About the Conversation

- Have students work alone to list Faisal's regrets and to describe Ibrahim's life. Tell students to answer in their own words rather than copying from the conversation.
- Have students work in pairs to compare answers. Then call on volunteers to write their answers on the board.

Answers

Answers will vary. Sample answers:

1. Faisal thinks that he should have listened to his parents and gone to college. He thinks that he should have taken courses in business management.
2. Ibrahim went to college and got a master's degree. Then he got married and had children. Now he works hard and he is able to take care of his family.

Your Turn

- Have students work in pairs to do the role play. Make sure they do it twice, switching roles so that each student has the chance to talk about what he or she would have done differently.
- Call on pairs to present to the class.

Workbook

Assign page 51 for additional reading practice.

Teaching Tip

When students are creating a role play, tell them to write down key phrases and ideas they want to include and use those notes to speak, but to look at one another when they say their lines so that they engage in a more natural conversation.

Additional Activity

Activity 1: Have students work in small groups. In the conversation, Faisal says he wanted to get a job and go out into the world. Have students discuss the pros and cons of doing this, versus going on to college or getting some additional training after high school.

Activity 2: Have students work in pairs. They take turns. One student states a regret, and the other offers advice, using *It's never too late, you could. . .*

fun facts

- Many parents want their children to go to college. The United States Census Bureau has data showing that a college degree nearly doubles the earnings for workers over age 18, on average. The difference in wages is even greater with advanced degrees.

8 Conversation

Read the conversation. Find and underline examples of ***could have***, ***should have***, and ***would have***. Practice reading the conversation in pairs.

Faisal: So do you have any regrets about things in your life?

Ibrahim: You mean, things I should or shouldn't have done? Yeah. I guess there are a few. How about you?

Faisal: I wish I had done things differently. I missed some good opportunities because I was too immature. I should have listened to my parents. They wanted me to go to college, and I actually had the grades, but I wanted to go get a job and go out into the world.

Ibrahim: Well, you did very well for yourself. You have your own business, and you don't have a boss breathing down your neck.

Faisal: But I have lots of responsibilities. I wish I'd taken a course in business management. Now I have to employ someone to do the work I could be doing.

Ibrahim: Well, it's never too late. You can still go back to school. As for me, I got my master's degree, and I had my mind set on a career. But then I got married and had children.

Faisal: So you had to choose between the job and family?

Ibrahim: No, I work hard and I am able to take care of my family.

Real Talk

You mean = an expression used to confirm what someone else has said
go out into the world = start to be on one's own and independent
breathing down someone's neck = constantly checking
As for (me) = an expression used to introduce a new subject/topic
have one's mind set on something = be firmly decided

About the Conversation

1. List Faisal's regrets.

   _____
   _____
   _____

2. In your own words, write about Ibrahim's life.

   _____
   _____
   _____

Your Turn

Role-play with a partner. Pretend you are talking to Faisal or Ibrahim. Talk about the things you would have done differently.

9 Reading

Before Reading

1. Do you ever read advice columns in newspapers and magazines?
2. What kind of help do they give?

Page 28 The Daily Reading Journal Tuesday

MARIO'S ADVICE COLUMN

Dear Mario,

I am writing to tell you a story. It's too late for you to tell me what to do now, but maybe you could tell me what I should have done. Your advice might be useful to others in similar situations.

My best friend borrowed some money from me when we were out shopping at the mall, two weeks ago. I was happy to let him have it, as I had saved my allowance over a few weeks and had more than I needed. He wanted to buy a DVD. Then later I loaned him some more money because we decided to eat at a pizza restaurant. The total, including the DVD, came to $25 dollars. I don't mind helping out a friend, if I can, so I didn't think much of it.

Last week, we were at the mall and I needed to buy some shoes. They were rather expensive and I asked him if he could give me some of the money I had loaned him. He gave me a very funny look, threw a twenty-dollar bill at me, and walked away.

I was really upset. So, I decided to call him when I got back. He told me that he never wanted to have anything to do with me again. He said I had embarrassed him at the shop and that I shouldn't have asked him for the money in public. He thought I had done it on purpose because I didn't trust him.

I am really devastated. I've lost my best friend over $25. What do you think I should have done? Should I have just not said anything? Would that have been the right thing to do?

–A Confused Friend

9 Reading

READING STRATEGY Using time markers

Explain to students that when reading about something that happened, there are words and expressions that they can use to help them follow the sequence of events. Words such as *next, then, after that, now,* or phrases such as *a week ago* tell them the order in which events happened.

- Have a general discussion about advice columns. Discuss the types of columns available online and on TV and radio (for example, medical advice, the type of advice they give (serious or humorous), and the source of the advice (advice from doctors, psychologists, or others). Ask the **Before Reading** questions. Have students talk about which types of advice columns they enjoy and why. Find out if students ever use any advice columns, or if they simply enjoy reading or listening to them.
- Present to students the idea that the real purpose of advice columns is to entertain people, not to give actual advice. Ask students if they agree or disagree with this idea.
- Have students read the title: *Mario's: Advice Column*.
- Point out the closings to each letter. (*Confused Friend* and *Honest but Wondering Why*) Ask students to predict what the letters may be about.
- Play the audio as students follow along in their books.
- Play the audio again for the first letter only.
- Then ask students to summarize in their own words what the problem is.
- Play the audio again for the second letter.
- Ask students to summarize the problem the limo driver has. Ask them to say in their own words why he calls himself *Honest but Wondering Why*.
- Ask students to say words and expressions that are new to them. Elicit and write them on the board. Encourage students to use the context to help each other with new vocabulary. Words and expressions that may be new to students include:
  gave me a funny look = showed displeasure
  never want to have anything to do with somebody = not to have any social contact
  allowance = money that a parent regularly gives to the child
  grateful = thankful
  praise = to say you admire
- Have students scan the second letter and underline the verb phrases with *must, should,* and *could*.
- Explain that *must have been wearing* and *must have fallen off* both express conclusions the limo driver made. The following sentences and phrases all express regret about possibilities in the past: *I should have kept the watch; what I could have done with the money; I could have bought my own limousine.*

Language Builder

Explain that *I've been thinking of* and *I've been thinking about* can be used interchangeably in most contexts. For example: *I've been thinking about taking a trip* and *I've been thinking of taking a trip* mean exactly the same thing.

After Reading

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

Answers

Answers will vary. Sample answers:

1. The letter writer lent some money to his friend.
2. The letter writer wishes that he hadn't asked for the money in public.
3. The driver found a passenger's diamond pocket watch.
4. The driver returned the watch to the passenger.
5. The driver thinks that he should have sold the watch and bought his own limo or started his own business.

Discussion

- Have students work in small groups to discuss their answers to the questions.
- Call on students to report back to the class what their group talked about.

Workbook

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

Teaching Tip

Modify the activity based on the size of the class. For large classes, working in small groups for some activities may be a more effective use of class time than engaging the whole class.

Additional Activity

Activity 1: Have students write a letter to the man who only gave the limo driver ten dollars. Have them tell her what he should have done and what he could do in the future if a similar situation arises.

Activity 2: Have students work in small groups to ask for and give "speed advice." Each student has three minutes to write down a problem and ask for advice. Students then pass their paper to the left, and that student writes a response. After three minutes, tell students to pass their papers to the left again. Continue until students receive their own problem back again. For additional rounds, students pass to the right, or across. Problems and advice should be simple.

Project: Trivia Game

Have students choose a common problem and go to an online advice column and find advice. Have them report their findings to the class.

fun facts

- There are advice columns on the Internet for all types of people: kids, teens, adults; and on all types of topics: health, cooking, household repairs, jobs, etc.
- Advice columns are published in many local newspapers. Two of the most widely syndicated columnists were twin sisters. Ann Landers and her twin sister, Abigail Van Buren, whose column was "Dear Abby" must have spent a lot of time together sharing advice.

MARIO'S

ADVICE COLUMN

Dear Mario,

I'm a limo driver, and people leave all kinds of things in my limousine—scarves, packages, and even shoes. Last Saturday night I picked up this wealthy man at his hotel and drove him to a prestigious charity awards ceremony. The man must have been a millionaire, judging by the way he was dressed. The next day, when I was cleaning the inside of the car, I noticed something shining.

The man's gold and diamond pocket watch must have fallen out of his pocket, and it slipped behind the seat.

So I called the hotel where the man was staying, explained what had happened, and arranged to return the watch. The man was extremely grateful. He told me that it was a valuable family heirloom, given to him by his grandfather, and he went on to praise my honesty. Then he opened his wallet, took out a ten-dollar bill, and gave it to me. I refused, but he insisted. Ten bucks! Can you believe it?

I should have kept the watch. Since then I've been thinking of what I could have done with the money. I could have bought my own limousine or started my own business.

Did I do the right thing?

—Honest But Wondering Why

After Reading

Answer the questions about the letters.

1. What happened at the mall two weeks ago?
2. What does the letter writer wish he hadn't done?
3. What did the limo driver find?
4. What did he do?
5. What does the limo driver think he should have done?

Discussion

1. What should the writer's friend have done?
2. What should the limo passenger have done?
3. Discuss the most common problems that people write about to advice columns or to help sites on the Internet.
4. Discuss whether advice from advice columns is really helpful or not.

10 Writing

A. 1. Do you like sharing things with your friends? Why? Why not?

2. Read the advice column and answer the questions.
- Why was Sabah sad?
- What happened with her friend? Why?
- What is the column writer's advice?

3. Do you agree with the column writer? Why? Why not?

4. What would you have done if your friend had wanted to borrow something new that belonged to you?

Ask Mariam

Friendship is more important

Dear Sabah,

I am sorry you feel so sad about falling out with your best friend. I understand that she wanted to borrow your new bag before you had the chance to use it yourself. But as you say, she was invited to a wedding and she could not buy a new bag.

I understand that it is difficult, maybe even unfair, to let someone else use something that you have just bought or been given. But surely, friendship is more important, even if it requires some sacrifices. So I am afraid I will agree with what you think, you should have let her borrow the bag. She would have been happy and grateful to you and you would still be on good terms with your friend.

You say you do not like sharing your things with people because they might damage them. You could have asked her to be careful with your bag. The point is, however, to put things into perspective. What is more valuable to you, your friend or your new bag?

I would call and say I am sorry. I am sure she will understand and if she has not already been to the wedding, offer her the bag. You will both be happier.

I hope it all works out.

–Mariam

5. Read the advice again. Notice the first part of each paragraph. Why do you think the writer has chosen to address the issue in this manner? What is the effect? Is the letter reprimanding or friendly? How would you feel if you were Sabah?

10 Writing

A

- Ask students if they have ever shared clothes or other possessions with a friend.
- Read 1 and have students discuss the question briefly in pairs. Call on pairs to report their answers and give reasons for them.
- Ask students if they read or have read an advice column. Call on volunteers to explain what an advice column is like, what kind of people write them, what kind of advice do they give?
- Read the directions for 2 with the class. Play the audio and have students listen and follow in their book. Have students answer individually and then compare with a partner.
- Call on students to report their answers for the class.

Answers

- Sabah was sad because she had fallen out with her best friend.
- Sabah's friend asked to borrow her new bag because she had a wedding to go to and could not afford to buy a new bag.
- The column writer advised Sabah to call her friend and apologize/say she was sorry and offer to lend her bag to her friend if she still needed it.

- Have students focus on 3 and discuss with a partner. Ask them to provide reasons for their answer. Have students move around the classroom and ask as many people as they can within the time set, for example 5 minutes. Call on volunteers to say what most students in class think.
- Direct students to 4. Have them read the question and answer it individually.
- Organize students in groups and have them discuss the question. Call on a student from each group to report the group's ideas.
- Read the directions for 5. Read the advice column and answer the questions in pairs.

Answers

- am sorry you feel sad about falling out …
- understand that it is difficult, maybe even unfair, …
- You say you do not like …
- I would call and say I am sorry….
- hope …

The writer has used mostly 1st and in some cases 2nd person. This makes the reply a lot more personal. The opening lines of the first two paragraphs intend to show understanding and make Sabah feel that Mariam knows how she feels. The opening line of the 3rd paragraph, you…, indicates that Mariam has read Sabah's letter very carefully. The use of I would… indicates that Mariam identifies with Sabah and tells her what she would do in her place to advise her without patronizing her or wanting to sound reprimanding

- Have students discuss the last question of 5 in groups. Then call on volunteers to report for the class.

B

- Read the directions for 1 and 2. Have students study the organizer.
- Organize them into pairs. Have them look back at the letters in the unit and choose one to write a reply to.
- Have them read the letter again and make notes in the organizer. Ask them to include their own advice in note-form.
- Direct students to the Writing Corner. Call on a student to read the first point aloud. Ask students why they think it is important to get all the facts and summarize them.
  Elicit answers from volunteers.

Answers

It shows that the columnist has read the letter carefully and got the facts straight before writing the advice.

- Call on another student to read the next point about sides. Elicit the reason for this point from the class. Call on volunteers to answer.

Answers

If you want to advise people in an objective but effective manner you need to think about the way the rest of the people involved feel. This way, you will be able to approach and present things in a friendly manner without prompting a reaction.

- Organize students in pairs and ask them to read the rest of the points and discuss them with their partner. Do not be judgmental or patronizing.

Answers

If one takes a superior stand when advising somebody, chances are that he /she is going to feel alienated and will not listen to the advice. People don't like to feel that they are being looked down upon by people they trust or respect.

Be understanding but do not lie

Answers

The letter from Mariam demonstrates this point well. She makes it very clear that she understands but does not lie about the incident and asks the writer to apologize and try to make amends.

Suggest rather than tell people what to do

Answers

Telling people what to do suggests a patronizing attitude that usually prompts the opposite reaction

- Have students read 3 and write an answer to the letter they have chosen individually. Ask them to exchange letters with a partner and comment and/or make corrections.

Additional Activity

Have students write a letter to an advice column, presenting a problem they have and asking for advice. Exchange letters and ask students to act as advice columnists and reply to the letter they have been given.

Workbook

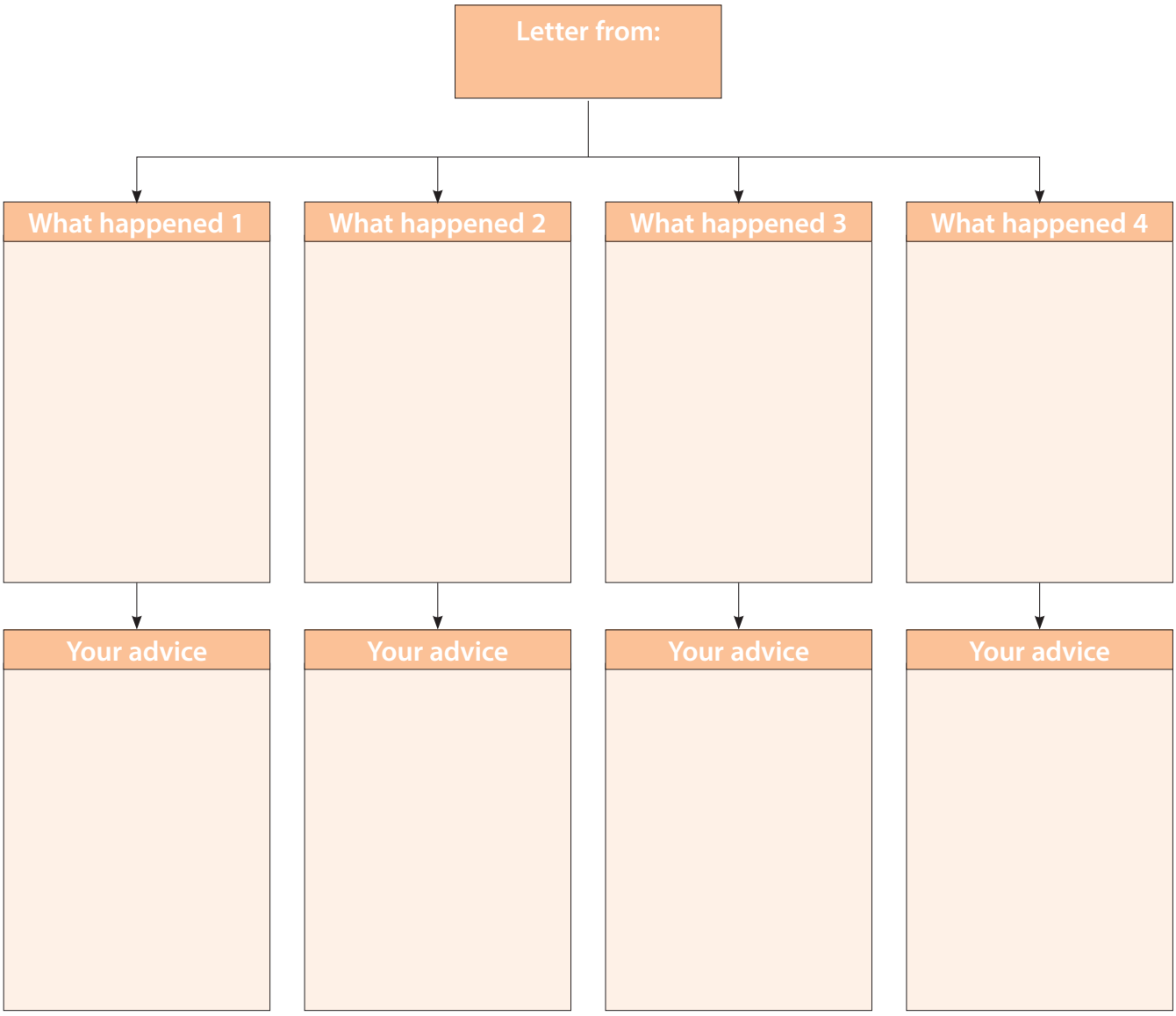
Assign pages 54 for additional writing practice above word and sentence level.

B. **1.** Choose one of the letters in the unit to write an answer to.

2. Read the letter again and make notes in the organizer. Include notes with our own advice.

3. Be the advice column writer and write the answer.

4. Exchange letters in class.



Writing Corner

When you write a letter of advice:

- **Get all the facts and refer to them/summarize them in your letter**
- **Think about different viewpoints/sides**
- **Do not be judgmental or patronizing**
- **Be understanding but do not lie**
- **Suggest rather than tell people what to do**

11 Form, Meaning and Function

Present Perfect Tense versus Simple Past

Use the present perfect to talk about an action that happened in the past when the exact time isn't known or important. Use the past tense when the exact time is given.

A: **Have** they **discovered** life on another planet yet?
B: Yes, they **have.**

A: When **did** IBM introduce the first PC?
B: It **was** introduced in 1981.

Time Expressions: *Ago, For* and *Since*

Use the simple past tense when the exact time is given: *yesterday, two days ago, last week/month/year*. Use the present perfect simple tense with *for* to indicate the duration of the action: *for two months, for a year, for a long time*. Use the present perfect simple with *since* to indicate when the action began: *since yesterday, since last June.*

Simple Past

In 1908, a small asteroid **exploded** over Siberia.
We **moved** to Muscat **three years ago**.
She **didn't call** her mother **last night**.

Present Perfect

He **has worked** as a scientist **for many years**.
We **have lived** in Muscat **since May**.
We **haven't used** our car **for a long time**.

A. Work with a partner. Write sentences about the inventions.

Invention	Date	Invention	Date
credit card	1951	electric lightbulb	1879
canned food	the early 1800s	film making	1895
wristwatch	1910	paper clip	the 1890s
radio	1901	airplane	1903
toothpaste	1841	ballpoint pen	1888

People have had credit cards since 1951 / for about 60 years. (have)

1. _____ (eat)
2. _____ (wear)
3. _____ (listen)
4. _____ (use)
5. _____ (have)
6. _____ (watch)
7. _____ (use)
8. _____ (travel)
9. _____ (use)

B. Have you used any of the inventions in exercise **A**? How long have you used them? Ask and answer questions with a partner. Add other inventions.

A: Have you ever been on a plane?
B: Yes, I have. I traveled by plane when I went on vacation last summer.
A: Do you have a credit card?
B: Yes, I've had a credit card for two years. OR I've had one since I was 18.

11 Form, Meaning and Function

Present Perfect Tense versus Simple Past

- Have volunteers read aloud the questions and answers in the presentation. Elicit when we use the present perfect and when we use the simple past.
- Explain that the present perfect is used to refer to an indefinite time in the past. That is, we do not know when something happened, or when it happened is not important. With the simple past, however, we know exactly when something happened.
- Write the following questions on the board using the present perfect and the simple past:
  Have you seen the news?
  Did you see the news yesterday?
- Elicit answers from students making sure they use the correct verb tense in their answers.

Time Expressions: *Ago, For* and *Since*

- Call on a volunteer to read out the three sentences under the subhead Simple Past and ask: *Do we use ago to talk about the past, present, or future? What verb tense do we use with ago?* (the simple past tense)
- Have students read all the examples in the presentation under the subhead Present Perfect. Then ask them to explain in their own words the difference between *for* and *since*. (*For* refers to an extended period of time, and *since* indicates a specific point in time.)
- Point out that we use the present perfect with since to talk about an action or state that started in the past at a specified time and continues up to the present. Use the example in the presentation to illustrate this: *We have lived in Muscat* ***since*** *May.*

A

- Ask students to read the information about different inventions given in the table.
- Have a volunteer read aloud the sample sentence. Point out that the plural form is necessary for count nouns like 'credit card.'
- Have students work in pairs to make sentences about the inventions in the table and how long people have used them.
- Pairs that finish first might go back and make a second sentence for each invention. For example, if they made a sentence about canned food with *since*, they could write a second sentence with *for*.

Answers

1. People have eaten canned food since the early 1800s
2. They have worn wristwatches since 1910/ for about a hundred years (a century).
3. People have listened to radio since 1901/ for more than a hundred years (a century).
4. People have used toothpaste since 1841.
5. They have had electricity since 1879.
6. People have watched documentary films since 1895.
7. They have used paperclips since the 1890s
8. People have traveled by airplane since 1903.
9. People have used ballpoint pens since 1888.

B

- Without looking back at page 68, have students call out the inventions they remember from the unit opener. Then have volunteers read aloud the sample conversations. Model the task by asking a student about one of the inventions. For example, ask: *Do you have a cell phone? How long have you had it?* Then have a volunteer ask you about an invention. Answer truthfully.
- Have students work in pairs, asking and answering questions about the inventions in exercise A and any other inventions that they remember from page 68.

Answers

Students' own answers.

Additional Activity

Have students work in groups to choose three inventions they could never live without. Have them list the inventions and say why they chose each. When they have completed this part of the activity, inform them that now they have to give up the three inventions for a year. Have them say how the absence of these inventions will change their lives.

Expressing Ability, Permission and Requests

Language Builder

Could and *was/were able to* express past ability. However, *could* refers to a general ability. (*I could swim when I was four years old.*) When we talk about one time, we use *was/ were able to* rather than *could*. (*Mohammed looked at the broken machine for a couple of minutes and then was able to fix it.*)

Ability

- Write on the modals on the board: *can/could*
- Read the explanations of *can* for present ability and *could* for past ability. Call on volunteers to read the example sentences in the presentation.
- Write a sentence on the board about something you *can* do. For example,
  I can use a smartphone.
- Explain that this means that you have the general ability to use a smartphone, and add to the sentence on the board:
  I *can* use a smartphone but my grandmother *can't.*
- Explain that we use *can't* to express a lack of general ability in the present and *could/couldn't* to express general ability in the past.

Permission

- Have volunteers read out the questions and affirmative and negative, and question replies.
- Explain that we can use the modals *can/could* and *may* to request permission, but *can* and *may* to grant (or give) permission and *can't* and *may not* to refuse permission. .

Requests

- Explain that we also use *can* and *could* to make requests: *Could you bring me some water? We can gift wrap that for you.*
- Call on one volunteer to read out an example sentence and have another student choose a preferred response. Explain that all the responses fit grammatically.

If with Past Perfect and *Would Be Able/ Would Have Been Able*

- Read through the explanation in the presentation with students and explain that we use *would be able* for hypothetical ability for the present and in the future. For example,
  I'd be able to pass next week's test, if I had had more time to study last week.
- Explain that when we use the structure *would be able to* with an If-clause + past perfect, the present/ future hypothetical outcome is based on an imagined past event: *Would have been able to* with an if-clause + past perfect describes a missed opportunity in the past.

C

- Read through the directions to the exercise with students and point out that there may be more than one possible answer.
- Have students work alone and then compare their answers in pairs.

Answers

1. can (you) help OR could (you) help
2. can
3. can't meet
4. can't see
5. could (you) swim
6. can't stay

D

- Write the example sentence on the board and highlight the form. Then refer students back to the list of inventions on pages 68 and 78.
- Tell students to work alone and write three or four sentences in their notebook. They should then compare their ideas with their partner. As students discuss their answers with their partner, monitor and correct any errors with form.
- Call on a volunteer pair to share their answers with the group.

Answers

Students' own answers.

Workbook

Assign pages 56-57 for more practice with the form, meaning and function of the structures in the unit.

Expressing Ability, Permission and Requests

Ability

Use *can* to express ability in the present.

Can the robot do my homework for me? No, it can't. You can do it yourself!

Use *could* to express ability in the past.

Could people travel long distances before the airplane was invented? Yes, they could. They traveled by ship.

Permission

Use *may* and *can* to express permission.

May I leave early today? Yes, you **may.** / No, you **may not**.
Can I have another soda? Yes, you **can**. / No, **you can't**.

Requests

Use *can* and *could* to make polite requests. *Could* is more formal.

Could you fill in this form, please? Yes, of course.
Can you help me? Sure. / Not now. I'm busy.
Could you open the window? Certainly. / Sorry, I can't.

If with Past Perfect and *Would Be Able/Would Have Been Able*

Use *if* + past perfect and *be able* to talk about ability and missed opportunities.

If I had studied computer science, I **would be able** to invent a cutting-edge robot. (present ability)
If Dr. Fleming had discovered penicillin sooner, doctors **would have been able** to save more lives during World War I. (past ability)

C. Complete the sentences with ***can, could*** and ***may*** and the verb in parentheses.

1. Ahmed, _____ you _____ (help) me with this box, please?
2. Excuse me, may I open the window? Yes, you _____ .
3. We _____ (not/meet) tomorrow afternoon. I'm going to the dentist.
4. Mr. Sawyer _____ (not/see) you now. I'm afraid he's very busy.
5. _____ you _____ (swim) when you were a child? No, I couldn't.
6. Imad _____ (stay) very long. His friends are waiting for him.

D. Work with a partner. Talk about some past inventions and speculate what we would not be able to do now or in the past if things had been different. Use *if* + past perfect + *be able*.

If Alexander Bell had never invented the telephone, we would not be able to . . .

If the wheel had not been invented, we wouldn't have been able to . . .

12 Project

1. Do a class survey.
2. Find out what the most common regrets are. Ask your classmates and make notes in the chart.
3. Repeat the survey with people outside class. Ask questions and make notes in the chart.
4. Compare the results of the two surveys.

Survey question: Do you have any regrets? What do you regret most? What do you wish you had or had not done?			
Students inside the classroom		People outside the classroom	
Name of the student	What they regret	Name of the person	What they regret
The most common regret in class is:			
The most common regret outside of class is:			
The most common regret is:			

12 Project

- Tell students that they are going to do a class survey about regrets.
- Read the directions with the class and direct students to the Survey questions at the top of the chart.
- Have students study the chart. Organize them into small groups and have them move around and ask as many people as they can in the time set; approximately 10 minutes.
- Tell students to form new groups and exchange information from the survey. Several minutes later ask them to re-form their groups so that they communicate with different people. Continue doing this until all students have all or most of the information they need.
- Have students discuss the survey
  Is there anyone who hasn't got any regrets?
  Is there always reference to one or more regrets?
  What do most regrets refer to?
- Give groups some time (approximately 6 to 10 minutes) to collate results. Remind them to assign tasks to different group members and to make sure there is at least one person making notes. Ask them to check and make sure they have got notes with the names of the people they have questioned and their regrets. Have them identify the most common regret in class.
- Call on a student from each group to report the group's findings and the most common regret.
- Ask students to do the survey with people outside the classroom. Tell them to ask the same questions and make a note of each answer.
- After students have completed the survey with people outside the classroom, have them discuss and collate the results with group members.
- Call on a student from each group and have him/her present the group's results and conclusions. Have students identify which are the most common regrets in each group of interviewees.
- Hold a class discussion
  Did you know that most people had regrets?
  Why do you think they had regrets?

Discuss answers in class.

Additional Activity

Have students write about a regret and their thoughts about it. Ask them to include what they did and what they should have done or could have done instead. Collect and redistribute the regrets to students. Have them write brief replies.

13 Self Reflection

- Write *'If It Hadn't Happened'* on the board and elicit as many ideas and words as possible from the class. List the words on the board. Ask students to say what they associate the question with? (accidents, technological achievements, regrets)
- Have students scan pages 68 and 69. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
  Which inventions and discoveries changed the course of history in your view?
  What are some of the most common regrets?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 70, 71, ask them some questions. For example:
  Complete these sentences:
  If I hadn't found the _____
  If we had lost _____
- Have volunteers complete the sentences. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 72, 73. Call on volunteers to say what the context is in this lesson, for example: messages
- Have students say what they remember from this section and make notes in the chart.
- Write Mario's Advice Coloumn on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer questions like these:
  How many people have been hit by things falling from outer space?
  What happened to a Louisiana lawyer while he was on a boat trip? What was his name?
  Describe an amazing escape.
- Have a class discussion about unusual events and coincidences.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about stories and writing accounts of accidents or other events. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 76 and 77 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work and research. Elicit ideas from the students and have them present their experiences for the class.
  Did they have difficulty making decisions in their group? Why? Why not?
  Did they feel that they had the chance to present their ideas?
  Was it difficult or easy to and collect information? Why? Why not?
  How did they gather the information they needed?
  Did they enjoy doing the survey?
  Was there room for originality and creativity? Why? Why not?
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection

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

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

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about discoveries and inventions and how things would have been different without them			
talk about missed opportunities and regrets			
use *should have* + past participle			
use conditional sentences for hypothetical situations in the past			
use *if* with *could* and *might*			
use the present perfect and past simple with: *ago, for, since*			
use If + past perfect + *be able to*			
express ability, permission and requests			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
_____	• read through the unit again
_____	• listen to the audio material
_____	• study the grammar and functions from the unit again
	• ask your teacher for help

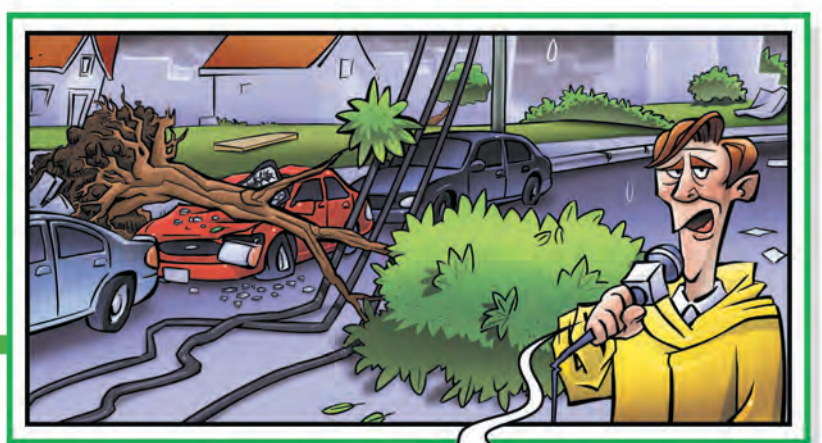
6 What They Said

1 Listen and Discuss

Read what each person said and how it is reported. Examine the differences.

I will build a sports complex, and I will not raise taxes.

The candidate for mayor said he would build a sports complex, and he would not raise taxes.



The powerful storm last night knocked down many trees, and some areas of the city are still without power.

The on-the-scene reporter said that the powerful storm the night before had knocked down many trees, and some areas of the city were still without power.

According to recent studies, pomegranate juice is healthy because it lowers blood pressure, and pumpkin seeds seem to improve memory.

The doctor said that, according to recent studies, pomegranate juice was healthy because it lowered blood pressure, and pumpkin seeds seemed to improve memory.

Unit Goals

Vocabulary
Global warming
Telemarketing
Famous quotes
Fortune telling

Functions
Report what people said
Discuss famous quotes
Relate messages

Grammar
Reported Speech
Reported Questions
Word Changes in Reported Speech
Reporting Verbs

Listening
Listen for specific information

Pronunciation
Stressed versus unstressed *that*

Reading
Quotes, Quotes

Writing
Write an email to give information and directions to a place

Form, Meaning and Function
Words connected with the environment and natural disasters
Negative questions
Indirect questions
Expressing agreement with *so, neither, either, too*

Project
Interesting quotations

Warm Up

Ask students if they have listened to the news recently. Have them tell about some of the stories in the news using the simple past and the passive voice. For example: ***There was a fire in a restaurant downtown. Nobody was hurt, but the restaurant was destroyed.***

1 Listen and Discuss

- Explain that politicians are well-known for speaking in ambiguous ways to try to please as many people as possible. The U.S. poet Robert Frost called this creating "the sound of sense." He meant that all of the words seem to make sense, but if you listen closely, they really don't communicate anything. Have students discuss any unusual or silly comments that have been made by politicians or celebrities. Some of these can be found online if students aren't familiar with any.

Play the audio for pages 82-83 as students read along silently.

- Have students scan the speech bubbles and captions for each picture and underline the verbs that are the same except for the tense. For example, for the picture of the mayor, underline the verbs *will build / will not raise; would build / would not raise*.
- Write the following sentences on the board. Point out that the word *that* is optional:

  The on-the-scene reporter said that the powerful storm…

  The on-the-scene reporter said the powerful storm…

Play the audio again. Have students follow along in their books.

- Allow students to ask about any words or expressions that they don't understand.
- To assess comprehension, ask students general questions about each picture. For example:

  What did the candidate for mayor promise? (to build a sports complex and not raise taxes)

  Why do you think he promised this? (to gain votes)

  How much damage did the storm cause? (a lot of damage)

  What did the doctor recommend to lower blood pressure? (pomegranate juice)

  What did the doctor say pumpkin seeds were good for? (improving memory)

- Draw students' attention to the interview with the professor. Make sure students understand the error in the professor's logic. (It is irrational to assume that there is no intelligent life elsewhere just because no one has been successful contacting Earth. We would contact life elsewhere in the universe if we could.)
- Ask students what is funny in the conversation with Mr. Hollyfield. Point out that he intended to say that the doctor found no problems with his head (or brain), but instead he said that they saw nothing in his head. This obviously has a very different meaning—that he has no brain.

Play the audio a final time as students read along silently.

- To review tense changes, say sentences in the simple present. Have students restate each sentence in the simple past. For example, say: ***He lives near me.*** Elicit: ***He lived near me.***
- Say sentences with the present progressive + a time expression. Have students restate the sentences in the past progressive, changing the time expression. For example: say: ***He's going to school in LA now.*** Elicit: ***He was going to school in LA last year.***
- Say sentences in the present perfect. Have students restate the sentences in the past perfect, using *already* instead of *before*. For example:

  Say: ***He's been to Paris before.*** Elicit: ***He'd already been to Paris.***

Quick Check

A

- Have students work alone to match the words and meanings.
- Check answers by having students make full sentences. For example: *A candidate is a person trying to be elected.*

Answers

1. c **2.** d **3.** b **4.** a

B

- Have students work alone to mark their answers, and correct the false statements to make them true.
- Check answers as a class.

Answers

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

2 Pair Work

A

Play the audio and ask students to repeat.

- Model the example with volunteers, changing roles.
- Tell students to take turns asking and answering questions about the quotes on pages 82-83.
- Ask students to role-play the conversations again, this time using their own ideas about what the people might have said.
- Monitor students as they practice. Make sure they are using the correct verb forms in reported speech.

Workbook

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

Language Builder

Explain that *seem to* is used to express an idea that can't be proven, but is based on evidence. For example: *The medicine seems to help; I took it an hour ago and feel better already.* Or, *He seems to like his new job. I haven't asked him, but he looks happy.*

Teaching Tip

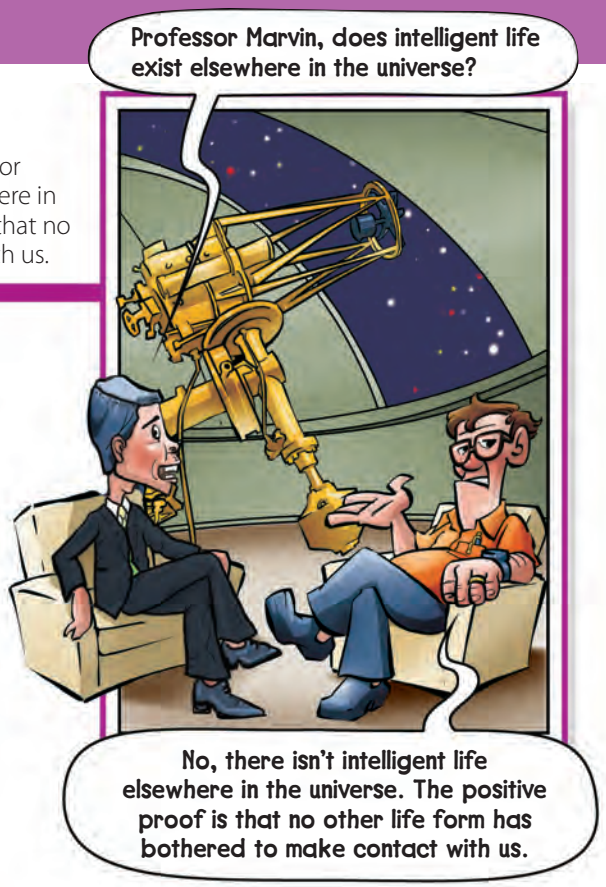
Whenever possible, try to reinforce language from previous units. This is especially useful in a unit such as this in which language learned previously, in this case, verb tenses, is necessary for new learning.

Additional Activity

Have students form groups of three. One student makes a statement; the second student reports it to the third student. They take turns making statements.

fun facts

The SETI (Search for Extraterrestrial Life) Institute was founded in 1984 in California. It is primarily dedicated to the search for intelligent life elsewhere in our universe.



The interviewer asked the professor if intelligent life existed elsewhere in the universe. The professor answered that there wasn't intelligent life elsewhere in the universe. He said that the positive proof was that no other life form had bothered to make contact with us.

The interviewer asked Mr. Hollyfield, the famous TV presenter, if he could tell us about the results of his exam. He replied that the doctors had scanned his head and had found nothing.

Quick Check

A. Vocabulary. Match the words and the meanings.

1. ____ proof	**a.** make the effort
2. ____ candidate	**b.** get an image with a computer
3. ____ scan	**c.** evidence
4. ____ bother	**d.** person trying to be elected

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

1. ____ The candidate said that he wouldn't raise taxes.
2. ____ The doctor said that pumpkin seeds helped fight cancer.
3. ____ The professor said that there was no life on other planets because no one had contacted us.
4. ____ Mr. Hollyfield told the interviewer that the doctors hadn't found anything wrong with him.

2 Pair Work

Find sentences that are reported in the texts you read. Make questions for those reports and ask them to your friend. See the example below.

- What did the reporter ask the professor?
- He asked him if there was intelligent life elsewhere in the universe.

3 Grammar

Reported Speech

Direct Speech	Reported Speech
Simple Present →	**Simple Past**
"I **have** a brother and a sister."	He said (that) he **had** a brother and a sister.
"I **don't like** mangoes."	She said (that) she **didn't like** mangoes.
Present Progressive →	**Past Progressive**
"I**'m talking** to Mary."	She said she **was talking** to Mary.
Simple Past →	**Past Perfect**
"I **learned** English in Canada."	He said he **had learned** English in Canada.
Present Perfect →	**Past Perfect**
"I **haven't seen** the film yet."	She said she **hadn't seen** the film yet.
Modals	
"I**'ll see** you later."	She said she **would see** them later.
"I **can't come** to the meeting."	He said he **couldn't come** to the meeting.
"I **have to/must go** to the doctor."	She said she **had to go** to the doctor.
"We **may be** late."	I said that we **might be** late.

Note: The word *that* may be omitted after *said*.

Reported Questions

How old **are** you?	He asked how old I **was**.
Where **were** you last night?	She wanted to know where we **had been** the night before.

Note: If there is no question word (*how, where, when*, etc.), *if* is used.

Are you a student?	He asked **if** Tom **was** a student.
Did you **enjoy** the dinner party?	She asked **if** they **had enjoyed** the dinner party.

Word Changes in Reported Speech

In reported speech, some words may be different from those in the original sentence.

"**I** did **my** homework already."	Todd said that **he** had done **his** homework already.
"The plane is arriving **now**."	Mary said that the plane was arriving **then/at that time**.

Note: The following time expressions change in reported speech.

now → at that time	tomorrow → the day after/the next day
today → (on) that day	yesterday → the day before

Reporting Verbs

A variety of verbs with different shades of meaning can be used in place of *say*.

"Yes, it's a good idea."	My friend **agreed** it was a good idea.
"Of course, I did my homework."	Tom **assured** the teacher that he had done his homework.

An indirect object is always used after *tell*.

He told **me** that he had studied English in the States.

3 Grammar

Reported Speech

- Go over the material in the grammar chart for converting direct to reported speech using the different tenses and modals.
- Explain that verbs in the past perfect do not change tense in reported speech. For example: ***We had met before*** becomes ***He said they had met before*** in reported speech.
- Ask *yes/no* questions in the simple present. Have students restate each question in reported speech, adding a time expression. For example, ask: ***Tanya likes to play tennis, doesn't she?*** Elicit: ***Yes, she does. Yesterday she said she liked to play tennis.*** Ask: ***Alex doesn't want to join the team, does he?*** Elicit: ***No, he doesn't. Last week he said he didn't want to join the team.***
- Remind students of the present and past forms of each of the modals in the chart: *can/could; have/had; will/would*.
- Explain that the past forms of modals in direct speech do not change in reported speech. For example: ***I wouldn't do that if I were Rob*** becomes ***He said he wouldn't do that if he were Rob.***
- Say a sentence with a modal to one student. Have a second student ask the first student what you said. Then the first student reports the sentence in reported speech. For example:

  You: We'll have a quiz on Thursday.
  A: What did she say?
  B: She said we would have a quiz on Thursday.
- Go over the **Note**. Check comprehension by asking for an additional example from students. For example: ***She said that she liked her. = She said she liked her.***

Reported Questions

- Go over the material in the grammar chart for reported questions.
- Point out the word order change in reported questions. Explain that if there is no question word, such as *where* or *when*, then *if* is used.
- Explain that when one person asks for clarification *immediately* after a statement is made or a question asked, often there is no tense change. For example:

  A: I want to go get some pizza.
  B: What did she say?
  C: She said she wants to go get some pizza.

Word Changes in Reported Speech

- Go over the material in the grammar chart.
- Point out that expressions of place also change if the speaker of the reported speech is in a place that is different from the speaker of the sentence in direct speech; for example,

  A: I like New York. I like living here.
  B: She said she liked New York, and she liked living there.

Reporting Verbs

- Explain to students that there are many synonyms for *say* which have slightly different meanings. For example, *assure* means *to promise that something is definitely true*. They can often describe a situation more fully by using a synonym for *say*. For example:

  A: I'll help you tomorrow.
  B: He promised him he would help him.
  A: I can't believe you skipped class.
  B: He criticized him for skipping class.
- Explain that an indirect object is always used after *tell*.

Language Builder

Present other synonyms for *say*. For example:

command = to tell someone to do something

affirm = to state that something is true

assert = to say something with confidence

A

- Do the example in the book as a class. Ask two students to role-play the speech bubbles. Then ask another student to read the example in reported speech.
- Have students work individually to rewrite the messages, using reported speech. Explain that they may have to add words to some of the messages. They should be aware of verb tense changes as well as other word changes, such as time expressions.
- To check answers as a class, call on students to read their answers aloud.

Answers

Answers will vary. Sample answers:

1. He said that he might work late that night and that he had to finish a report.
2. Fahad told Majid that the game started at eight and that he would pick him up at seven.
3. Ali asked Yahya what the math assignment for the next day was.
4. Maha told Nura that she had had a wonderful time in Abu Dhabi. She said that she was going to come by Nura's house to show her the video.
5. Hussain asked Adel if the game was still on for that night.

B

- This activity has two parts: First have students work individually to fill in each blank with the correct form of the verb in parentheses. Then have students check their answers in pairs by reading the message aloud to each other.

Answers

1. called
2. were
3. didn't call / hadn't called
4. left / had left
5. told
6. wasn't
7. was
8. had
9. would come
10. would take
11. couldn't call

- Next, have students work in pairs to write the conversation between Hameed and Saeed.. Tell students to use the message Hameed left his brother to create the conversation. One way for students to approach this is to go through the message, find each piece of information, and write it down. Then students use this list of what Mohammed said to build their conversation.

  Model this by reading aloud: ***He asked where you were.*** Then write on the board:

  Reported Speech: ***He asked where you were.***

  Direct Speech: ***Where is he?***
- Explain to students they will need to add words to the conversation in addition to the questions, to make the conversation sound natural.
- Call on pairs to present their conversations to the class.

C

- Have students work in pairs. After several minutes call volunteers to answer the questions.

Language Builder

Point out that *to come by (your house)* means to stop by or to visit casually.

Workbook

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

Teaching Tip

Vary the way in which answers are checked so that students can use the opportunity for speaking practice once the correct answers are confirmed.

Additional Activity

Activity 1: Have students work in pairs to write a conversation between two friends about what they did over the last school vacation. (The information can be made up.) Students exchange conversations with another pair. Only one student in the other pair reads the conversation. That student then reports to his or her partner what is said.

Activity 2: Have students work in groups of three to play a telephone game. The first student whispers a message to the second student. The third student asks what was said. The second student reports and then makes the next sentence. For example:

A: (whispers) I'm really hungry!

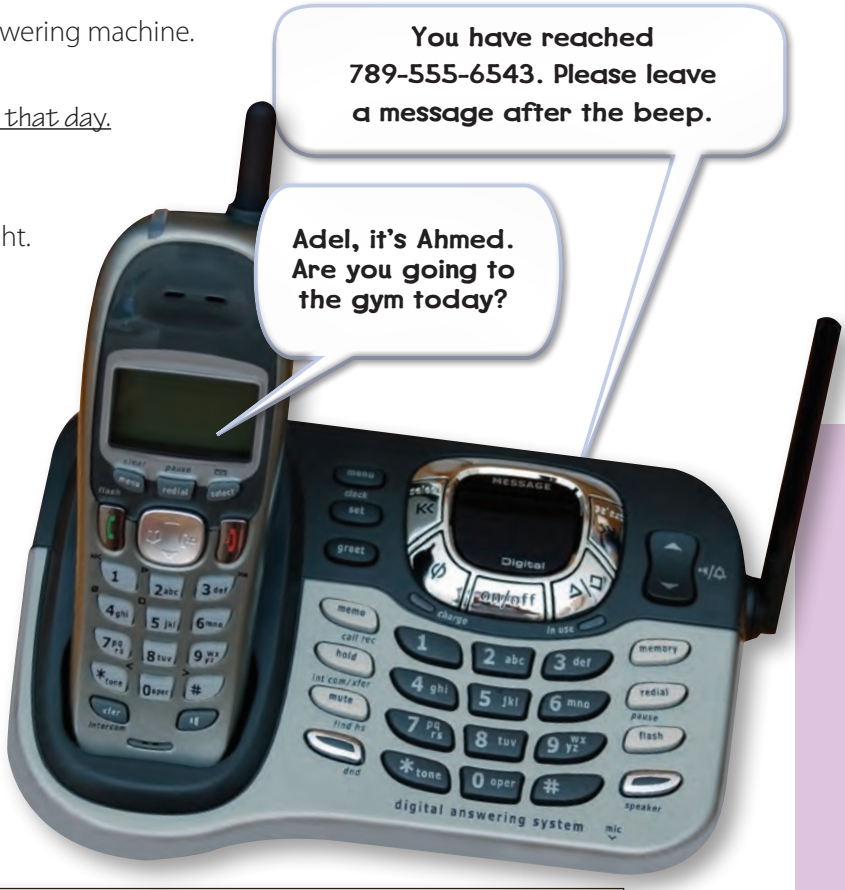
B: What did she say?

C: She said she was really hungry! (then whispers) What kind of food do you like?

A. These messages were left on the family's answering machine. Report what the people said.

Ahmed asked Adel if he was going to the gym that day.

1. Hello, Asma. I may work late tonight. I have to finish a report.
2. Majid, this is Fahad. The game starts at eight. I'll pick you up at seven.
3. Yahya, this is Ali. What is the math assignment for tomorrow?
4. Nura, this is Maha. We had a wonderful time in Abu Dhabi with our family. I'm going to come by your house sometime to show you the video.
5. Adel, it's Hussain. Is the game still on for tonight?



B. Hameed took a message for his brother Abdullah.

1. Complete what he wrote down, using the correct form of the verbs.
2. Then write the possible telephone conversation between Hameed and Abdullah's friend, Saeed.

Hi Bro,

That friend of yours, Saeed, _____ (1. call) this morning. He asked where you _____ (2. be) and why you _____ (3. not call) him last night. He said he _____ (4. leave) a message on your cell phone yesterday afternoon. I _____ (5. tell) him it _____ (6. not be) any of my business what you did. I think he felt bad. He apologized, and I told him it _____ (7. be) OK. Anyway, he asked me to tell you that he _____ (8. have) a surprise for you and that he _____ (9. will come) to our house at five o'clock tonight. He also said you should wear something warm because he _____ (10. will take) you to a mountainous place. He said that he _____ (11. cannot call) you during the day because he had to work.

Your brother,

Hameed

C. Look at the examples on page 84 again. Read and mark how each pair of sentences is different.

1. Which words change in the second sentences?
2. What is different in the meaning of the second sentences?

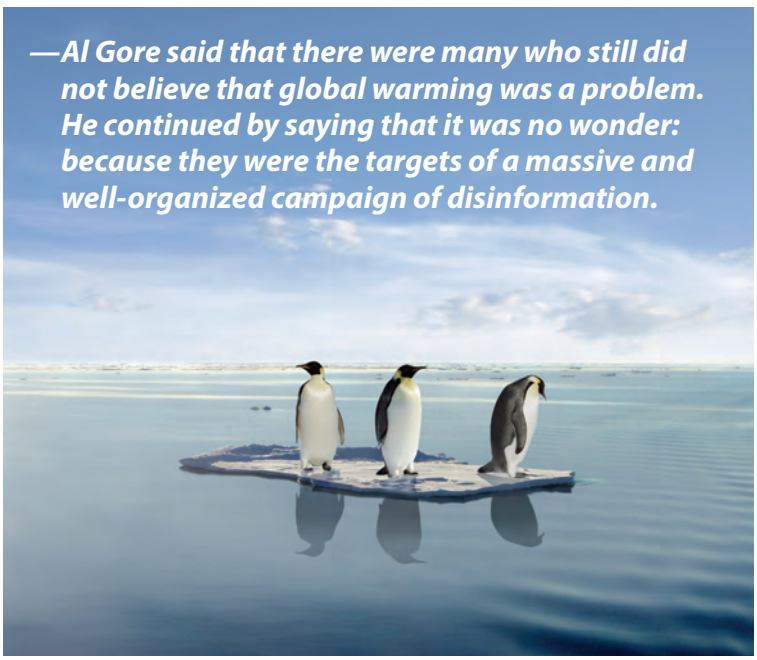
4 Language in Context

Read what each person said and how it was reported. Write some sentences about global issues and have a partner report them to the class.

Al Gore, on global warming

"There are many who still do not believe that global warming is a problem at all. And it's no wonder: because they are the targets of a massive and well-organized campaign of disinformation lavishly funded by polluters…"

—Al Gore said that there were many who still did not believe that global warming was a problem. He continued by saying that it was no wonder: because they were the targets of a massive and well-organized campaign of disinformation.



Japanese Fishing Industry to the media

"We're fishing whales for research purposes."

—The Japanese Fishing Industry assured the media that they were fishing whales for research purposes.

5 Listening

The presidential candidate made three mistakes during his speech. What did he say that was wrong? Listen and write them down.

1. _____
2. _____
3. _____

6 Pronunciation

A. Listen. Note the difference in the pronunciation of ***that***. Then practice.

Unstressed *that*	**Stressed *that*** (used as a pronoun)
He said **that** he would help.	He didn't say **that**.
My friends said **that** the football game was at ten.	Why did they say **that**?

B. Find all the sentences that have the word ***that***. Read the sentences aloud stressing the right one.

7 About You

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

1. Have you ever made a mistake and said something you shouldn't have said? What did you say?
2. What was one of the most interesting quotes or sayings that you heard?
3. Are there any sayings that are specific to your country or culture? Which ones do you like or think are memorable?
4. What kinds of messages do you receive or leave on friends' answering machines or cell phones?
5. Do you and your friends gossip about other people?
6. Have you ever had a telemarketing person call you? What did he/she want to sell? What did he/she say? What did you answer?

4 Language in Context

- Read the directions with the class and go over the examples. Organize students into pairs.
- Tell pairs that their assignment is to find direct quotes about a global issue and then present them to the class in reported speech. Give them a specific number of quotes to find.
- As a class, brainstorm a list of global issues on the board. Students can use these ideas when they begin their research. Discuss resources they can use to find quotes.
- Call on pairs to relate their findings to the class.

Answers

Answers will vary.

5 Listening

- Remind students that knowing what information they need to listen for will make the listening task easier. Here students are asked to focus on the three mistakes the presidential candidate made during his speech.
- Tell them they will hear the speech three times. The first time, they should listen to get a general understanding of what the speech is about. The second time, they should focus on writing down the three mistakes. The third time they should confirm their answers.

Play the audio and have students listen for general understanding, without writing anything.

Play the audio again and have students write down the three mistakes they hear.

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

Answers

Answers will vary. Sample answers:

1. He said that he would raise unemployment.
2. He said that he would ask his staff to wake him up at any time, even during meetings.
3. He said that people who couldn't read and write shouldn't be in school.

Audioscript

Fellow citizens, today is the last day of the campaign. You have heard all the candidates running for the presidency and their proposals for their term in office. I've been a faithful public servant all my life. I have held many positions in the government, but no one can point a finger at me and accuse me of wrongdoing. I have fought for what is right, I have helped strengthen our economy, and I've stood for family values. I want to continue serving the people.

I want to make sure that a job is available for everybody who wants a job. My government will raise the standard of living, and it will *raise unemployment*. I will always be ready to help this great country at all times. *I have asked my staff to wake me up at any time, even during meetings*. Our health system needs to be reevaluated. We don't have enough doctors and nurses. Scholarships will be provided for people who wish to pursue nursing careers and for those who want to study medicine. Education is also one of my priorities. I want to eliminate illiteracy. *People who can't read and write shouldn't be in school*. So vote right. Vote for John Wright!

6 Pronunciation

A

- Have students read the sentences in the chart. Point out that the word *that* is unstressed when it connects parts of the sentence, but is stressed when it is functioning as a pronoun.

Play the audio twice while students listen and repeat.

B

- Have students work in pairs and after several minutes report to the class.

7 About You

- Have students work in pairs to discuss their answers to the questions. First check that students know the meaning of *gossip*. (Gossip is conversation about other people's lives that is often unkind or untrue.)
- As a follow-up, call on students to report the most interesting thing that their group discussed.

8 Conversation

- Have a brief discussion about telemarketing. Call on volunteers to share their experiences with it. Ask them if they, or anyone they know, ever worked as a telemarketer.

With books closed, play the audio.

- Have students work individually to underline **that** in the conversation. Have students practice the conversation in pairs.
- Have students scan the conversation for words and expressions that are unfamiliar. Elicit and write them on the board. Encourage students to try to understand the words and phrases through context, or encourage other students to explain the meanings if they know them. Some words that may be new include:

  nuisance = something that is very annoying

  persuade = to try to get someone to do something

  elsewhere = somewhere else, some other place

  pushy = so determined to succeed that the person is rude

With books open, play the audio again.

Real Talk

- Explain that in addition to *totally* and *really*, *completely* or *absolutely* can be used. For example: *I completely agree with you.*
- Explain to students that sometimes a *hoax* can be a trick with malicious intent (as in the conversation) but it can also be a harmless joke that is played on someone.

About the Conversation

- Have students work in pairs to ask and answer the questions. Tell students to answer in their own words rather than reading from the conversation.

Answers

Answers will vary. Sample answers:

1. Faisal and Khaled are complaining about telemarketers.
2. The man on the phone with Faisal tried to persuade him to open an account at a bank.
3. Faisal lost his patience and hung up.
4. The man told Khaled that he had won a free trip to the Bahamas.
5. Khaled would have to pay a huge amount of money to join a club to go on the trip.

Your Turn

- Organize students into pairs. Explain that they are to do two role plays: one between Faisal and the man from the Dollar Bank calling to offer their services, and the other between Khaled and the man from the travel agency who offered him a "free trip."
- Call on pairs to present their role plays to the class.

Workbook

Assign page 61 for additional reading practice.

Teaching Tip

Using realia reinforces new language. For example, students can practice reported speech by restating direct quotes they find in newspapers, magazines, and online. Using realia helps them understand the usefulness of knowing English outside of the classroom.

Additional Activity

Have students work in pairs to role-play a telemarketing call. First, each student imagines he or she is a telemarketer and decides what to try to sell. Students should also think about sales tactics and how to persuade someone to buy their product or service. Then students create their role plays. They take turns being the telemarketer.

fun facts

- What do people buy from telemarketers? In the U.S., twelve percent buy telephone service; eleven percent buy newspaper or magazine subscriptions; eight percent buy cable or satellite TV service. Less than six percent agreed to buy any other items, such as clothing, or computers.
- In the U.S., so many people complained about the amount of telemarketing calls they received, that the government developed a "Do Not Call" registry. If you put your name on this list, telemarketers are not allowed to call you. There are "Do Not Call" registries for both cellular phones and landlines.
- Many people believe that telemarketing started fairly recently, but it actually has been around for over 50 years. In the 1950s, a company called DialAmerica Marketing, Inc. began doing direct marketing and sales by telephone only. The term telemarketing, however, wasn't used extensively until the late 1970s, when it really took off.

8 Conversation

Underline ***that*** in the conversation.
Practice reading the conversation with a partner.

Faisal: I really think that telemarketing shouldn't be allowed.

Khaled: Yes, I totally agree with you. Telemarketers are a real nuisance.

Faisal: Yesterday a man called me up. He said he was from the Dollar Bank, and he asked if he could talk to me for a minute.

Khaled: What did he want?

Faisal: He said that someone had given them my name and that he was calling to offer their services.

Khaled: What services?

Faisal: He tried to persuade me to open an account with them. So I told him I already had an account elsewhere and that I wasn't interested. But he insisted and was very pushy. In the end, I lost my patience and hung up.

Khaled: Well, I got a call from a man who said he was from a travel agency. This man said I had won a free trip to the Bahamas and that he was calling me to give me the good news.

Faisal: Had you entered a contest or anything like that?

Khaled: No. It turned out that everything was for free, but I'd first have to pay a huge amount of money to become a member of the Jet Set Club. Big hoax!

Faisal: I hate that!

Real Talk

really/totally = used to make a statement stronger
In the end = used to introduce a statement with the final event or result
or anything like that = or other similar things; used so that the speaker doesn't have to give a complete list or explain things in more detail
hoax = a plan that is designed to trick someone else

About the Conversation

1. What are Faisal and Khaled complaining about?
2. What did the man on the phone with Faisal want?
3. What did Faisal do?
4. Why did the man call Khaled?
5. What would Khaled have to do in order to go to the Bahamas?

Your Turn

Role-play the following conversations with a partner:

1. The one that might have taken place between Faisal and the man on the phone.
2. The one between Khaled and the man on the phone.

9 Reading

Do you know any famous quotes? Write them down, and compare with a partner.

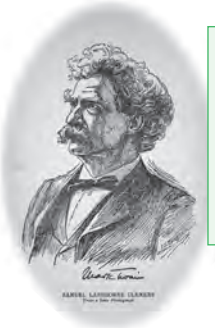
Quotes, Quotes

"640K ought to be enough for anybody."

Bill Gates (Founder of Microsoft) in 1981, talking about computer memory

"Half the world is composed of people who have something to say and can't and the other half who have nothing to say and keep on saying it."

Robert Frost (American poet)



"Never let formal education get in the way of your learning."

Mark Twain (Writer)

"It is a terrible thing to see and have no vision."

Helen Keller (American author, activist, and lecturer. She was the first deaf and blind person to graduate from college.)

"How could anyone govern a nation that has 246 different kinds of cheese?"

Charles de Gaulle (French president)

"Who is wise? He that learns from everyone. Who is powerful? He that governs his passions. Who is rich? He that is content. Who is that? Nobody."

Benjamin Franklin (American writer, politician, scientist, and inventor)

An archaeologist is the best husband a woman can have. The older she gets, the more interested he is in her.

Agatha Christie (Writer)

"Wise men talk because they have something to say; fools talk because they have to say something."

Plato (Greek philosopher)

9 Reading

READING STRATEGY

Understanding humor and irony

Explain to students that understanding humor in another language can be challenging, but it can also be rewarding. Humor is often more subtle than other functional language such as directions or greetings.

- Ask the **Before Reading** question. Have students write down some famous quotes they know. Some students may want to go online to get quotes. Then have students work in pairs to compare the quotes. Turn it into a class discussion.
- Tell students to try to identify the humor and irony in the quotes on page 88. Explain that some of the quotes are amusing because the speaker intended to be humorous. Other quotes, however, are ironic, meaning a later outcome was very different from what the speaker expected. The quote from Bill Gates, for example, contains an element of irony because at the time it was spoken it seemed valid, but now seems irrational. An example of intentional humor is the quote by Woody Allen. The humor is that a person must be present when he or she is dying.

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

- Have students work in pairs to discuss each quote. Check understanding of the quotes. For example, ask students about the meaning of the quote from Helen Keller. Ask: ***What does she mean by* vision *here?*** (creativity, insight, or understanding)
- Make sure students understand the meaning of *to be pitied*. (when someone feels sympathy for you because of a bad situation) For example: ***She is to be pitied for having to work such long hours!***
- Discuss different ways people can learn. For example, they can learn from a parent or friend, they can learn from experience, and they can learn by going to school. Explain that *formal education* means *by going to school*.
- Ask students if they have ever heard of Charles de Gaulle. Explain that he was the president of France from 1959 to 1969. Also point out that cheese is a big part of the French diet.
- Check that students know what an archaeologist is. Write on the board:

  (prefix) archae- = ancient, very old

  (suffix) -ology = the study of

  Explain that an archaeologist is a person who studies ancient societies by studying the remains of old buildings, graves, and so on. Then ask for students to make conclusions about why it is good to be married to an archaeologist. Say: ***Tell me in your own words why it is good to be married to an archaeologist***.

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

- Have students tell each other some of their favorite quotes.

Language Builder

Point out that some words in English appear to be plural, but actually are singular. Write these sentences on the board for students to think about.

Politics is interesting.

Mathematics is difficult for some people.

Explain that both *politics* and *mathematics* are singular words.

After Reading

A

- Have students work alone to answer *true* or *false*.
- Check answers as a class. Have students read aloud the information in the reading that supports their answers.

Answers

1. false	**3.** false	**5.** false
2. true	**4.** true	**6.** true

B

- Have students work alone to use reported speech to say in their own words what these famous people said. Have students work in pairs to compare answers, and then have them report to the class.

Answers

1. Emerson said to make yourself necessary to somebody.
2. Plato said that fools talked because they had to say something even if it was worthless.
3. Woody Allen said he was not afraid of death but that he didn't want to be there when he died.
4. Charles Duell said in 1899 that everything that could be invented had been invented.

Workbook

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

Teaching Tip

Providing examples and modeling helps make a task clearer for students. Having stronger students present examples provides an excellent opportunity to build self-esteem and make the classroom more student-centered.

Additional Activity

Have students work in groups to share funny or interesting stories that they have heard recently. Tell students to share the stories using reported speech.

Project: Weekly News

Have each student check the local news (using newspapers, magazines, or the Internet) and find three quotes. Have them report to the class on the news events, using reported speech.

"Make yourself necessary to somebody."

Ralph Waldo Emerson (American writer)

"I'm not afraid to die. I just don't want to be there when it happens."

Woody Allen (American director)

"Those who do not complain are never pitied."

Jane Austen (Writer)

"Everything that can be invented has been invented."

Attributed to Charles H. Duell (Commissioner, U.S. Office of Patents), 1899

After Reading

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

1. _____ Robert Frost said half the people in the world don't say what they want to say.
2. _____ Gates believed that more than 640K memory was unnecessary.
3. _____ Jane Austen thought that people had no sympathy for those who complain.
4. _____ Mark Twain said that people shouldn't let formal education stop them from learning.
5. _____ De Gaulle thought that it was easy to govern France because people wanted the same thing.
6. _____ Helen Keller said that having no insight or understanding was worse than being blind.

B. Report what they said. Use your own words.

1. Emerson about people: _____
2. Plato about fools: _____
3. Woody Allen about death: _____
4. Charles Duell about inventions: _____

Discussion

1. Which quote or quotes do you like the best? Why?
2. Which quotes do you find humorous? Explain why.
3. What famous quotes do you know? Who said them and what do they mean?

10 Writing

A. 1. Look at the scene in the picture. Who do you think these people are? How are they feeling?

2. Read the text and answer the questions.

- Why did she call her brother?
- What was he doing when she called? Was he pleased?
- What was the problem? What had she already done about it?
- How did he react to the news?

She called her brother at work. She knew he didn't like to be interrupted but she didn't know what else to do. Their mother's condition was deteriorating.

He sounded annoyed when he answered the phone; he was probably in the middle of a meeting. She apologized and stressed that she wouldn't have called if she hadn't thought it was urgent. His tone changed instantly. He asked her what was happening and if everything was all right. He wanted to know if the doctor had been notified and when he would be coming to see their mother. He sounded very stressed and worried.

She tried to reassure him by telling him that the nurse was at home looking after their mother and their aunt and that everything was under control. He asked her to wait for a minute while he took care of something. She heard him speak to some people, probably clients. She heard the words "family emergency" and "health" and realized he was excusing himself. Then there was some noise of chairs being pulled, people moving, and a door opening and then closing. He came back and explained that he had had to interrupt the meeting and reschedule it for another day. She thanked him for having done that and before she had a chance to ask, he interrupted and asked her to hang up so he could be on his way home as soon as possible.

10 Writing

A

- Direct students' attention to the picture. Elicit ideas from students about who the people are,, where they are and how they are feeling. Ask students to speculate on why they're feeling this way. Call on volunteers to report their answers in class.
- Read the directions for 2 with the class. Have students speculate on possible answers.
- Play the audio and have students listen and follow in their book.
- Have students work in pairs answering the questions. Call on pairs to report answers for the class. Ask the rest of the class to listen and comment, agree or disagree.
- Play the audio again sentence by sentence and elicit what each person actually says For example, *He sounded annoyed when he answered the phone. Call on a student to say " Hello" (sounding annoyed).*Go through the text in this manner.
- Organize students in groups of three; a narrator, a man and a woman. Have the narrator read the text sentence by sentence. Have the student who has the woman's/sister's role to say what is reported. Ask the student who has the brother's role to say the exact words that are being reported. For example, the narrator reads:
  She apologized and stressed that she wouldn't have called if she hadn't thought it was urgent.
  The sister says: "I am sorry. I wouldn't have called if I didn't think it was urgent."
  Have the groups practice using the text. Monitor and help groups that need support.
- Call on groups to demonstrate sections of the text.

B

- Read the directions for task3. Have students read the text again and make notes in the chart individually. Then ask students to check with a partner and make changes if necessary.
- Read the directions for 4 and tell students to underline the key words which give directions to the hospital. Read the directions for B.
- Ask students to think about what they need to do when they give an account of an event. (Present the facts)
- Direct students to the Writing Corner. Have them read the points listed and compare with their own ideas/ notes.
- Have students write their email individually and then exchange their text with a partner. Tell students to comment on each other's work and make suggestions for improvement.
- Call on volunteers to read out their emails to the class.

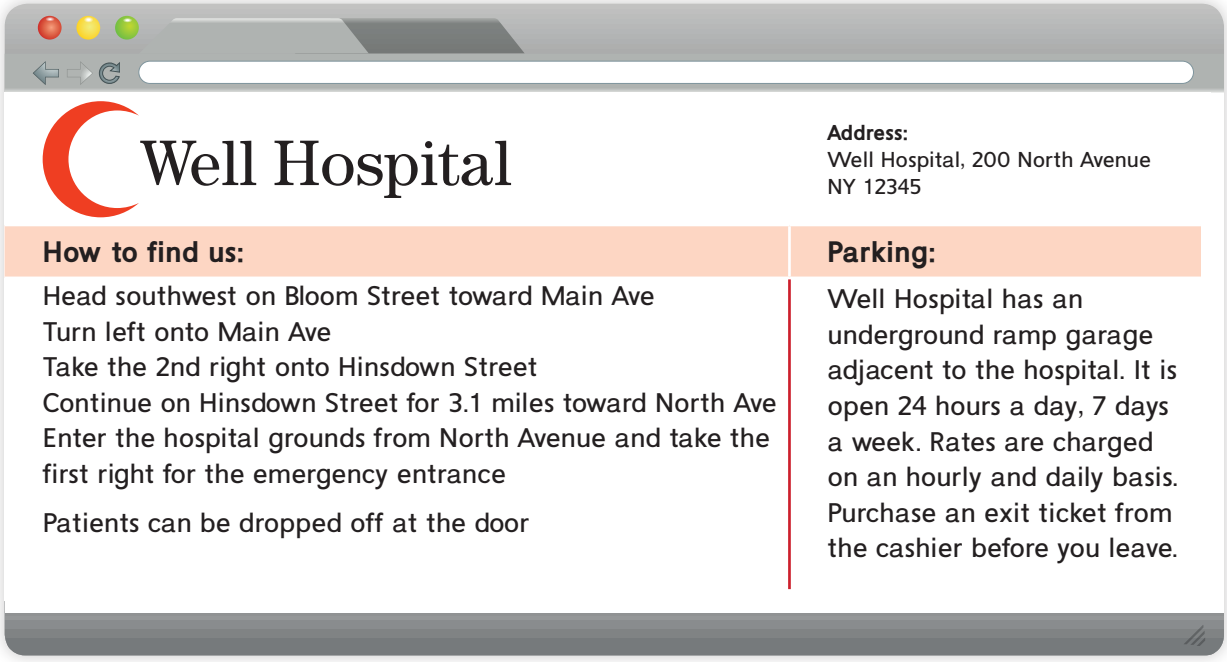
Workbook

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

3. Read the text on page 90 and make notes in the chart on what has happened. Compare with a partner.

Who is the patient?			
Where is the patient?			
What happened to the patient?			
Who is looking after the patient?			
Who is with the patient now?			

4. Read the information on the hospital website below:



Well Hospital

Address:
Well Hospital, 200 North Avenue
NY 12345

How to find us:

Head southwest on Bloom Street toward Main Ave
Turn left onto Main Ave
Take the 2nd right onto Hinsdown Street
Continue on Hinsdown Street for 3.1 miles toward North Ave
Enter the hospital grounds from North Avenue and take the first right for the emergency entrance

Patients can be dropped off at the door

Parking:

Well Hospital has an underground ramp garage adjacent to the hospital. It is open 24 hours a day, 7 days a week. Rates are charged on an hourly and daily basis. Purchase an exit ticket from the cashier before you leave.

B. Write an email to your uncle and aunt. Tell them what has happened and give them directions on how to reach the hospital.

Writing Corner

When you write an email to report an event and give information or directions:

- **check facts/content and report accurately.**
- **write as if you were speaking to the person, i.e. use contracted forms and informal language.**
- **use imperatives to give directions, for example: Take a ..., Turn ..., Go straight down .... and so on.**
- **open and sign off in an appropriate way: Hi/Hello/Dear .... Best/ See you soon ... and so on.**

11 Form, Meaning and Function

Words Connected with the Environment and Natural Disasters

Some words that we commonly use when we talk about environmental problems and natural disasters are:

global warming	flood	damage
erosion	earthquake	threaten
air pollution	tornado	rescue
water pollution	tsunami	protect
over fishing	volcanic eruption	hit
deforestation	forest fire	research

News Reporter: Al Gore said that there were many who still did not believe that **global warming** was a problem.
The Japanese Fishing industry assured the media that they were **fishing** whales for **research** purposes.
The National Weather Service has reported that a **tornado** will **hit** the West Coast at 4 p.m. today.

Negative Questions

We can use negative questions to check information or express surprise.

Isn't there something we can do?
Aren't you going to help?
Don't you want to know what happened?
Haven't you seen the news?
Didn't you ask them about the damage?
Weren't you there to offer support?

A. Interview your partner about a natural disaster they have read about, heard about, or witnessed. Then report their account to the class. Use some reporting verbs and vocabulary words from above.

1. What happened? _____
2. When did it happen? _____
3. Where did it happen? _____
4. How many people were affected? _____
5. Your question: _____
6. Your question: _____

B. Write negative questions for the following situations.

You just bought a new cell phone. Your friend is still deciding about whether to buy one.
Aren't you going to buy one too?

1. You recognize an old friend at the mall. The friend doesn't recognize you.
2. Your friend is eating popcorn and is not offering you any.
3. You are playing a board game. You want your friend to play the game too.
4. Someone came and joined your group, greeted everyone, but forgot you.
5. Classes start at eight o'clock. It's 8:30, and your brother is still in bed.

11 Form, Meaning and Function

Words Connected with the Environment and Natural Disasters

- Have students look at the pictures and say what the man's job is. (He's a TV reporter.) Ask students to speculate about the news story. (A tree has fallen onto a line of traffic or parked car. The weather is very bad. Stormy weather is to blame for lots of accidents and so on.)
- Ask students to read the words in the vocabulary chart and the example sentences underneath. Tell them to work with a partner and use as many of the words as possible to report on possible environmental reasons for the bad weather shown in the second picture. For example: *Global warming has become such a problem that weather patterns around the world are now severely affected. We are experiencing violent storms and more tornados as well as more incidents of flash flooding . . .*
- Call on volunteers to share their ideas and have the class listen for the vocabulary presented in the chart. The class should then say which words from the vocabulary chart they heard in their classmates' reports.

Negative Questions

- Have volunteers read aloud the questions in the presentation. Explain that negative questions can also be used in the following ways:
  1) get confirmation (Wasn't Ali at the meeting last night?)
  2) express surprise (Didn't he study for the test?)
  3) urge someone to take action (Don't you want to see a doctor?/ Aren't you going to attend the meeting?)
- The answer to negative questions can be either affirmative or negative. For example, when the question asks for confirmation, the answer is *yes: Wasn't Nura at the library? I thought I saw her there.*
- When the question expresses surprise that something hasn't happened, the answer is *no: Haven't you finished yet? You started hours ago.*

A

- Read through the directions to the exercise with the class. Brainstorm as a class some examples of natural disasters and write them on the board.
- Put students in pairs and ask them to take it in turns to interview each other about one of the events on the board or another event. Emphasis that they should use as many words as possible from the vocabulary chart in their discussion.
- Call on volunteers to report their partner's account with the class. Make sure that students use reporting verbs and vocabulary accurately. Refer students back to page 84 if necessary, for information on reporting verbs.

Answers

Students' own answers.

B

- Before students look at the task, read aloud the sample situation: You just bought a new cell phone. Your friend is still deciding whether to buy one or not.. Elicit a possible response, telling students to use a negative question.
- Then have them look at the sample response in their books.
- Have students read each situation and write a negative question to begin each conversation. Have them compare sentences in pairs.

Answers

1. Don't you recognize me?
2. Aren't you going to offer me any?
3. Don't you want you play?
4. Aren't you going to say 'hello' to me, too?
5. Aren't you going to get up today?

fun facts

The U.S. recycles about 32.5 percent of its waste today. This amount has doubled in the last decade. Austria leads the EU by recycling about 63 percent of its waste.

London used to be considered the city with the worst traffic in the world until they introduced the Congestion Charge. Nowadays, each car which travels within the city during working hours (7 a.m.–6 p.m.) from Monday through Friday must pay a fee of £8. This charge has reduced traffic by 30 percent.

Relative Adverb: *Where*

- Review the function of the relative pronouns *which* and *who*. For example,
  The TV journalist who reported on the breaking news story said that world politicians are holding urgent talks today.
  The most important item which is on the agenda, is the recent flash flooding across the continent.
- Elicit that *who* refers to a person (the journalist) and *which* refers to a thing (an item on the agenda).
- Read the example sentences in the presentation and for each sentence ask: What does *where* refer to? (*a location)* For example,
  That's the school where I attended as a child. (A school)
  That's the place where I grew up. (A town or city)
  Dubai is the place where I want to go on vacation. (Dubai)
  Home is where the heart is. (Home)

Indirect Questions

- Have students read aloud the questions, taking turns to say the direct question and then the indirect question. Point out the subject-verb word order in indirect questions, explaining that there is subject verb inversion in the first part of the question, not in the second part, which is a noun clause.
- Write other examples of direct questions on the board. For example,
  Where's the nearest supermarket?
  Who's the youngest person in our class?
- Have students use these direct questions to ask indirect questions. The questions should begin with *Do you know…?* or *Could you tell me…?* Have volunteers answer the questions.

Expressing Agreement with *So, Neither, Either, Too*

- Read through the directions with students and have students take it in turns to read the statements and responses in the presentation.
- Ask students to write down four true statements of their own. They should write two affirmative sentences and two negative statements.
- Students work in pairs saying their statements and having their partner **agree** with them. Explain that students must agree and that they should choose their preferred response from the grammatically possible choices. For example,
  A: I will come to school tomorrow.
  B: So will I. OR I will too.
  A: I won't take the school bus.
  B: Neither will I. OR I won't either.
- Students should swap roles in their pair so that both students have a chance to agree using: *so, neither, either* and *too*.

Expressing Disagreement

- Read through the directions with students and have students take it in turns to read the statements and responses in the presentation.
- Ask students to write down four true statements of their own (or they can use the four they have from the precious exercise). Students work in pairs saying their statements and having their partner **disagree** with them. For example,
  A: I will come to school tomorrow.
  B: I won't.
  A: I won't take the school bus.
  B: I will.

C

- Have a volunteer read aloud the sample question. Have students work with a partner to take it in turns to ask indirect questions. Partners should try to give any logical answer they can—even *I don't know*.

Answers

1. Do you know where the main post office is?
2. Do you know how often the buses come?
3. Do you know what time the bank opens?
4. Could you tell me where the nearest pharmacy is?
5. Do you know when the gas station closes?
6. Could you tell me the name of the highway to town?

D

- Have two volunteers read aloud the sample statements and responses. For each sample statement and response, ask the class if the response is in agreement or disagreement.
- Have students work alone and respond truthfully to each statement.
- Students then compare their answers with a partner.

Answers

Students' own answers.

Workbook

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

Relative Adverb: *Where*

That's the school **where** I attended as a child.
Dubai is the place **where** I want to go on vacation.
That's the place **where** I grew up.
Home is **where** the heart is.

Indirect Questions

Use indirect questions when you ask for information. There is no inversion of the subject and verb in indirect questions.

Direct Questions	Indirect Questions
What's the name of the street?	Do you know what the name of the street is?
Where is the nearest bank?	Do you know where the nearest bank is?
When does the store open?	Do you know when the store opens?
Where can I get good pizza?	Could you tell me where I can get good pizza?

Expressing Agreement with *So, Neither, Either, Too*

Use *so* and *too* when you agree with an affirmative statement.
Use *neither* and *either* when you agree with a negative statement.

Affirmative (+)	Negative (+)
A: I ate at the new pizza restaurant. B: **So** did I. / I did **too**.	A: I don't know the answer. B: **Neither** do I. / I don't **either**.
A: I will visit my family on the weekend. B: **So** will I. / I will **too**.	A: I won't go to school tomorrow. B: **Neither** will I. / I won't either.

Expressing Disagreement

A: **I didn't** like the pizza.
B: **I did**.

A: **I've** been to Muscat.
B: **I haven't.**

A: **I can** rollerblade.
B: **I can't**.

A: **I am** not very tall.
B: **I am**.

C. Work with a partner. Make indirect questions. Use ***Do you know…?*** or ***Could you tell me…?***

What time does the bus arrive? *Do you know what time the bus arrives?*

1. Where is the main post office?
2. How often do the buses come?
3. What time does the bank open?
4. Where is the nearest pharmacy?
5. When does the gas station close?
6. What is the name of the highway to town?

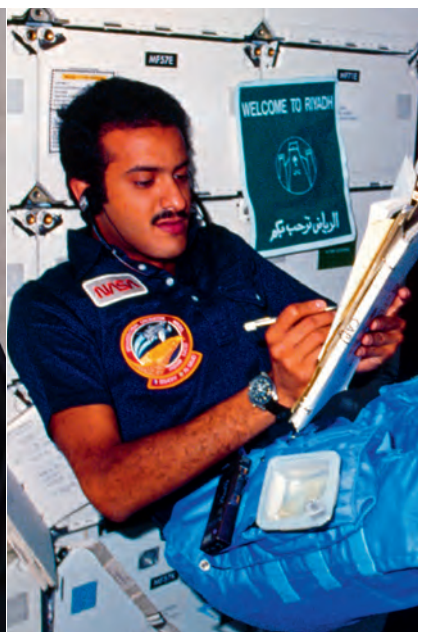
D. Read the statements below and write your response. Compare with a partner.

I don't like fast food. *Neither do I. (OR I don't either.)*
I like fast food. *I don't.*
I went to Dubai on vacation. *So did I. (OR I did too.)*
I don't like vacations. *I do!*

1. I can swim. _____
2. I will play football on the weekend. _____
3. I have three sisters. _____
4. I didn't go to school until I was six years old. _____
5. I won't be able to go on vacation this year. _____

12 Project

1. Find interesting quotations by famous people around the world in certain areas such as politics, education, science, history, and so on.
2. Make notes in the organizer.
3. Present your findings to the class.



Category	The Quote	Who said it	Explanation of quote
1 Science			
2 History			
3 Politics			
4 Education			

12 Project

- Have students look at the photos of King Salman bin Abdul Aziz al Saud and Sultan bin Salman bin Abdul-Aziz Al-Saud. Remember or search and find quotations made by them and other famous people in the world.
- Elicit answers from volunteers and list ideas on the board.
- Read through the directions.
- Organize students in groups. Suggest that they think about areas such as, education, history, science, medicine and so on and search for quotations by famous people.
- Have students research and find quotations of famous people and make notes in the organizer. Tell students that they can change the categories and/or add categories.
- Ask students to download and print information that they find on the internet. Explain that they will need to be critical and choose information that has been validated.
- Elicit ideas and guidelines about poster presentations from volunteers. Have students think back on their list of DOs and DON'Ts for the preparation of poster presentations based on their experience this year.
- Call on a student from each group to present the group's ideas for the class.
- Have groups make decisions and assign tasks to members of the group. Encourage them to communicate after school in order to talk to each other about what they found and coordinate the next stage in their preparation.
- Remind students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Tell them that they can use any color they want and choose pictures or draw their own.
- Allow students to decide who they will focus on in each category.
- Allow time for research. This means that if students don't have access to the internet or a library they might not be able to collect the information and/or photos they need. In this case it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete the poster in the next lesson.
- Call on each group to present their poster. Suggest that they take turns presenting each item that they have researched and collected information about.
- Discuss the meaning/implications of the quotation in class.
- Display the posters on the wall if you can. Have students choose the poster they like best.

Additional Activity

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

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

13 Self Reflection

- Write 'I Wonder What Happened' 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 82 and 83. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
  How do you know if someone is annoyed or angry with you as they speak?
  Is it always easy to report what people say accurately? Why? Why not?
  How can you tell a news reporter from a politician or scientist from the way they speak?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 84, 85, ask them some questions. For example:
  What did your friend say when you asked him/her to go shopping with you?
  Write the conversation:
  You asked your classmate if he/she could help you with your research and he/she said that it was not going to be easy because they were going away for the weekend.
  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 86, 87. Call on volunteers to say what the context is in this lesson, for example: telemarketers, the way people say things,
- Have students say what they remember from this section and make notes in the chart.
- Write Quotes 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:
  Which quote/s did you like? Why? Can you think of real situations where the quotes apply?

Comment :
"Never let formal education get in the way of your learning." ***Mark Twain***

- 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 film scripts and transcripts. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 90 and 91 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 find appropriate quotes? Why? Why not?
  Where did they find information? Where did they find photos?
  Did they enjoy the presentation?
  Would they change anything if they had the chance to do it again? What?
  Did they enjoy designing the presentation? Did everyone contribute?
  Was there room for originality and creativity? Why? Why not?
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

13 Self Reflection

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

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

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
report what people said			
discuss famous quotes			
relate messages			
use reporting verbs and ask reported questions			
use reported speech and make word changes			
form negative questions			
use the relative adverb: *Where*			
talk about the environment and natural disasters			
express agreement and disagreement with: *so, neither, either, too*			

My five favorite new words from Unit 6:	If you're still not sure about something from Unit 6:
_____ _____ _____	• read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

EXPANSION Units 4-6

1 Language Review

A. Rewrite the sentences as conditionals. Follow the example.

We lost the game because we didn't play well.

If we'd played better, we wouldn't have lost/we would have won.

1. Khaled had a car accident because he answered his cell phone.

   _____

2. My mother didn't know we were coming, so she didn't make any lunch.

   _____

3. He didn't finish his homework because he went to see the football game.

   _____

4. Ahmed didn't greet his boss because he didn't see him.

   _____

B. Write sentences to speculate about the situations. Use ***can't***, ***could***, ***couldn't***, ***must***, ***may***, or ***might*** in your sentences.

You see lights in the sky at night.

They might be the lights of an airplane.

1. You hear a noise in your house early in the morning.

   _____

2. Your friend passed you by and didn't say hello.

   _____

3. Someone rings the doorbell.

   _____

4. The team looks sad as they are returning home from the baseball game.

   _____

C. Complete the story with the correct form of the verbs in parentheses. Remember to use the past perfect where necessary.

When Detective Malcolm got to his apartment, he _____ (**1.** notice) that someone _____ (**2.** leave) the door open. He knew that he _____ (**3.** lock) the door when he went out. As he entered the living room, he _____ (**4.** smell) something in the air. Someone _____ (**5.** be) there while he was out, and it _____ (**6.** can't be) the cleaning person. It wasn't his day. He knew at once that someone _____ (**7.** break) into his apartment. He _____ (**8.** move) quietly toward the bedroom. He _____ (**9.** hear) the sound of water coming from the bathroom. Malcolm opened the door and _____ (**10.** stare) at the man who was lying in a robe on the floor of the bathroom. Was he dead?

Unit Goals

- **Language Review**
- **Reading**
  The War of the Worlds
- **Project**
  Report on a science fiction story
- **Chant Along**
  Could You Help Me Find the Reason?
- **Writing**
  Write a letter of apology
- **Project**
  Find and present a short story.

1 Language Review

A

- This exercise reviews using conditional sentences to talk about hypothetical situations in the past. Referring back to Unit 6, remind students that *if* + past perfect + *would have* + past participle is used to talk about things that didn't happen in the past, things you would have done differently, or for advice.
- Go over the example. Point out the two ideas: ***We lost the game*** and ***We didn't play well***. Ask: ***How are these related?*** Then, read aloud the rewritten example.
- Have students work alone to rewrite the sentences, and then compare answers in pairs. Call on students to write their answers on the board, or have them read their answers to the class.

Answers

Answers will vary. Sample answers:

1. If Khaled hadn't answered his cell phone, he wouldn't have had a car accident.
2. If my mother had known we were coming, she would have made lunch.
3. If he hadn't gone to the football game, he would have finished his homework.
4. If Ahmed had seen his boss, he would have greeted him.

B

- This exercise reviews the modals *can't, could, couldn't, must, may,* and *might*. Referring back to Unit 5, remind students that we use these modals to make suppositions, to talk about what is possible, and to draw conclusions about a situation.

  Write on the board:
  That must be Ahmed who's calling. He said he'd call me at 9:00. It's 9:00 now.
  Who broke the window? It couldn't have been Ali. He was at work all afternoon.
  That answer can't be right. There must be a mistake.
- Have students work alone to rewrite the sentences using the modals. Call on students to read their answers aloud.

Answers

Answers will vary. Sample answers:

1. It could be the cat.
2. He might not have seen me.
3. It must be the mail carrier.
4. They must have lost.

C

- This exercise reviews the past perfect. Referring back to Unit 5, remind students that the past perfect is used to indicate an action in the past that occurred before another action in the past. Using the past perfect makes the order of the actions clear.
- Have students complete the story using the past perfect only when it is necessary.
- Have students work alone to complete the story and then check answers in pairs. To check as a class have one student read the paragraph aloud.
- Ask: ***Was he dead?*** Have students share their own conclusions.

Answers

1. noticed
2. had left
3. had locked
4. smelled
5. had been
6. couldn't have been
7. had broken
8. moved
9. heard
10. stared

D

- This exercise reviews using reported speech to talk about what people said. Referring back to Unit 6, remind students that the verb forms change in reported speech. Write on the board:
  I* have *a magazine. = She said she* had *a magazine.
  I* don't like *pizza. = He said he* didn't like *pizza.
- Then write on the board sentences for students to complete. For example:
  I'm calling my friend. = He said he ___ his friend.
  I learned to swim when I was five. = he said he ___ to swim when he ___ five.
- Remind students that in reported speech some words may be different from the original sentence. For example, write on the board:
  ***I saw him* yesterday. *= He said he saw him* the day before.**
- Have students rewrite the sentences using reported speech. Check as a class by having students write their answers on the board so that students can see the correct verb forms and make corrections as needed.

Answers

Answers will vary. Sample answers:

1. Qassim told Hameed that he would meet him at seven the next day.
2. Mr. Jenkins told his employee, Mr. Taylor, that he had to arrive on time.
3. Robert told his teacher that he hadn't caught his usual bus.
4. The customer asked the salesperson if the jacket came in a bigger size.
5. Mr. Timms told the judge that he had never seen that man before.
6. The captain told the co-pilot that it might be a falling star.

E

- This exercise reviews using reported speech to talk about what extraterrestrial beings said. The activity has two parts: First students work alone to write five questions they would ask an extraterrestrial. They also write the ETs' answers to their own questions. Then, they work in pairs. They take turns reporting the questions and answers to their partner. Tell students they can ask any questions they would like the answers to about extraterrestrial life. For example:
  What do you eat for breakfast? Do you have schools? Do you play sports? What do you do for fun?
- Monitor students as they work, offering help as needed.
- Call on students to tell the class one question and answer what their partners reported to them.

Answers

Answers will vary.

F

- This exercise reviews using *should have* + past participle. Referring back to Unit 5, remind students that *should have* + a past participle is used to talk about regrets. They can use this form to talk about things they wish they had or hadn't done.
- Remind students that a *should have* statement can be followed by *but I didn't*. For example:
  I should have called my friend on his graduation day.
  (But I didn't, and now he is upset with me.)
  I shouldn't have yelled at my friend.
  (But I did, and now he is upset.)
- Have students work alone to write their answers, and then compare answers with a partner.

Answers

Answers will vary. Sample answers:

1. The boy should have worn knee pads.
2. The girl should have brought an umbrella.
3. The man should have remembered to bring the tickets.
4. The woman should have closed the window before she left the house.

Workbook

Assign pages 67-69 for review of vocabulary and grammar presented in Units 4-6.

D. Report what people said.

1. Qassim to Hameed: "I'll meet you at seven tomorrow."

   _____

2. Mr. Jenkins to Mr. Taylor, an employee: "You must arrive on time."

   _____

3. Robert to his teacher: "I didn't catch my usual bus."

   _____

4. The customer to the salesperson: "Does this jacket come in a bigger size?"

   _____

5. Mr. Timms, the witness, to the judge: "I've never seen that man before."

   _____

6. The captain to the co-pilot: "It may be a falling star."

   _____

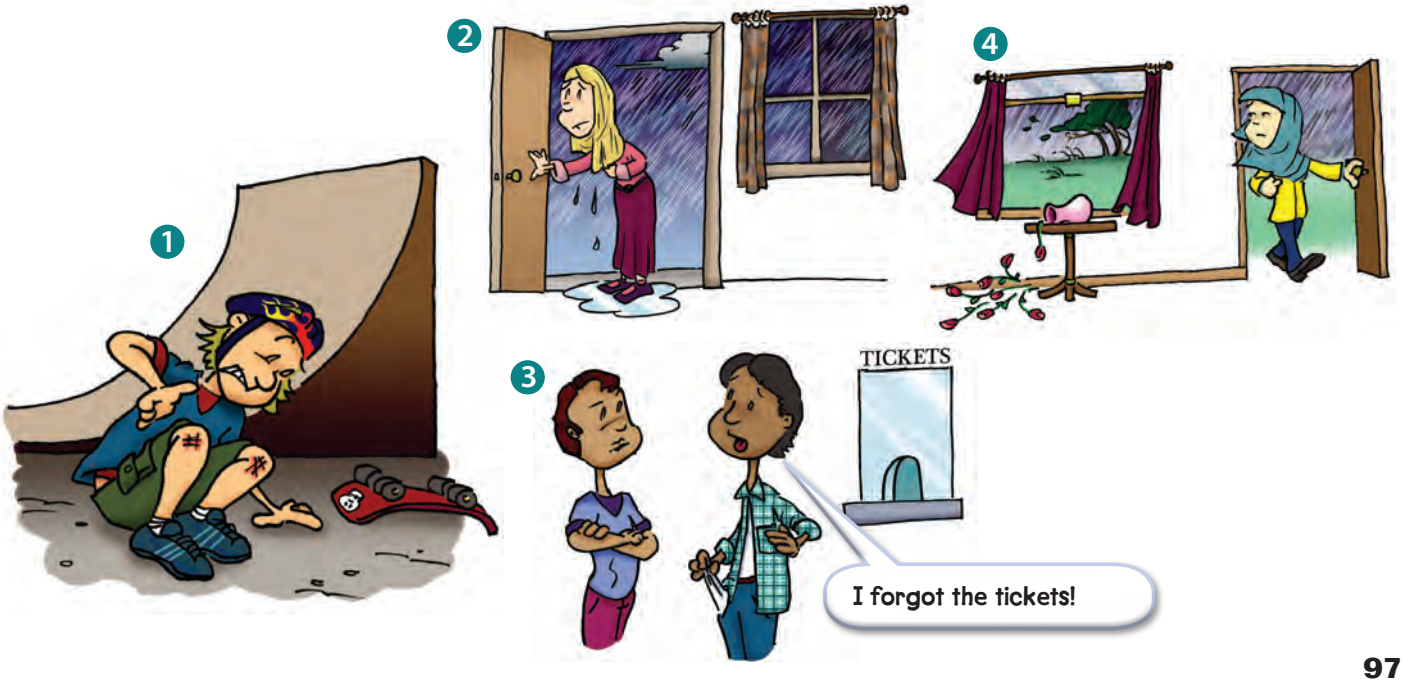
E. Imagine you make contact with extraterrestrial beings. Write down five questions that you would ask and the ETs' answers. Report the questions and answers to a partner.

How fast can you travel?

I asked how fast extraterrestrial beings could travel.

They said that extraterrestrial beings could travel faster than the speed of light.

F. What should the person have done or said in the following situations? Write your answers and compare them with a partner.



2 Reading

Before Reading

1. Read the title and write as many words as you can think of about it.
2. Read the text and underline the main event in each paragraph.

THE WAR OF THE WORLDS

1 On October 30, 1938, CBS Radio interrupted a live radio program to deliver an important announcement. It said that astronomers had detected blue flames shooting up from the surface of Mars. The broadcast returned to its program, but it was soon interrupted again. This time the news said that a strange meteor had fallen on a farm near Grover's Mill in New Jersey, and then CBS Radio switched over to continuous live coverage of the eerie scene around the meteor crash.

2 As the event unfolded, the terrified audience discovered that the meteor was actually some kind of spaceship. The reporter on the scene described the emergence of an alien from the spacecraft. "Goodness, something's wriggling out of the shadow like a gray snake," he said, in an appropriately dramatic tone of voice. "Now it's another one, and another. They look like tentacles to me. There, I can see the thing's body. It's as large as a bear, and it glistens like wet leather. But that face. It . . . it's indescribable. I can hardly force myself to keep looking at it. The eyes are black and gleam like a serpent. The mouth is V-shaped with saliva dripping from its rimless lips that seem to quiver and pulsate . . . The thing is rising up. The crowd falls back. They've seen enough. This is the most extraordinary experience. I can't find words. I'm pulling this microphone with me as I talk. I'll have to stop the description until I've taken a new position. Hold on, will you please, I'll be back in a minute."

3 The alien Martian crawled back into the crater, but re-emerged soon afterwards in a gigantic three-legged death machine, and quickly killed the 7,000 armed soldiers surrounding the crater. Then it proceeded across the landscape, joined by other Martians, blasting people and objects with heat rays, while releasing a poisonous black gas against which gas masks proved useless.

4 Listeners all over the United States began to panic. People filled the roads, hid in cellars, loaded guns, and even wrapped their heads in wet towels as protection from the Martians' poisonous gas. People desperately wanted to defend themselves against aliens. Although the radio broadcast had warned listeners four times that this was a dramatized version of H.G. Wells's story, *The War of the Worlds*, performed by Orson Welles and the Mercury Theater, people simply ignored those announcements. However, by the time the night was over, most people had learned that they were actually listening to a radio play. The fact is that the broadcast had reached approximately six million people and had produced a huge national scare at a time of the growing tension and anxiety leading up to World War II.

2 Reading

- Ask students to open their books to page 98 and look at the picture at the top of the page. Ask students to describe what they see. For example, ask: ***What is this? Who is in the spacecraft? Where are they from? What do you think they plan to do?***
- Have students read the title, *The War of the Worlds*. Have students say what they think the title means. Have a general class discussion about what comes to mind for them when people talk about aliens from outer space and UFOs.
- Remind students that you talked about UFOs in Unit 4. UFO stands for Unidentified Flying Object. This is some kind of light or object in the sky that can't be explained. Most people say that UFOs don't exist, and what people think are UFOs are actually the sun's rays reflecting off of an aircraft, or a satellite, or a meteorite.

Play the audio for *The War of the Worlds* while students listen and follow along.

- Help students with new vocabulary. Have students scan the reading quickly and say which words and expressions are new to them. Write them on the board. Encourage students to use the context to understand the meanings before you explain them. Words and expressions that may be new include:

  detect = to notice or discover something

  eerie = strange and frightening

  emergence = appearance after being hidden

  wriggling = twisting from side to side quickly

  glisten = to shine because of being wet or oily

  quiver = shake

  pulsate = to make movements that are regular, like a heart beating

  re-emerge = appear again
- Students might notice that *emergence* and *emergency* are spelled the same except for one letter, but have very different meanings.
- Explain that Orson Wells was an American actor and director who worked in film, theater, TV, and radio. He became very well-known for the radio broadcast of *The War of the Worlds*, which caused millions of people to panic.
- Have students work in pairs to reread each paragraph, underline the main event, and discuss it. Have them say in their own words
  what the paragraph was about. For the second paragraph, have them use reported speech to talk about what the reporter said as an alien emerged from the spacecraft.
- Review that we use the past perfect to indicate an action that took place in the past before another action in the past. Have students find examples of the past perfect in *The War of the Worlds*. Have them say the sentence and then identify the first action and the second action. For example: ***It said that astronomers had detected blue flames shooting up from the surface of Mars.*** The first action is *had detected*. The second action is *(were) shooting up*. Note that *were* is omitted, but the underlying grammar is (*that were*) *shooting up*.
- Review with students that the prefix *in-* means *not*. For example, *indescribable* means not able to be described. The prefix *re-* means to do again. *Re-emerge* means to emerge again.

After Reading

A

- Have students work alone or with a partner to find the words in the reading that match the definitions.
- Call on students to read the sentences that contain the answers.

Answers

1. eerie
2. alien
3. wriggling
4. blasting
5. warned

B

- Have students work in pairs. Tell them to take turns asking and answering the questions. Check that students are using the correct verb tenses and forms in their answers.

Answers

Answers will vary. Sample answers:

1. The broadcast first said that a meteor had fallen on a farm in New Jersey. The meteor was actually a kind of spaceship.
2. The alien had a body as large as a bear and its body glistened like wet leather. The alien's eyes were black and gleamed like a serpent. The alien's mouth was V-shaped with saliva dripping from it.
3. They moved in a machine with three legs.
4. The Martians blasted people and things with heat rays and released a poisonous black gas.
5. Listeners were terrified and they began to panic. They tried to defend themselves against the aliens. They thought that the radio report was real.
6. If I hadn't heard the warning that the broadcast wasn't real, I might have thought that Martians were invading Earth and I would have been scared.

Discussion

- Check understanding of the word *galaxy*. A galaxy is a large group of stars in the universe. The discussion question is whether they think there may be other planets somewhere in the universe like Earth that are able to support life.
- First have students work alone to write their own reasons for and against there being life in other galaxies. Then organize students into small groups to discuss their reasons for and against intelligent life. Tell them to use what they know about other planets in our solar system to support their reasons.
- Draw a chart on the board. (a For and an Against column) Have one student from each group report back to the class. As students say their reasons, fill in the chart.
- After all groups have reported, ask students to read the information in the chart on the board. Ask students to conclude which reasons are stronger: *For* or *Against*. Students may want to vote on this.

3 Project

- Organize students into groups, and have each group research a short story. Students should complete the organizer and they may want to create illustrations to go with the story they choose. They may also want to role-play part of the story to make their presentation more interesting for the rest of the class.
- Tell students to prepare a written report on the science fiction story to submit after their presentation.

Workbook

Assign pages 70-71 for additional writing practice at word and sentence level.

After Reading

A. Find words in the reading that mean:

1. mysterious and frightening (paragraph 1)
2. creature from another world (paragraph 2)
3. twisting and turning your body like a snake (paragraph 2)
4. causing an explosion (paragraph 3)
5. to talk about something dangerous that might happen (paragraph 4)

B. Answer the questions about the reading.

1. What did the broadcast first say about the meteor? What did the meteor turn out to be?
2. What was the alien like?
3. How did the Martians move on Earth?
4. What weapons did they use?
5. What was the listeners' reaction?
6. What would you have done if you'd heard the news on the radio?

Discussion

Do you believe there is intelligent life in other galaxies? Write reasons for and against. Discuss them with your classmates.

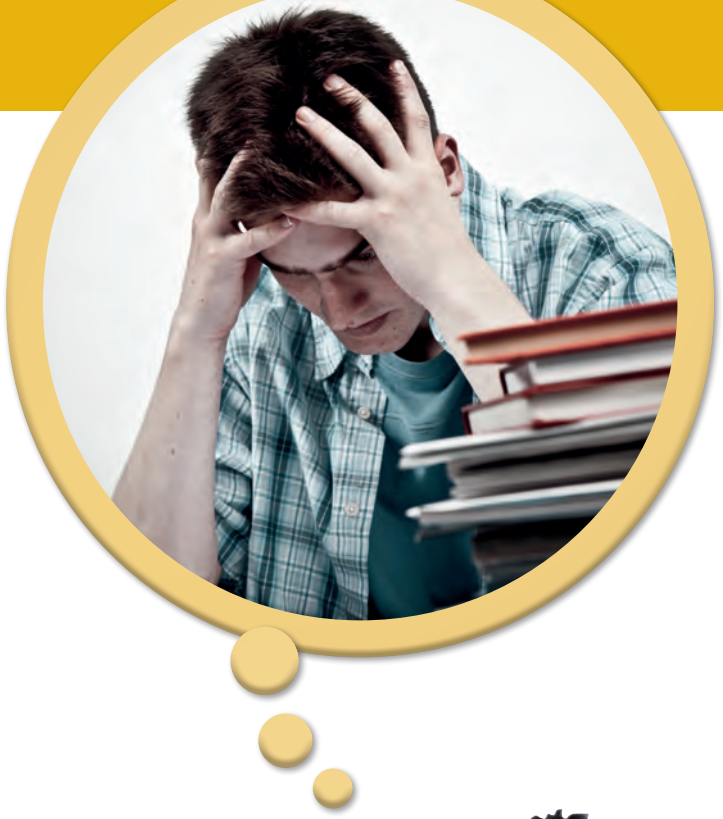
3 Project

1. Think about an interesting short story that you have read. Complete the organizer with information from the short story.
2. Use your completed organizer to give your class a report about the story.

Title of the story: _____	
Who is in the story?	**Where and when does the story take place?**
What happened in the story?	
How did the story end?	
Why I liked or disliked the story.	

4 Chant Along

Could You Help Me Find the Reason?



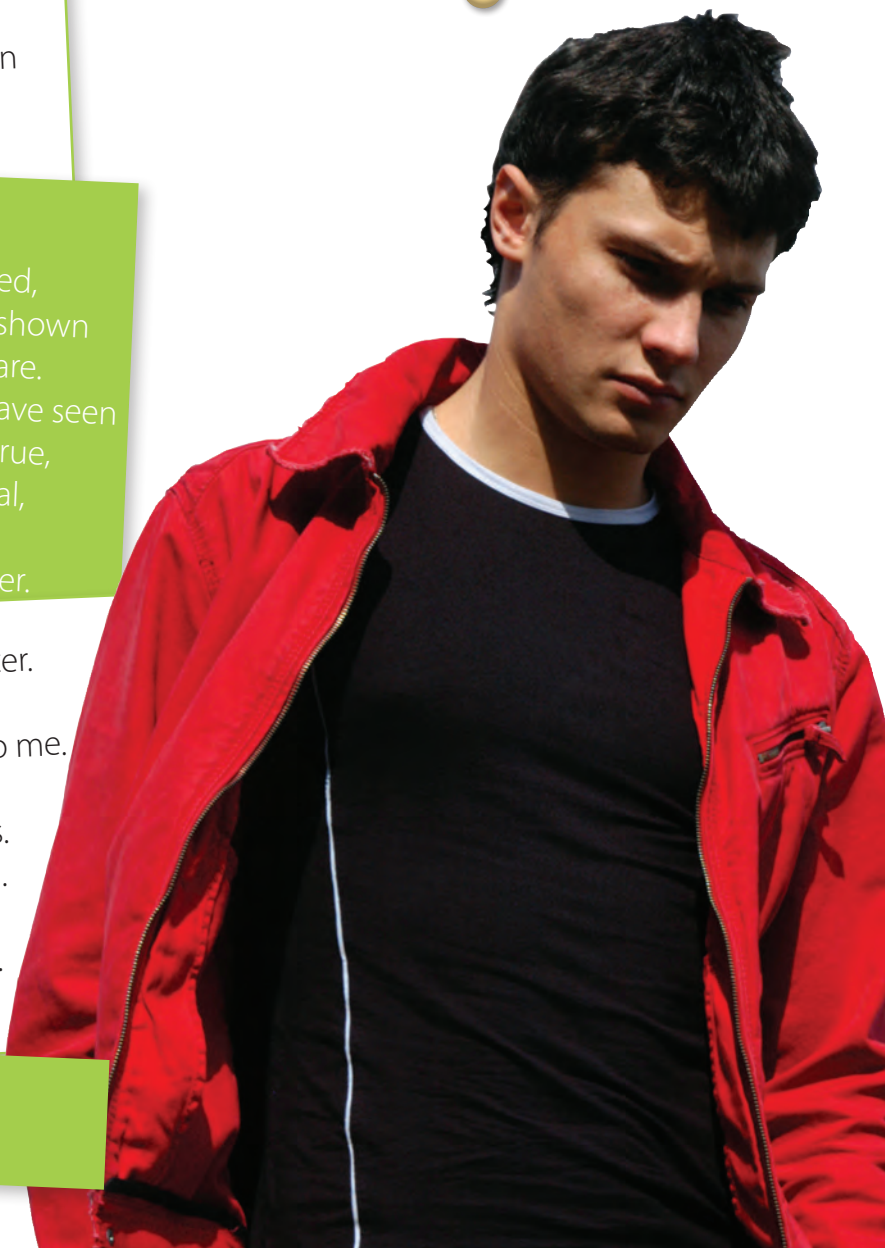
Could you help me see the reason
Why I work so long and hard?
Could you tell me why I do it?
Why I push myself some more?
Could you help me find the words?
Could you tell me what to think?
Could you help me see the reason
Why I still can't get an A?

Chorus

If I had not tried,
I would have shown
That I didn't care.
They would have seen
My wish was true,
My will was real,
If only I
Had tried harder.

I should have done much, much better.
Should have corrected on the spot.
I should have asked someone to help me.
Should not have tried it all alone.
They might have noticed all my trials.
They might have listened to my plea.
Considered all that I'd forsaken
And handed that A right over to me.

Chorus



4 Chant Along

- Tell students that they are going to hear a chant called *Could You Help Me Find the Reason?* Ask students to cover the lyrics. Direct their attention to the photos. Ask students to describe him. For example, ask:

  How would you describe the man?

  Is he tall or short?

  What is his hair like?

  How does the man feel?

  Why do you think he feels that way?
- Have students read the lyrics to the chant. Ask them to reread the first verse. Point out that the lines all start with *could* or *why*. Remind students we use *could* to make a request. Here he is asking: *Is it possible for you to help me?* Ask students what he wants help with. Elicit that he wants help understanding why he works so hard.

  Play the chant as students follow along silently in their books.
- Ask students to reread the chorus. Point out that he is talking about a hypothetical situation in the past.

  Play the chant again. This time, focus students' attention on the second verse.
- Write on the board: ***I should have done much, much better.*** Have students read the sentences in unison.
- Then, divide the class into two groups. Group A reads each line in the verse, pausing for Group B to say in unison, *but I didn't* after each line.
- Direct students' attention to the lines in the second verse that begin with *They might have…* Discuss with students how he is speculating about how things could have turned out differently if he had tried harder.

  Play the chant again for students to chant along. Pause for students to complete certain lines.

  Play the chant through a final time as students chant along.
- Ask students to speculate about the future. Ask:

  What should he do to do better?

  Do you think he'll get a second chance?

  Does he deserve a second chance?

Vocabulary

- Have students work alone or with a partner to find the words and expressions in the chant that match the definitions.
- Call on students to say the line of the chant for each answer.

Answers

1. notice
2. on the spot
3. trials
4. plea
5. forsaken (forsake)

Comprehension

A

- Ask students to work individually to answer *true* or *false*.
- Check answers as a class.

Answers

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

B

- Call on students for their answers. Ask students to say the lines in the chant that support their answers.

Discussion

- Read the discussion question aloud. Have students work in small groups to decide when it is good to forgive, to plea, and to forsake. Ask each group to present their ideas, and explain why.

5 Writing

- Review with the class the basic format for a personal letter. Create a model on the board that includes the date, the salutation (Dear ____,) the body, and the closing address (Sincerely,).
- Have students each work individually to write a letter. Tell them it can be about a real situation or an imaginary one.
- Call on volunteers to read their letters to the class. Or, alternatively, have students exchange letters in pairs and write a response to the letter of apology they receive. Then have pairs form small groups and read their letters aloud.

Workbook

Assign page 72 for additional writing practice above word and sentence level.

Vocabulary

Find words and expressions in the chant that mean:

1. to see, realize _____
2. immediately _____
3. difficulties, tests _____
4. request _____
5. to renounce or abandon _____

Comprehension

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

1. _____ The young man is regretful about his past actions.
2. _____ He is not sure about his choices.
3. _____ He knows what he has done wrong.
4. _____ He doesn't think he should have asked for help.
5. _____ He is not satisfied with his performance.
6. _____ If he'd tried harder, he'd have gotten an A.

B. List three things that the young man says he should have done.

1. _____
2. _____
3. _____

Discussion

In a group, tell each other when it is good to forgive, to plea, and to forsake.

5 Writing

1. Think about something you did that upset a friend of yours.
2. Make notes in the organizer. Then use your notes/organizer to write a letter to your friend apologizing for what you did.

What I did to my friend	What I should have done/ What I shouldn't have done	My apology

Vocabulary

1 You've Got Mail!

VOCABULARY

Nouns
demonstration
funding
junk mail
spam
supplier
travel arrangement

Verbs
apologize (for)
contact
dispatch
import
inconvenience
wonder

Two-word verb
put (someone) up

Adjectives
feasible
soaked
urgent

Adverbs
currently
indifferently

Conjunctions
although
as soon as
even though
in spite of

EXPRESSIONS

Idioms
be on the road
get used to
look forward to
out of mind
out of sight
sneak out
take advantage of

Ending a business letter/email
Best regards

Real Talk
be straight
let someone down
No way!
of course

2 Wishful Thinking

VOCABULARY

Nouns
amount
benefit
cash
charity
desert island
empire
encounter
extraterrestrial
leader
laureate
mankind
philanthropist
prize
quiz show
stock market
technology
universe
wish

Verbs
award
benefit
divide
invest
split
wish

Adjectives
close
handwritten
historical
lonely

EXPRESSIONS

Idiom
keep in touch

Real Talk
have a ball
this guy
to me
You wouldn't know…?

3 Complaints, Complaints

VOCABULARY

Nouns

button
complaint
consumer
dent
doorknob
engine
fabric
faucet
hole
housing
packaging
pipe
refund
repair
retail outlet
screen
signal
sleeve
stain
technician
warranty
windowpane

Verbs

check
crash
dry-clean
purchase
refrain (from –ing)
repaint
repair
sew
sharpen

Adjectives

broken
cracked
damaged
dead
dripping
faded
filthy
flat
intact
leaky
loose
loose-fitting
missing
scratched
sewn
stained
torn

EXPRESSIONS

Idiom

Don't worry.

Real Talk

it sounds like
Yes, please, if you could.

EXPANSION Units 1-3

VOCABULARY

Nouns

backboard
basket
caribou
civilization
coconut
court
fault
foul
innovation
ladder
league
mansion
mastery
millionaire
opponent
peach
rally
rule
sailor
settler

Verbs

ground
originate
score
serve
spread
toss
treat

Adjectives

harsh
indoors
rough
vertical

EXPRESSIONS

Idioms

for better and for worse
through good and bad

4 I Wonder What Happened

VOCABULARY

Nouns

bull
crater
debris
device
fireball
fragment
hurricane
locomotive
meteorite
orbit
pioneer
remote control
time bomb
tornado
volcano

Verbs

crash
explode
gather
lose control
penetrate
smash
stick around
tease

Adjectives

sophisticated
weird

EXPRESSIONS

Idiom

channel surf

Real Talk

Beats me.
Excuse me.
Gee!
You never know.

5 If It Hadn't Happened

VOCABULARY

Nouns

advantage
antibiotic
candle
course
disadvantage
distance
infection
load
oil well
penicillin
regret
source

Verbs

drill
guess

Verb phrases to express regret

could have
might have
should have

Adjectives

commercial
devastated
embarrassed
heavy
immature
incandescent
widespread

EXPRESSIONS

Idioms

be on good terms
fall out with (someone)
miss an opportunity

Real Talk

as for (me)
breathing down someone's neck
go out into the world
have one's mind set on something
you mean

6 What They Said

VOCABULARY

Nouns

blood pressure
candidate
nuisance
politician
power
proof
pumpkin seed
result
sports complex
tax
telemarketing

Verbs

bother
complain
deteriorate
improve
interrupt
knock down
lower
persuade
raise
reschedule
scan

Adjectives

annoyed
healthy
powerful
pushy

Adverb

elsewhere

EXPRESSIONS

Real Talk

hoax
in the end
or anything like that
really
totally

EXPANSION Units 4-6

VOCABULARY

Nouns

alien
anxiety
astronomer
broadcast
coverage
crater
emergence
flame
gas mask
landscape
panic
plea
scare
spacecraft
surface
tension
tentacle
trial

Verbs

blast
crawl
detect
force (oneself)
forsake
glisten
proceed
pulsate
quiver
re-emerge
switch (over)
unfold
warn
wriggle

Adjectives

continuous
eerie
indescribable
terrified
useless

Adverb

desperately

EXPRESSIONS

Idiom

on the scene

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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Audio Track List

CD1

Track	Unit	Student Book Section	
2	Intro	**1**	Listen and Discuss
3	Intro	**3**	Conversation
4	Intro	**4**	Listening
5	Intro	**6**	Pronunciation
6	Unit 1	**1**	Listen and Discuss
7	Unit 1	**2**	Pair Work
8	Unit 1	**5**	Listening
9	Unit 1	**6**	Pronunciation
10	Unit 1	**8**	Conversation
11	Unit 1	**9**	Reading
12	Unit 1	**10**	Writing
13	Unit 2	**1**	Listen and Discuss
14	Unit 2	**2**	Pair Work
15	Unit 2	**5**	Listening
16	Unit 2	**6**	Pronunciation
17	Unit 2	**8**	Conversation
18	Unit 2	**9**	Reading
19	Unit 2	**10**	Writing
20	Unit 3	**1**	Listen and Discuss
21	Unit 3	**2**	Pair Work
22	Unit 3	**5**	Listening
23	Unit 3	**6**	Pronunciation
24	Unit 3	**8**	Conversation
25	Unit 3	**9**	Reading
26	Unit 3	**10**	Writing
27	EXPANSION	**2**	Reading
28	Units 1–3	**4**	Chant Along

CD2

2	Unit 4	**1**	Listen and Discuss
3	Unit 4	**2**	Pair Work
4	Unit 4	**5**	Listening
5	Unit 4	**6**	Pronunciation
6	Unit 4	**8**	Conversation
7	Unit 4	**9**	Reading
8	Unit 4	**10**	Writing
9	Unit 5	**1**	Listen and Discuss
10	Unit 5	**2**	Pair Work
11	Unit 5	**5**	Listening
12	Unit 5	**6**	Pronunciation
13	Unit 5	**8**	Conversation
14	Unit 5	**9**	Reading
15	Unit 5	**10**	Writing
16	Unit 6	**1**	Listen and Discuss
17	Unit 6	**2**	Pair Work
18	Unit 6	**5**	Listening
19	Unit 6	**6**	Pronunciation
20	Unit 6	**8**	Conversation
21	Unit 6	**9**	Reading
22	Unit 6	**10**	Writing
23	EXPANSION	**2**	Reading
24	Units 4–6	**4**	Chant Along

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**	/tʃ/	**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. for
2. of
3. in
4. against
5. of/ about
6. about
7. on
8. to
9. of
10. to

Exercise 2

1. communicate
2. used to
3. access
4. dreaming
5. avoid
6. apologize
7. as soon as

Exercise 3

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

Exercise 4

You should apologize to them for being late.
I have thought of replacing our desktops with laptops.
I have been dreaming of a trip to the Fiji islands for years.
He decided against buying a car because he dislikes driving.
I was downtown and I asked about renewing my driving license.

Exercise 5

Answers will vary. (students' own answers)

2 Photocopiable Activity

Exercise 1

	island	In touch	friends	fun	round	the money	wish	investment
desert	✓							
keep		✓				✓		
close			✓					
whole year					✓			✓
split						✓		✓
have	✓		✓	✓		✓	✓	
common			✓		✓		✓	✓
wise			✓					✓

Sentences will vary:

Exercise 2

1. sum
2. invest
3. give/away
4. set up
5. wisely
6. mismanage
7. income
8. fortune

Exercise 3

1. I'd have the roof replaced.
2. I'd have the windows replaced/fixed/repaired.
3. I'd have the walls fixed and painted.
4. I'd have the old equipment serviced/updated/ maintained/fixed.
5. I'd have more teachers employed/appointed.
6. I'd have them reprimanded/ I'd have them brought to the office/ I'd have them punished.
7. I'd have new books bought/ I'd have books donated by friends and supporters of the school.

Answers will vary:

Exercise 4

1. I wish he/she would be quieter. OR I wish he/she would make less noise.
2. I wish he/she were more fluent in Arabic/ could speak Arabic better OR I wish my French was better/ i could speak French well.
3. I wish I could access my emails./ I wish the connection wouldn't fail all the time.
4. I wish I had saved more money. OR I wish I could buy a new laptop. OR I wish I had enough money to buy a new laptop.
5. I wish I were old enough to drive. OR I wish I could learn how to drive. OR I wish I were older, then I would be able to drive
6. I wish I were on that plane, flying somewhere. / I wish I had travelled more. / I wish I could travel./ I wish I'd been able to go on a trip.

3 Photocopiable Activity

Exercise 1

1. windshield
2. hair dryer
3. meat grinder/ mincer
4. window pane
5. baby stroller
6. flat tire
7. warranty
8. refund

Exercise 2

1. torn/damaged
2. stained.
3. cracked
4. broken
5. damaged

What needs to be done with each item to try and fix things.

1. The shirt needs to be sewn.
2. The leather jacket needs to be cleaned.
3. The helmet needs to be replaced.
4. The sunglasses need to be replaced/ repaired.
5. The laptop case needs to be thrown away/ replaced.

Exercise 3

1. I'll have it repaired. OR I'll have it replaced.
2. I'll have it fixed.
3. I'll have them replaced.
4. I'll have it changed.
5. I'll have it replaced.
6. I'll have a second lock put in.
7. I'll have it checked.
8. I'll have it recharged.
9. I'll have them repaired.
10. I'll have them replaced.
11. I'll have it fixed.

Exercise 4

Answers will vary: Sample answer.

1. Your alarm doesn't ring/ Your car won't start/ You get stuck in the elevator.
2. … you can't find your umbrella
3. …and there is a power failure/ you get a call from a friend who wants you to go over to his/her place immediately because his/her home has been broken into.

4 Photocopiable Activity

Exercise 1

1. devastated
2. catastrophic
3. virtually
4. monitor
5. protect

Exercise 2

1. It can't have been an explosion, it wasn't loud enough. It must have been a car crash. I could hear people yelling.
2. It can't have been a lightning. It didn't have the right shape. It must have been fireworks. There were many pretty colors in the sky.
3. He can't be home. He must be out. I keep calling and there is no answer.
4. He can't have bought it. He must have rented it.
5. it can't have been an earthquake. It must have been an explosion

Exercise 3

So when his boss arrived, Jo had replied to requests for information by email, he had called the courier and arranged for packages and mail to be picked up, he had called the company lawyer and asked him to come to the meeting in the afternoon, he had filed all the incoming documents, returned calls from customers asking about delivery dates, checked and sent direct mail to customers, prepared a performance report and chart for the meeting and taken care of all pending matters.

Exercise 4

By the time her sister walked in, Mona had put away the paints, brushes, needles and threads, ribbons and beads into the drawers or hid them under things and arranged the box and cushion on the bed.

5 Photocopiable Activity

Exercise 1

Answers will vary. Sample answers:

1. oil rig, oil deposits, oil products, oil well, oil field
2. heavy machinery, heavy industry, heavy metal, heavy material, heavy load
3. electric power, electric charge, electric iron, electric cooker, electric appliance
4. heavy security, security measures, security device, security officer, security department, security alert
5. hurt somebody, hurt your arm/leg, nose, hurt yourself, hurt feelings

(students' own sentences)

Exercise 2

1. the wheel
2. penicillin
3. light bulb
4. regret
5. property/ possessions
6. diamond/ emerald

Exercise 3

Answers will vary. Sample answers:

1. It the remote control hadn't been invented, people would have to get up and change channels manually while watching television.
2. If air conditioning hadn't been invented, it wouldn't have been possible for people to live in very hot or very cold areas.
3. If gold hadn't been discovered, a number of counties would have remained poor.
4. If forests had been protected, earth's climate wouldn't have changed as much as it has.
5. if the Internet had not been made available to the public, we wouldn't have been able to communicate by email.

Exercise 4

1. Everyone would have been happier if we hadn't ordered Chinese food.
2. I wouldn't have missed class yesterday if I hadn't overslept.
3. If I'd worked with the rest of the group I'd have been able to participate in the poster presentation.
4. If he'd found out/known that the dealer was going to have special offers, he wouldn't have bought a new car when he did,
5. I wouldn't have gone shopping with my parents if I'd known that my friend was going to come over.
6. I wouldn't have switched my cell phone off if I'd known that my friend was going to call about a school project. OR
   My friend would have got through if I hadn't switched off my cell phone.

6 Photocopiable Activity

Exercise 1

1. powerful
2. knocked down
3. recent
4. pressure
5. feasible
6. improve
7. result

Exercise 2

1. He promised to build a new school in his home town. / He said he would build a new school in his home town.
2. He promised to help homeless people./ He said (that) he would help homeless people.
3. He said (that) he had already donated part of the money to charity.
4. He said (that) he would like to finance medical research.
5. He said (that) he was thinking of financing research into alternative sources of energy.
6. He said (that) he wouldn't squander his money. He said he would use it wisely.

Exercise 3

Answers will vary. Sample answers.

Jed - Jim, I am only going to play for fifteen minutes max./ I am not going to play for more than fifteen minutes.

Jim – Yeah, yeah. I don't believe that. You'll just keep me out of the game. / You'll play the whole game.

Jed- Jim, please. I only want to play for a while because my parents are here and they've never seen me play before. This is the first time they've come. You know they're always at work and can't make it to any game.

Jim – Yeah, yeah,…

Coach – Jed! Come here! Do you know what you've done? Can't you think of anyone else but yourself? Can't you see you're wrecking the team? You'll never play again, if I have anything to do with it….

Jed – No, coach listen. That's not true …

At school

Jed – Hi Jim.

Jim – Do you know this guy?

At the science lab.

Jim: Mat, can you ask Jed if he's done with the microscope?

1 You've Got Mail!

Page 1

A

Answers will vary. Samples answers:

1. I wonder if he is mad at me.
2. It thought they were spam!
3. I need to call him and apologize for my last email.

B

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

C

Answers will vary. Samples answers:

1. I don't have access to my email
2. I think about you all the time
3. I really needed to relax
4. you could put me up?
5. my vacation in New York City

Page 2

D

1. of / about
2. for
3. to
4. of
5. of
6. in
7. about
8. on
9. to / for
10. to
11. against
12. about

E

1. to **2.** of **3.** about **4.** of

Page 3

F

Answers will vary. Sample answers:

1. to sleeping late on the weekend
2. in starting our vacation early
3. against giving a test tomorrow
4. of going to the gym every day
5. about going to the dinner on Saturday
6. of getting a new computer
7. on cooking dinner for us
8. in winning the championship this year
9. about driving my brother's car to school
10. of riding his bike across the country

G

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

Page 4

H

1. hear
2. arrives
3. get
4. take
5. get
6. go
7. start
8. finishes
9. are
10. Graduates

I

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

Page 5

J

1. F
2. T
3. F
4. F
5. T
6. T

Page 6

K

Answers will vary. Sample answers:

1. My favorite form of communication is emailing because it is reliable and fast.
2. Yes, I do. I have to communicate fast for professional reasons.
3. I never write letters./ I write letters once or twice a month to people who don't have email.
4. I usually call family members or arrange to see them.
5. I call, text message, email or communicate face-to-face.

L

Answers will vary. Sample answer:

1. I would call and if he didn't answer I would text him.
2. He could text message or email.
3. I would send a telegram
4. I would prefer to talk to him face-to-face

Page 7

M

Answers will vary. Sample answers:

Actions: monitor weather, watch, call, notify, warn, alert, prevent, evacuate, threaten, protect

1. Weather changes are monitored closely so that damage by storms can be prevented.
2. The controller watches the screen very carefully so that accidents can be avoided.
3. Large screens are used so that conditions can be shown clearly over a broad area.

Page 8

N

Answers will vary.

Page 9

O

1. used to send
2. used to have
3. didn't use to have
4. used to use
5. used to carry
6. used to write

P

1. Did Fahd use to check his email all the time?
2. Did people use to leave messages on telephone answering machines?
3. Did students use to write on paper/ in books/ on tablets?
4. Did you use to go to bed early?

Page 10

Q

1. There are
2. There is
3. There is
4. There is
5. There is
6. There are
7. There is
8. There is

R

1. The
2. The
3. the
4. –
5. –
6. –
7. –
8. the
9. the
10. A or The

S

Students' own answers

2 Wishful Thinking

Page 11

A

1. leader
2. technology
3. empire
4. prize
5. desert island

B

Answers will vary. Sample answers:

1. Scientists use technology like satellites to study the universe.
2. The man is stressed out because of work. He wishes that he were on a desert island. He wouldn't be lonely there.
3. The man participated in a game show on television, and he won a very large prize.
4. King Abdul Aziz Al Saud was a historical leader. He was responsible for the unification of Saudi Arabia.

Page 12

C

1. were not (weren't)
2. would be
3. asked
4. would not answer (wouldn't answer)
5. did not have (didn't have)
6. would help
7. would believe
8. did not say (didn't say)

D

1. If I had the cash right now, I would buy a cell phone.
2. If Larry wanted a summer job, he would apply for the job at the library.
3. If Ahmed didn't have an English test next Sunday, they'd go on vacation with us.
4. If my shirt had holes in it, I'd buy a new one.
5. If I liked baseball, I'd go to the game with you.

Page 13

E

Answers will vary. Sample answers:

1. If I could be the leader of my country, I'd work to improve the environment.
2. If I won a large cash prize on TV, I could travel to every country in the world.
3. If I lived on a desert island, I could surf and swim all the time.
4. If I met an extraterrestrial, I might ask about life on other planets.
5. If I had more time, I could watch more TV.
6. If I worked for a charity, I might build houses for homeless people.
7. If I found 5000 riyals on the street, I might try to find who lost it.
8. If I lived in a foreign country, I could teach English.

F

1. Tommy wishes that he didn't have to pay the municipal fees on his house.
2. Charles wishes that he was good enough to play professional basketball.
3. Kevin wishes that his friend would listen to him.
4. David wishes that he didn't have to do homework every night.
5. Joanna wishes that she could see her parents this year.
6. Maria wishes that there wasn't so much traffic in the city.

Page 14

G

Answers will vary. Sample answers:

1. the traffic wasn't so bad
2. it wasn't so noisy at the restaurant
3. he didn't have a lot of homework
4. he was 18
5. her computer wasn't so slow
6. it wasn't so hot today
7. there was something good on TV tonight
8. she didn't have a fever

Page 15

H

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

Page 16

I

Answers will vary. Sample answers:

J

2. If she didn't have a toothache she wouldn't need to see the dentist.
3. Asma wouldn't do so well at school if she missed classes.
4. Adel would go to a picnic with his friends if he hadn't to study over the weekend for his test.
5. They would go to their house in the country more often if they didn't need to work so hard.
6. If there wasn't such a huge range of models I would know which laptop to choose.

Page 17

K

Answers will vary. Sample answers:

1. If I had some time off I'd go on a trip.
2. If I had enough money I'd invite my friend to come along.
3. I wish I had the time and the money to do it.
4 I wish my friend could accompany me

Page 18

L

Answers will vary.

Page 19

M

1. __C__ shopper
2. __C__ bargain
3. __C__ price
4. __C__ market
5. __N__ livestock
6. __N__ produce
7. __C__ spice
8. __C__ carpet
9. __N__ jewelry
10. __N__ fish

O

Riyadh is (1.) __a__ shopper's dream, and boasts (2.) __some__ of the world's most beautiful modern shopping malls, with designer boutiques and brand names. There aren't (3.) __any__ bargains to be found in the upmarket malls, but if you head for the traditional souqs in town, you'll find many bargains there. Haraj is (4.) __a__ secondhand market just east of the city. Al-Bat'ha District is home to (5.) __many__ traditional markets. Whether you are looking for electronics and watches, jewelry, perfume, furniture, car accessories, bicycles, or food—they sell it all at low prices.

Page 20

P

Interviewer: I'm from Teenage Express magazine. We're doing a survey of teenage shopping (1.) __habits__ . Do you mind answering a few questions?
Faisal: Not at all. What do you want to know?
Interviewer: Do you (2.) __shop online__ ?
Faisal: No, I never shop online.
Interviewer: Why not?
Faisal: I don't trust the security features on the Internet.
Interviewer: What about your friends?
Faisal: Very few shop online or (3.) __make payments__ via the computer.

Interviewer: And do you like to (4.) __buy__ designer clothes?
Faisal: Not really. I like clothes that aren't too (5.) __expensive__ and that are comfortable.
Interviewer: And in general, what do you (6.) __spend__ most of your money on?
Faisal: I spend my (7.) __money__ mostly on food, video games, and… electronic stuff.

Q

Students' own answers

3 Complaints, Complaints

Page 21

A

Answers will vary. Sample answers:

1. The computer crashed. / The computer needs to be repaired.
2. The car has a dead battery. / The battery is dead.
3. The carpet has a stain. / The carpet is stained.
4. The wall needs to be repainted.
5. The car has a flat tire.
6. There's a dripping faucet. / The faucet is dripping.
7. The truck has a cracked windshield. / The windshield is cracked.

Page 22

B

1. broken
2. sewn
3. damaged
4. scratched
5. stained
6. torn
7. repaired
8. painted
9. cleaned
10. fixed

C

1. needs to be dry-cleaned
2. need to be sharpened
3. need to be dried
4. needs to be cut
5. needs to be repainted
6. need to be washed
7. needs to be repaired

Page 23

D

1. The kitchen needs to be cleaned.
   She's going to have the kitchen cleaned.
2. The living room needs to be decorated.
   She's going to have the living room decorated.

E

The order may vary.

1. The cabinet door needs to be repaired.
2. The clothes need to be washed.
3. The delivery man needs to be paid.
4. The cat needs to be fed.
5. The pizza needs to be eaten.

Page 24

F

1. **A:** We're having the garage door repaired.
   B: Why are you having the garage door repaired?
   A: The garage door is broken.
2. **A:** We're getting the sidewalk fixed.
   B: Why are you getting the sidewalk fixed?
   A: The sidewalk is cracked.
3. **A:** We're having the roof replaced.
   B: Why are you having the roof replaced?
   A: The roof is damaged.
4. **A:** We're having the doorknob checked.
   B: Why are you having the doorknob checked?
   A: The doorknob is broken.
5. **A:** We're getting the window fixed.
   B: Why are you getting the window fixed?
   A: The window is broken.

Page 25

G

Answers will vary. Sample answers:

1. You need to know a few things.
2. You need to check the price of the car and how much oil is in the car right now.
3. The most important thing is to take the car for a ride.
4. You need to test drive the car on city streets and on the highway.
5. You should have a mechanic look at the car before you buy it.
6. You need to keep copies of everything you sign.

Page 26

H

Answers will vary. Sample answers:

1. The pants are too long.
2. The memory stick doesn't work
3. The TV is faulty.
4. There are two buttons missing from the shirt.
5. The sunglasses are too small.
6. The jacket is torn at the back.
7. The hair dryer has a loose cable
8. There are 15 pages missing from the end of the novel.

I

Answers will vary. Sample answer:

Hi,
I'm sorry to hear your laptop has crashed. You need to have it checked by a technician or better still you need to have it replaced. I'll be over in ten minutes to help.
Best

HI,
No, I'm afraid there are no open stores at this time but you can have it fixed very quickly. I'll give you a ring as soon as I get the address and tell you where to go.
Best

Page 27

J

Answers will vary. Sample answers:

Complaint: This is the fifth time you have been two hours late this month
Answer: I am sorry but I come by bus and it is not very reliable.
Complaint: You've said that before and I told you to take a taxi if the bus is late and charge it to the company. You never listen to anything I say.
Answer: Of course, I do. Honest! I don't mean to be late. Please give me one more chance to prove that I can be reliable
Complaint: You have not been reliable about anything in the two months you've been here. When are you likely to start?
Answer: I am really and truly sorry. I'll get a bike, that way I won't be late.

Page 28

K

Answers will vary.

Page 29

L

Sylvia: So, Karen, has your nephew left (1.) __yet__ ?
Karen: Yes, Greg has (2) __already__ gone. At long last!
Sylvia: How long did he stay?
Karen: (3.) __just__ three months. He was doing a research project here at the university. When he arrived, I said, "Make yourself at home." And he did just that.
Sylvia: But he seemed like such a nice young man.
Karen: Oh, he is, and I was happy to help out. The trouble is that he took over our house. He used our things and never put them back. He never cleaned up after himself, and I've never seen anyone eat so much! One day I walked into the living room, and there was Greg eating and making a mess, with his feet on the furniture…
Sylvia: That's a bit too much, isn't it?
Karen: That's what I thought. And to top it all off, he hasn't called us (4.) __yet__ to say 'thank you'! But my sister (5.) has __already__ apologized for his behavior…

M

Students' own answers

Page 30

N

2. Her grandparents are upset that Nura hasn't visited. She's going to visit __them__ .
3. I don't want to ask my neighbors. I don't know __them__ .
4. We want to come to your graduation. Don't forget __us__ .
5. I'm going to be at home tonight. Please call __me__ .
6. Please listen to me when I'm talking to __you__ .

O

1. I need to call my friends.
2. Ali often complains about the cost of running his car.
3. What snacks do you need to buy?
4. He doesn't like to share his laptop.
5. We don't need to send an invitation.
6. Faris asked him to hold the elevator door open.

EXPANSION Units 1-3

Page 31

A

1. in spite of
2. In spite of
3. Although
4. as soon as
5. although
6. although
7. as soon as
8. in spite of

B

1. Ali wishes he had time to play tennis every day.
2. Ahmed wishes he didn't have to go to work this afternoon.
3. Abdulah wishes he spoke English.
4. I wish my brother would lend me his new computer.
5. They wish they knew how to ski.

Page 32

C

Answers will vary. Sample answers:

1. I'd buy a new computer
2. I would be on time
3. he might let me drive it
4. he would live in Thailand
5. I might do better on my tests
6. I'd talk with Gandhi
7. we might play soccer better
8. I'd definitely go to the new Indian restaurant next to the post office

D

1. The car needs to be repainted after the crash.
2. The flat tire on my car needs to be repaired.
3. The hole in Thomas's jeans needs to be sewn.
4. The old kitchen needs to be redecorated.
5. The new knives don't need to be sharpened.

Page 33

E

1. damaged
2. repaired
3. scratched
4. repainted
5. broken
6. decorated
7. cracked
8. torn

F

1. 'm having the house painted
2. I'm getting the carpet cleaned
3. I'm going to have the old TV fixed
4. She's getting the living room redecorated
5. 're going to have the damaged roof repaired

Page 34

G

Answers will vary. Sample answers:

1a. The windows were broken.
1b. The roof was damaged.
2a. The windows need to be replaced.
2b. The roof needs to be repaired.
3a. He's going to have the windows replaced.
3b. He's going to have the roof repaired.

H

Answers will vary, but should follow the example in the chart.

Page 35

I

Answers will vary. Sample answers:

Feelings: happy, excited, ecstatic, exhilarated, enthusiastic, satisfied, rewarded, confident, determined

1. Yesss! We're the best! It's all been worth it.
2. I can't believe it! We've won.
3. I knew we'd do it. I told you all but you wouldn't listen.
4. I'm just so happy; this is a great moment that I'll remember for the rest of my life.

Page 36

J

Answers will vary.

4 I Wonder What Happened

Page 37

A

1. meteorite / crater
2. volcano
3. tornado / debris
4. bulls

Page 38

B

1. Carl and John looked in the living room for the keys, but their little brother had taken them into the bedroom.
2. When the football game came on TV, they hadn't cleaned up yet from the party.
3. It started to rain, but Karen had left her umbrella at home.
4. They didn't take any photos on their vacation because they had forgotten their camera.
5. He fell asleep while studying because he had stayed up late every night this week.

Page 39

C

1. went
2. had never been
3. saw
4. was
5. had never seen
6. Was
7. did / know
8. Was
9. had hung
10. had placed
11. had put
12. saw
13. was
14. didn't like

Page 40

D

1. can't
2. must
3. might
4. must
5. can't
6. might

E

Answers will vary. Sample answers:

1. He must have gone buying a car.
   He might have received a parking ticket.
   He could have had the car repaired.
2. He must have called a friend.
   He might have been late for a meeting.
   He could have forgotten an address.
3. He must have studied too much.
   He might have been bored.
   He could have not slept well last night.

Page 41

F

Answers will vary. Sample answers:

1. They had lived a very quiet life on their farm.
2. They had never talked to so many people before.
3. They had never seen a meteor before.
4. She still carries a piece of the meteorite.

Page 42

G

Answers will vary.

H

Answers will vary. Sample answer:
You must have forgotten to put it in your bag.
You might have left It at home.
You must have dropped it in the car.
Someone must have stolen it.
I might have left it at my mother's house
It must still be on the little table.
I must have forgotten that I'd taken it out of my bag.
I must have forgotten I put it there.
I might have taken it out of my bag and gone off to do something else

Page 43

I

Answers will vary. Sample answers:

Before the fire	Now (during the fire)	After the fire
smoke	flames	put out the fire
explosion	building	check for live ash

1. The fire must have started in one of the 5th floor flats.
2. The building had been evacuated when the fire fighters arrived.
3. The building will probably be torn down.

Page 44

J

Answers will vary.

Page 45

K

1. The man ate the pizza and drank the soda so he wasn't hungry or thirsty.
2. We can study hurricanes or the planetary system.
3. I read the science book and I saw the scientific documentary, too.
4. I like hot air balloons but/yet I am scared of heights.
5. It could be a helicopter or a plane.
6. I don't like guessing so I will wait for the facts.
7. It might be a weather balloon or a UFO.
8. I wanted to get home quickly so I took a shortcut through the park.

9. I don't think the human race can live on another planet but/yet scientists are investigating the possibility.
10. The remote control can turn off the TV and switch channels but it can't switch on my computer.

Page 46

L

Answers will vary. Possible answers.

The city may have won an award.

The sculpture could have been donated by a local businessman.

The city council must have decided the park needed to attract more tourists.

M

Answers will vary. Possible answers.

1. The sculpture is expensive to maintain. If the city removes the sculpture and puts a bench in its place, more people might visit the park.
2. The sculpture is an eyesore. If it is replaced with trees, the city will be greener. People will visit the park and appreciate the beauty of nature.
3. If we leave the sculpture in the park, birds might sit on it and make the place messy.
4. If this happens, the council will have to have to clean it all the time.

5 If It Hadn't Happened

Page 47

A

1. penicillin
2. unemployed
3. regretted
4. source
5. advantages
6. drilled
7. heavy
8. oil well

Page 48

B

1. should have been
2. should have told
3. should have stopped her
4. shouldn't have panicked
5. should have controlled
6. shouldn't have let
7. should have realized
8. should have won

C

Answers will vary. Sample answers:

1. I shouldn't have gone to the mall with Tim.
2. I should have studied for the history test.
3. I should have apologized to Camilla.
4. I shouldn't have walked to school in the rain.

Page 49

D

Answers will vary. Sample answers:

1. I should have asked for directions.
2. I should have gone to the football game.
3. We shouldn't have brought all these things.
4. Ali loves pizza! He can eat a whole pizza. / He should have eaten only two slices of pizza.

Page 50

E

Answers will vary. Sample answers:

1. If I had driven, I would have asked for directions.
2. If my friends had asked me, I would have gone to the library.
3. If I had packed for the trip, I would have taken shorts and T-shirts.
4. If I had ordered a pizza, I would have only eaten two slices.

F

Answers will vary. Sample answers:

1. If I had grown up in Canada, I could have spoken English and French in school.
2. If I had grown up in the United States, I might have liked to watch football.
3. If I had listened to my father, I would have bought a new car instead of a used car.
4. If Mei had called me earlier, I could have bought her a pizza, too.
5. If I had studied more, I might have passed the biology test.

Page 51

G

1. What is dreaming?
2. What causes dreaming?
3. Do we dream in color?
4. What does sleep research involve?

Page 52

H

Answers will vary (please see list of sample regrets provided in the workbook)

I

Answers will vary. Sample answer:

1. doing something dangerous/ broke my leg
   If I hadn't done something dangerous, I wouldn't have broken my leg.
2. being mean to a friend/ made me very unpopular
   If I hadn't been mean to a friend I wouldn't have become so unpopular
3. telling someone something I shouldn't have/ hurt his/her feelings and upset him/her
   If I hadn't told her anything, her feelings wouldn't have been hurt and she wouldn't have been upset.

Page 53

J

Answers will vary. Sample answers:

How people benefit from jobs in the oil industry

Secure employment, benefits, pay, career opportunities, security, housing, education, family, higher standards of living, training opportunities, oil rig

1. If oil hadn't been discovered, industry wouldn't have developed the way it has.
2. If oil hadn't been discovered, automobiles wouldn't have developed the way they have.
3. If oil hadn't been discovered, a number of countries wouldn't have developed into rich nations.

Page 54

K

Answers will vary.

Page 55

L

Present	Simple Past	Past Participle
appear	appeared	appeared
be	was/were	been
become	became	became
build	built	built
cool	cooled	cooled
discover	discovered	discovered
do	did	done
import	imported	imported
invent	invented	invented
keep	kept	kept
make	made	made
preserve	preserved	preserved
put	put	put
use	used	used

M

1. have tried
2. invented
3. kept
4. imported
5. put
5. built
7. appeared
8. preserved
9. became
10. have cooled

Page 56

N

Students' own answers

O

2. had been
3. weren't able to
4. have been able to
5. are able

6 What They Said

Page 57

A

1. power
2. had bothered
3. had knocked down
4. had raised

Page 58

B

Answers will vary. Sample answers:

1. had to pick it up
2. wanted to talk to you about publishing an article
3. he was only in town until the day after
4. he had not been free last week
5. wanted to meet you for dinner

C

Answers will vary. Sample answers:

1. Jason's mom told him that he would do all of the homework for Mr. Wilson's class.
2. Jason said that Mr. Wilson could give less homework to

the class.

3. Jason's mom explained that he wouldn't play football.
4. Jason assured his mom that he would finish all the homework.
5. Jason's mom agreed that Mr. Wilson just might be right from time to time!

Page 59

D

1. who had made the plans for the park
2. why they hadn't asked for his ideas
3. if the Parks Department had planned an area for bicycles
4. if there was a path where people can jog
5. if there would be lots of benches
6. where the football field would be
7. how many tennis courts there would be
8. when the park would open
9. if the plans included some basketball courts
10. why they didn't include a place for family picnics
11. how they could do all these things

Page 60

E

Ken Clark of WWT introduced his guest the young swimming champion Omar and welcomed him to their show. He started by asking Omar how old he was when he started swimming. Omar answered that he had been swimming ever since he could remember. Ken Clark said he remembered him mentioning that at the "Sports News" interview and he asked him what his main advantage was in freestyle. When Omar told him that he thought it was speed and pace, Clark agreed with him and asked him if he would like to watch a video with some comments from people who knew him. Omar asked whether the comments were good. Clark answered that he thought they were and added that some of his friends thought that he was sometimes too quick to jump to conclusions, but never held grudges against people. Alan said that Omar was really cool, a good friend, and always helped people but he sometimes tried too hard. He thought that he didn't need to prove anything.

Page 61

F

1. T **2.** F **3.** T **4.** F **5.** F

Page 62

G

Answers will vary. Sample answers:

Participants in the conversation: two business associates

A: Ret

B: Saeed

Topic of the conversation: A new proposal

R: Hello Saeed! How's everything?

S: Great, thanks! Have you received the new proposal?

R: Yes, I have Saeed. Thanks a lot. It looks really interesting.

S: Hmm. I'm not sure I like that comment (laughing) interesting? Is that all?

R: Of course not. I just don't want to say any more till after the board decision.

S: I know Ret, I'm only kidding. I'll be in touch in two days.

R: OK, Saeed. Best of luck with the new oil rig!

H

Answers will vary. Sample answer:

1. The teacher greeted us/ said good morning. Then she said that she hoped we had everything we needed, pens, pencils, extra paper.
2. She asked us to keep our test booklets closed and just write our name on the front page.
3. Then she said the time was ten minutes past eight and told us/ informed us that we had to complete the test by ten minutes past ten. She added that we had 2 hours.
4. She told us to open/ she suggested that we open our test booklets and start writing. She asked us to keep our eyes on our paper and not speak to each other. She told us to raise our hand if we needed anything.

Page 63

I

Answers will vary. Sample answer:

News Topics: sports, celebration, foreign affairs, new commerce, environment, education, new government projects

1. sports
   Our National Football Team are on their way back with the trophy! …
2. celebration
   The National Day is celebrated all over KSA
3. foreign affairs
   The visiting Prime Minister has just signed a new commercial agreement that will increase employment opportunities by 20%.

4. education
A new, state of the art, elementary school has just been opened in Jeddah.

Page 64

J

Answers will vary.

Page 65

K

1. countryside
2. city
3. harm
4. news
5. hit

L

Answers will vary. Possible answers.
1. Haven't you brought your computer?
2. Haven't you left yet?
3. Don't you like what I've ordered?
4. Haven't you watched the news?

Page 66

M

1. Where / live?
Q: Where do pandas live?
A: They live in forests in southwestern China.
2. How/many?
Q: How many wild pandas are there?
A: About 1600.
3. How / work to protect pandas?
Q: Who is working to protect the pandas in their natural habitat?
A: The Chinese government and conservation organisations.
4. How much / eat?
Q: How much does a panda eat?
A: An adult panda eats up to 95 pounds (45 kg) of bamboo a day.
5. How long / eat / a day?
Q: How long does a panda eat for each day?
A: For about 16 hours.

EXPANSION Units 4-6

Page 67

A

1. had watched
2. had left
3. had decided
4. had failed
5. had received
6. Had / taken

B

Answers will vary. Sample answers:
1. Greg couldn't have been at home.
2. Adel may be in a cast for six weeks.
3. Stephanie may pass her test tomorrow.
4. They must be excited about their vacation.
5. The car might have been on sale.
6. Daniel must be sick.
7. It might have been Michael.

Page 68

C

Answers will vary. Sample answers:
1. I shouldn't have eaten so much food.
2. I should have been more careful.
3. Hanan should have studied with Karen.
4. Fahad should have warmed up more.
5. I shouldn't have had that much coffee at dinner.
6. I should have brought a sweater.
7. I shouldn't have bought the book.
8. I should have paid more attention.

D

1. If Mark had gone to bed early, he wouldn't have been tired.
2. If Ibrahim hadn't lived in Paris for three years, he wouldn't have learned to speak French.
3. If I hadn't bought a new computer, I would have gone on vacation with my friends.
4. If it hadn't rained all day, I wouldn't have taken a nap.
5. If Sarah hadn't been sick, she would have been at school today.
6. If my brother had learned how to swim, he would have learned how to water-ski.

Page 69

E

1. he had seen that little red sports car
2. he hadn't seen it
3. Qassim would get a car like that
4. was probably his father's car
5. was usually so quiet and shy
6. maybe he had changed
7. that he was going to call Qassim
8. he was going to do that

Page 70

F

Answers will vary. Sample answers:

1. said that he had tried to stop
2. said that the other driver was talking on his cell phone
3. said that he saw the driver on his cell phone
4. said that was not true at all

G

See examples. Answers will vary depending on the accident.

Page 71

H

Answers will vary. Sample answer:

Nouns: mosque, monument, tower, dome, trees, water, fountain, people, sight, lawn. workers, artists, artisans, craftsmen, construction,

Verbs: design, build, construct, complete, open, allow, name, remember, honor, bury, employ

Adjectives: magnificent, breathtaking, beautiful, elegant, expensive, rare, great, unique

1. The Mosque of the Prophet in Medina is one of the most beautiful mosques in the world.
2. The construction took years to complete.
3. Thousands of workers, artisans and craftsmen were employed to do the work.

Page 72

I

Answers will vary depending on the accident that was witnessed.

Grammar and Vocabulary Review

Exercise 1

Fill in the blanks with the correct prepositions. Use ***for***, ***of***, ***to***, ***against***, ***on***, ***in***, or ***about***.

1. I apologized *to* my friend.
   I apologized to my friend *for* not calling back.
2. You're thinking _____ resigning, aren't you?
3. He succeeded_____ getting the job that was advertised.
4. They decided _____ moving to Switzerland because they prefer warmer climates.
5. I'm dreaming _____ spending some time in a cool and quiet place.
6. She asked _____ becoming a library member and got quite a lot of information.
7. He insisted _____ carrying all the heavy lugagge to help.
8. I look forward _____ seeing you again soon.
9. I'm tired _____ waiting at the bus stop for at least 30 minutes at a time.
10. She's used _____ getting up early In the morning.

Exercise 2

Fill in the blanks with the right words or phrases.

access avoid used to apologize as soon as communicate dreaming

It is good to be able to *communicate* with you again.

Hi Henry,

It is good to be able to (**1**) _____ with you again. We have all gotten so (**2**) _____ emails, we often forget what it is like not to have (**3**) _____ to them.

I hope you are enjoying your vacation. You had been (**4**) _____ of a long and relaxing family vacation for a long time and you certainly deserve one after all the hard work.

What's the weather like there? It's so cold here, we (**5**) _____ going out as much as possible. The snow is good to look at but not so comfortable to walk through in our area. It's frozen solid and is extremely slippery.

I wanted to (**6**) _____ for not driving you to the airport the day you left. I got an urgent call from work and had to get there (**7**) _____ possible. I promise to be at the airport to meet you when you get back.

Have a great time and don't let anything worry you. See you in two weeks.

Imad

Exercise 3

Choose the correct option.

1. We didn't get to the airport on time ***although*** / ***in spite of*** the traffic was not too heavy.
2. ***Even though*** / ***In spite of*** the rain, there were a lot of people in the park.
3. She insisted on helping ***even though*** / ***in spite of*** being too tired.
4. They bought a lot of things ***although*** / ***in spite of*** the high prices.

Exercise 4

Match to form sentences.

You should apologize	the new bus schedules.
I have thought of	buying a car because he dislikes driving.
I have been dreaming of	a trip to the Fiji Islands for years.
He decided against	replacing our desktops with laptops.
I was downtown and I asked about	to them for being so late.

Exercise 5

Write answers to the questions. OR Ask and answer with a partner.

1. Are you used to writing emails to your friends?

_____

_____

2. Are there any emails that you avoid opening? Why?

_____

_____

3. Do you apologize when you have done something wrong? Why? Why not?

_____

_____

4. How do you behave when you get excited about something?

_____

_____

5. Are there things you are tired of and would like to change?

_____

_____

6. What do you dream of doing in the future?

_____

_____

Add your own ideas …

_____

_____

_____

Grammar and Vocabulary Review

Exercise 1

Match the words to form collocations. Tick the items that can be combined.

	island	in touch	friends	fun	round	the money	wish	investment
desert	✓							
keep								
close								
whole year								
split								
have				✓				
common								
wise								

Choose some of the items and write sentences. Look for examples in Unit 2.

What would you want to take with you if you were going to a desert island?

1. _____

2. _____

3. _____

4. _____

Exercise 2

Fill in the blanks with words from the list.

invest mismanage set up wisely sum income fortune give away

If one wins a large (**1**)_____ of money as a prize, there are a number of options for him to choose from.

He can:
- (**2**)_____ the money
- help his family
- study
- buy lots of things, etc.
- (**3**)_____ it _____ to charity
- (**4**)_____ his own business
- travel

Some winners use their prize money (**5**)_____ and others (**6**)_____ it and end up broke. I don't know what is harder. Having a moderate (**7**)_____ all your life or being poor, as opposed to becoming rich and then losing it all?

There have been winners who have spent their entire (**8**)_____ within a few weeks and had nothing left. Then again, there have been winners who used their money to obtain more and spend it to improve their lives and the lives of others.

Exercise 3

If you were the principal of a school that had these problems, what would you do to solve them?

1. The roof leaks.
   I'd have the roof replaced.
2. The windows are broken.

   _____
3. The walls look dirty and damaged.

   _____
4. There isn't funding for new equipment.

   _____
5. There is a shortage of teachers.

   _____
6. Some of the students damage school property.

   _____
7. The school library doesn't have enough books for the students.

   _____

Do you think there might be more problems? If so, what kind of problems? How would you deal with them? Discuss or write your answer.

_____

_____

Exercise 4

What would you wish for in these situations?

1. Your younger brother/sister is making a lot of noise as you try to do your homework.
   I wish he/she would be quieter. OR I wish he/she would make less noise.
2. Your cousin from France is visiting you. His Arabic is not very fluent.

   _____
3. You try to access your emails when you realize that your connection has failed.

   _____
4. You would like to buy a new computer but you haven't saved enough money.

   _____
5. You would really like to learn how to drive but you are not old enough.

   _____
6. You are a keen traveler but you haven't been able to go on a trip for some time.
   You lift your head and watch a plane fly by with regret.

   _____

Grammar and Vocabulary Review

Exercise 1

Write the words for these appliances or objects.

1. the front "window" of the car	w _____
2. the thing you use to dry your hair	h _____ _____
3. the machine that butchers use to grind meat	m _____ _____
4. the glass sheet that is fitted into window frames	w _____
5. another word for a baby carriage	b _____ _____
6. a tire that is deflated/has no air in it	f _____ _____
7. the agreement/document that covers repairs or replacement for a period of time	w _____
8. the money that is returned to the customer if an item that was purchased is faulty or has been returned	r _____

Exercise 2

Read the situation. Then write what was wrong with the items. Use words from the list.

damaged stained broken torn cracked

Jack had just bought some new clothes that he was really happy with. In his excitement, he tried to cross the street too soon and a car drove past, splashing him and his purchases with muddy water. He got scared and dropped his bags as he tried to avoid another car that was about to go past. When he collected himself, he walked to the middle of the street and picked up his new clothes. They were a mess.

1. His new shirt had a large hole. It was _____ .
2. His new leather jacket had large muddy spots that would not come off. It was _____ .
3. His new helmet had a thin line running across it. It was _____ .
4. His sunglasses were in pieces. They were _____ .
5. His new laptop case was full of holes and the handle was broken. It was _____ .

What needs to be done with each item to try and fix things?

1. *The shirt needs to be sewn.*
2. _____
3. _____
4. _____
5. _____

Exercise 3

The owner of the apartment is very eager to rent it. How do you think he responds to some of the comments that his prospective tenants make?

1. There is a leaky pipe in the kitchen.
   I'll have it repaired. _____ (repair)
2. The faucet is dripping.
   _____ (fix)
3. There are loose floorboards in the living room.
   _____ (replace)
4. The windowpane is broken in the bedroom.
   _____ (change)
5. The doorknob is broken.
   _____ (replace)
6. The door only has one lock.
   _____ (put in)

Belal has taken his car in for a service and repairs. What do you think the chief mechanic who is in charge of the garage says to him?

7. I was here a couple of weeks ago but the engine has started making a funny noise.
   _____ (check)
8. Oh, and I have trouble starting the car. There seems to be a problem with the battery.
   _____ (recharge)
9. And look at the body. The driver's side is full of dents. I don't know when those happened.
   _____ (repair)
10. I've also realized that my tires are really worn.
    _____ (replace)
11. Can you also do something about the air conditioning? It isn't cooling!
    _____ (fix)

Exercise 4

"If anything can go wrong, it will." According to Murphy's Law, what goes wrong in each situation? Write or discuss your ideas.

1. You have an important meeting early in the morning _____.
2. It's pouring rain outside _____.
3. Your favorite TV program is about to start _____.

Grammar and Vocabulary Review

Exercise 1

Fill in the blanks in the text with words from the list. Make sure you use the correct form of each word.

virtually catastrophic protect devastate monitor

Last summer, fires (**1**)_____ large sections of forests and burnt homes to the ground in a number of areas including the Mediterranean and areas of Australia.

Where fire zones had been created, the effects were not as (**2**)_____ . Fire prevention is (**3**)_____ non-existent in some countries. In such cases, the fires are set to clear forested areas so they can be sold as prime land for construction. Forestry services try to (**4**)_____ movement in the forests on limited funding. If nothing is done to (**5**)_____ against arson soon, we might lose more forested areas. That will pose an immediate threat to our ecosystem which is already taxed with carbon dioxide.

Exercise 2

Make suppositions, speculate, and draw conclusions about things. Use ***can't***, ***must***, ***may***, or ***might***. Write more than one answer for each item.

1. I just heard a loud bang and all the car alarms went off. (explosion/car crash)

It can't have been an explosion; it wasn't loud enough. It must have been a car crash.

I could hear people yelling. Someone may have been hurt.

2. I saw this blinding flash in the sky but there was no noise. Then a few moments later there was such a loud racket. (lightning/fireworks)

_____

_____

3. I keep on calling his home number and there is no answer. (home/out)

_____

_____

4. I saw him driving a very expensive SUV. It was brand new. (buy/rent)

_____

_____

5. Did you feel the tremor? The whole building shook for half a minute. (earthquake/explosion)

_____

_____

Exercise 3

Read about Jo's tasks and say/write what he had managed to do when his boss returned.

Jo's boss had left a list of things for him to do. So Jo set out to do everything as fast as possible and he managed to complete the first six tasks.

1. *reply to requests for information by email*
2. *call the courier and arrange for packages and mail to be picked up*
3. *call the company lawyer and ask him to come to the meeting in the afternoon*
4. *file all incoming documents and set aside the ones that need to be answered*
5. *return calls from customers asking about delivery dates*
6. *check and send direct mail to potential customers*
7. *prepare a performance report and chart for the meeting*
8. *any other business?*
See you around 9:00 a.m.

So when his boss arrived, Jo _____

_____

_____

_____

and was in the process of preparing the performance report. He was quite pleased with himself and hoped that his boss would be too.

Exercise 4

Read about Mona's plan. Then:
a. Write about all the things she managed to do before her sister entered the room.
b. Fnish the story.

Mona was preparing a surprise for her sister. Everyday after school she went to their room and worked on what she was making for her. Her sister loved ornate boxes and pretty cushions, so Mona had decided to paint a small wooden box, decorate it with beads, and line it with velvet. She was also embroidering a beautiful blue cushion for her.

This afternoon, she was going to put the finishing touches on both and leave them on her sister's bed before she got back.

Suddenly, she heard her sister's voice. She quickly put away the paints, brushes, needles and threads, ribbons and beads into drawers or hid them under things, and arranged the box and the cushion on the bed.

By the time her sister walked in, Mona _____

_____

_____

_____

Mona was standing near her desk, pretending to be looking at her emails. Her sister …

Grammar and Vocabulary Review

Exercise 1

Try to match these words with as many other words as possible to form collocations.

1. oil :
   oil rig, oil deposits, oil products, oil well, oil field
2. heavy: _____
3. electric: _____
4. security: _____
5. hurt: _____

Choose some of your collocations and make sentences.

1. _____
2. _____
3. _____
4. _____

Exercise 2

Read the descriptions/definitions and name the items.

1. the thing that made transport of heavy loads and people possible
   _____
2. the medication that helped combat infections and saved lives
   _____
3. the little glass object that makes it possible for us to light dark spaces
   _____
4. the feeling you have when you think back and feel bad about something that you have or have not done
   _____
5. everything that someone owns, including cash, property, investments, etc.
   _____
6. the valuable stone often used in jewelry
   _____

Exercise 3

Complete the sentences. Use ***would***/***wouldn't*** in your answers.
Think about how things might or could be/have been different.

1. If the remote control hadn't been invented, _____
_____.
2. If air conditioning hadn't been invented, _____
_____.
3. If gold hadn't been discovered, _____
_____.
4. If forests had been protected, _____
_____.
5. If the Internet had not been made available to the public, _____
_____.

Exercise 4

What would you have done differently?

1. We ordered Chinese food, but it was not very good and nobody was happy.
_____
2. I missed a class yesterday because I overslept.
_____
3. I didn't work with the rest of the group, so I was not able to participate in the poster presentation.
_____
4. Mr. Lee bought a new car, and then he found out that the dealer had special offers on this type of car a month later.
_____
5. I didn't know that my friend was planning to come over, and I went shopping with my parents.
_____
6. I didn't expect any calls, so I switched off my cell phone. My friend kept calling about a school project and couldn't get through.
_____

Grammar and Vocabulary Review

Exercise 1

Fill in the blanks in the news items.

recent feasible improve powerful result knocked down pressure

1 Early this evening, a (**1**) _____ storm hit the seaside town. A lot of trees have been damaged, roofs have been (**2**)_____ and there have been power cuts in the area. There have not been any reports of casualties so far. This is Steve Walton, for TFC News…

2 According to (**3**)_____ research, individuals that consume 200 grams of fruit daily reduce the risk of health problems such as high blood (**4**)_____ and skin infections.

3 **Interviewer:** Professor Harkin, would you say that space travel for the masses is going to be (**5**)_____ within the next decade?

Prof. Harkin: Well, I wouldn't say that it is going to be made available to everybody that soon. You see, the cost of space travel is far too high for the average person. However, scientists are working to (**6**) _____ the technology everyday. The (**7**) _____ will be safer and cheaper space travel for everyone… But not in my lifetime, I fear.

Exercise 2

The winner of the $5 million-prize made a lot of promises about what he would or wouldn't do with the money. Report what you heard him say.

1 I will build a new school in my home town.

_____

2 I will help homeless people.

_____

3 I have already donated part of the money to charity.

_____

4 I would like to finance medical research.

_____

5 I am thinking of financing research into alternative sources of energy.

_____

6 I won't squander my money. I will use it wisely.

_____

Exercise 3

Read the text and reconstruct the conversation. Write what you think Jed, Jim, and the coach actually said to each other.

Jed and Alan are chatting about an incident during their last football game.

Jed: But Alan, I explained to Jim that I wasn't going to play for more than fifteen minutes. He didn't believe me, at least that's what he said. He thought I was trying to push him out of the game. I know he's been benched enough times, he didn't need this. I tried to tell him that I only wanted to play for a while because my parents had come to watch me play for the first time ever. They hadn't been able to come before because of work commitments. But no, he wouldn't have any of it. He refused to listen to me. He didn't even change. He just picked up his gear and walked out. And then, of course, coach gave me an earful. He accused me of splitting the team. He told me I had no team spirit, that I was selfish and didn't think of anyone else. That's not true. It is not…Of course, I think of my teammates and I care about the way other people think of me. I really hate this.

Alan: Well, have you managed to contact Jim since then?

Jed: This is what I am trying to explain to you. He refuses to speak to me. I walked up to him at school and he looked right through me. He asked the guy who was with him if he knew who I was and they started laughing. Then, we had to work together on our science project and he only wanted to confirm that each one of us remembered exactly what had to be done. He only spoke to me through someone else. He needed the microscope, so he asked Mat to find out if I was done with it. This is ridiculous…

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Think about a misunderstanding with a friend and tell your partner or write about it. Use reported speech and reporting verbs.