MEGA

GOAL 6

TEACHER'S GUIDE

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McGraw Hill Education

MegaGoal 6 Teacher's Guide

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Scope and Sequence

	Unit Title	Functions	Grammar
	Intro **Pages 2–5**	Express opinion/ view, argument, agree and disagree,/belief, disbelief Make deductions/ past and present Ask for and give clarification Make suggestions Summarize/recap	*Can't be – must be/ must be + -ing – can't have – must have* Recycle familiar verb forms, narrative, connectors and modifiers, passive forms, *would –hypothesis*, modals for ability, possibility, adverbs, gerund, e.g. *capable of -ing*
1	Everyone Makes Mistakes **Pages 6–19**	Talk about famous mistakes in history Discuss personal mistakes Apologize Respond to an apology Words connected with business	Modals and passive modals in the past Count and non count nouns Expressions of quantity: *some, any, a lot of, much, many, enough, plenty of, few, a little, hardly any*
2	Against the Odds **Pages 20–33**	Discuss remarkable events and coincidences Express surprise	*Such . . . that/so . . . that* Reducing adverb clauses Past progressive *Was/were going to; was/were about to* Past perfect tense Past perfect progressive and past simple
3	Beauty Is Only Skin Deep **Pages 34–47**	Discuss beauty products and practices throughout history Talk about the importance of beauty products Make a complaint Respond to a complaint	Noun clauses beginning with *that* Noun clauses after verbs Noun clauses after adjectives Noun clauses as subjects of sentences *Needs to be done; get/ have done* Present and past participles
	EXPANSION Units 1-3 **Pages 48–53**	**Language Review** **Reading:** Phobias: Nothing to Fear **Language Plus:** Idioms about fear	
4	They Said, We Said **Pages 54–67**	Discuss gossip and rumors Tell a secret Promise to keep a secret Words connected with the body	Noun clauses as reported speech versus quoted speech Rules and exceptions to the sequence of tenses Noun clauses beginning with *whether* or *if* Modal auxiliaries for the present and future: *must, should, ought to, may, might, can, could*
5	Express Yourself **Pages 68–81**	Discuss world languages Talk about the English language Ask someone to repeat something Words connected with different kinds of vacations	Adjective clauses and relative pronouns Relative pronouns as subjects and objects of adjective clauses Future forms with *will* and *be going to* Conditional sentences with *if*-clauses (present) *Wish/ If only*
6	Lost and Found **Pages 82–95**	Conduct an interview Express regret Express understanding Words connected with historical monuments	Using *where* and *when* in adjective clauses Using *whose* in adjective clauses Conditional sentences with *If*-Clauses (Past) *As if/ as though* Inversions
	EXPANSION Units 4-6 **Pages 96–101**	**Language Review** **Reading:** It's a Mystery **Language Plus:** Idioms about mysteries	

Listening	Pronunciation	Reading	Writing
Listen for specific information/ draw conclusions Listen and identify language functions in discourse	Recycle and use familiar stress, intonation patterns, to express attitude or feelings, e.g. disbelief, surprise, query		
Listen for specific information in stories about mistakes	Reductions of modals + *have: could have, should have, might have, must have*	Happy Accidents	Write a descriptive and personal narrative Research and make a poster presentation about indispensable home inventions (Project)
Listen for specific details in a news story about identical twins who were separated at birth	Dropped final consonants	Survival Against the Odds	Write a descriptive essay about your vision of the future in Saudi Arabia in 2030 Research and design a cartoon strip about a survival story (Project)
Listen for specific information in a lecture about fad diets	Stress on affirmative and negative auxiliary verbs	Changing Concepts of Beauty in History	Write a persuasive essay about the importance of beauty Research and evaluate cosmetic products and make a poster presentation (Project)
	Tools for Writing: Sentence fragments **Writing:** Write an informational essay about a condition or disorder that involves the human mind		
Listen for specific details in a rumor as it is spread	Question intonation	Psst. Pass It On. (Why We Gossip)	Write a summary of an article about gossip Research harmful rumors and make a PowerPoint presentation (Project)
Listen for specific details in stories about people making mistakes in English	Emphasizing different words in a sentence to convey different meanings	Invented Languages	Write an email to a friend giving news and discussing differences between your language and English Research and identify specific similarities and differences between English and Arabic; make a PowerPoint presentation (Project)
Listen for specific details in stories about lost and found items	The dropped *h* sound at the beginning of pronouns and auxiliary verbs	Look What I Found!	Write a personal narrative describing a time that you lost and found something important Research a discovery story and make a PowerPoint or poster presentation (Project)
	Tools for Writing: Using the definite article with geographical nouns **Writing:** Write an essay about an unexplained mystery		

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 find out what each text is about.

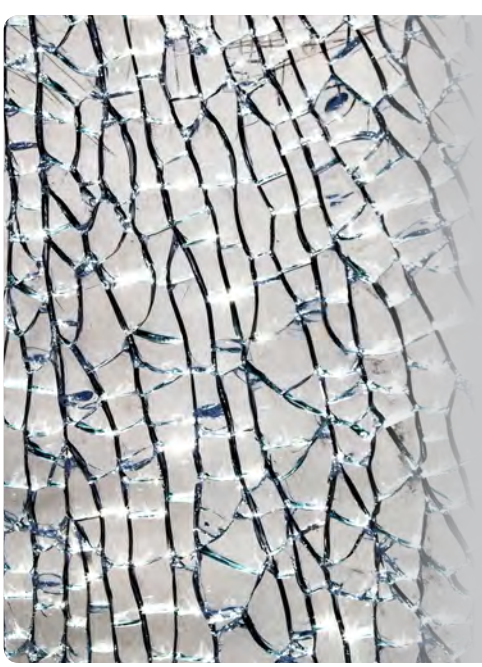
- human behavior
- a clever business decision
- an accidental discovery
- a breakthrough in space exploration

Rocking Chairs . . . where?

Usually, people expect to see them on front porches, in living rooms, bedrooms, cozy places where one is likely to have the time to relax. One of the last places where you'd expect to see rocking chairs is a busy airport, right? Wrong! Rocking chairs have caught on as a special touch in about 40 airports in the US. The trend started in 1997 at an international airport that was hosting a photography exhibit called Porch Sitting. There were photos of porches with rocking chairs, with actual rocking chairs placed in front of the photos as props. When the exhibit was over, and the rocking chairs were being removed, people started protesting. So the airport manager was quick to respond. He kept the chairs and ordered more. From then on, rocking chairs spread as a trend to more airports.

Is Europa similar to Earth?

A reprocessed, high resolution, photo of Jupiter's moon Europa was released in 2014, showing the largest proportion of the satellite's surface. Scientists claim that there is water underneath Europa's icy shell that could host life, under the right conditions. This has provided an additional incentive to push forward with the exploration of this amazingly colorful moon. A new study, also suggests that there are big plates of ice sliding over and under each other within Europa's shell. This effectively means that the Earth is not the only solar system body that possesses plate tectonics, as was formerly believed!



Did you know that?

Safety glass, which is widely used in windshields, safety goggles, and more, was invented by accident over a century ago. In the early 1900s, a French scientist accidentally knocked a glass flask off his desk. The flask fell to the floor but only cracked instead of shattering into pieces. Having inspected the broken flask, he realized that it had contained plastic cellulose nitrate, which had coated the glass and prevented it from shattering upon impact.

Unit Goals

Vocabulary
collaborative learning
"self-made" people
future studies
TV commercials

Functions
Express opinion/ view, argument,
agree and disagree,/ belief, disbelief
Make deductions/ past and present
Ask for and give clarification
Make suggestions
Summarize/recap

Grammar
Can't be – must be/ must be + -ing – can't have – must have
Recycle familiar verb forms, narrative, connectors and modifiers, passive forms, *would – hypothesis*,
modals for ability, possibility, adverbs, gerund,
e.g. *capable of –ing*

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

Pronunciation
Recycle and use familiar stress,
intonation patterns, to express
attitude or feelings, e.g. disbelief,
surprise, query

Warm Up

With books closed, write the following words/ phrases on the board and ask students what they know about them. Tell them to help each other in pairs.

- rocking chairs
- safety glass
- an accidental discovery
- self-esteem

Explain self-esteem if necessary.

self esteem: *feeling or having respect for yourself and your abilities, self-respect*

Allow students to comment as they wish. They don't have to try and guess the content of the texts that they are going to listen to and read later. If any of the items does not appear to prompt any ideas do not insist that students talk about it.

1 Listen and Discuss

- Have students open their books to pages 2 and 3 and quickly scan titles and pictures. Elicit ideas.

Play the audio for each topic on pages 2 and 3 and have students listen with their books closed. Ask them to try and identify one piece of information in each text. Pause at the end of each text and elicit any information that students have.

- Ask students to read the directions silently. Explain that there might be more than one text that focuses on one of the topic areas listed.

Play the audio for each topic on pages 2 and 3 and have students listen and read along in their books. Pause briefly, at the end of each text and let students make a note of their answer.

- Discuss answers in class. Ask students to give reasons for their answers. Tell them that they can summarise the content of each text in their own words or read out sections of it that helped them decide.

Answers

Rocking Chairs … where? a clever business decision
Is Europa similar to Earth? a breakthrough in space exploration
Did you know that? an accidental discovery
And did you know that? an accidental discovery
Would you gossip about a friend? human behavior

- Put the students into pairs or groups. Give each group a text and ask them to write 3 – 5 questions about it. Then have groups exchange and answer each other's questions about the texts.

Sample questions:

1. ***Where do people normally place rocking chairs?***
2. ***How many airports have rocking chairs for passengers?***
3. ***How did the trend of rocking chairs at airports start?***
4. ***Why did people protest?***
5. ***What did the photo of Europa show?***
6. ***Why is the existence of water on the planet significant?***
7. ***What is safety glass used for?***
8. ***What happened to the French scientist's flask?***
9. ***What prevented the glass from shattering when it fell to the floor?***
10. ***When was the first synthetic dye created?***
11. ***What was the scientist doing when things went wrong?***
12. ***Where was the brilliant color radiating from?***
13. ***How can gossip affect a young person?***
14. ***What assumptions do people make when they know that someone has gossiped about a friend?***
15. ***What might be the outcome, if someone talks about a friend with negative intent?***

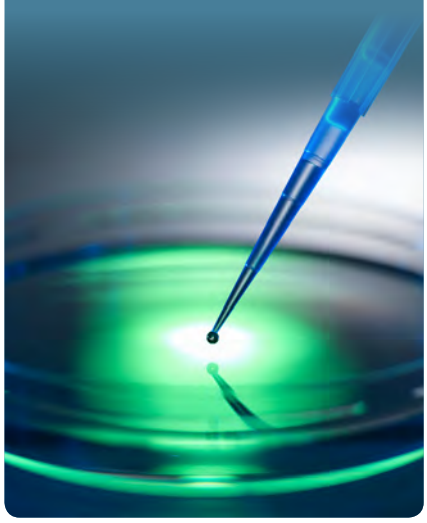
Play the whole audio again. Have students listen and read along in their books.

2 Pair Work

- Go over the directions.
- Have students find and highlight or underline the points raised in each text. Encourage them to raise or make their own points.
- Brainstorm and go over expressions for expressing an opinion or view, agreeing and disagreeing, presenting arguments, asking for and giving clarification, making suggestions and language for summarizing.
- Give students time to provide some examples using information from the texts and/or provide examples to help them:
  It sounds like a good idea, but… (disagreement)
  A lot of people will/would object to it, although I believe… (disagreement)
  I'd have to do some research, but I'm sure that … (expressing views)
  It's hard to believe but one has to accept that it's possible… (presenting an argument)
- Put the students in groups and have them discuss the issues raised in the texts. As students work, go around and help as needed with vocabulary. Write some of the more useful words and phrases that students ask for on the board for everyone to see.
- Tell students to choose one topic to research further as a group and have them present what they find out along with their own examples.

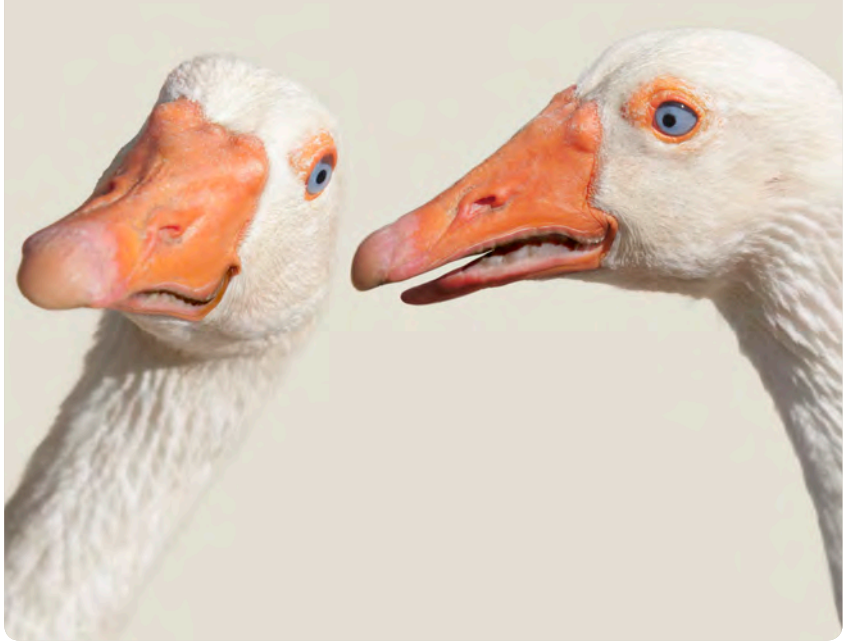
And did you know that?

The first synthetic dye was accidentally created in 1856, by William Perkin, an 18-year- old chemist. He was carrying out an experiment in search of a cure for malaria when it all went very wrong resulting in a murky mess in the petri dish. Upon closer examination, William noticed a brilliant color radiating from the petri dish. It was the beginning of synthetic dyes that would change the world of fashion and manufacturing forever.



Would you gossip about a friend?

Gossip and rumors can destroy a young person's self-confidence and affect their self-esteem. It can also lead to serious conditions such as depression, anxiety and eating disorders. Betraying the trust of a friend by talking behind their back reflects very badly on the person gossiping. People instantly assume that if one is capable of gossiping about a friend, then he/she is capable of doing it about anyone and keep their distance. Talking about a friend with negative intent does not make one stand out or help him/her become more popular. It is the surest way of isolating oneself and gradually losing one's friends altogether.



2 Pair Work

A. Before you discuss each issue, brainstorm and think of language you can use:

- to express your opinion/ view
- to agree or disagree
- to present arguments
- ask for and give clarification, confirmation
- to make suggestions
- to summarize/ recap

B. Which topic/s would you like to find out more about? Why?

C. Present similar examples that you know about.

3 Conversation

Listen and practice reading Part 1 of the conversation in pairs. Then underline examples of deductions about the past and the present.

Adnan: Hey, listen to this. It's about a man who survived a plane crash.

Omar: *There can't be too many people who've lived to talk about a crash!*

Adnan: No, probably not. Apparently, the plane had crashed and burst into flames about 2-4 km from the end of the runway. According to this article, three passengers survived the impact but two of them died in hospital a few hours later.

Omar: *He must have been the only survivor then!*

Adnan: Correct! He was thrown off the plane, strapped to his seat and landed upright on the street!

Omar: You must be kidding! He can't have landed upright on the street! Do you believe it?

Adnan: That's what the article says. Here's a picture of the man now. He was only 17 when it happened. It happened in January 1985. You can look it up!

Omar: I'll do that! Is there more?

Listen to Part 2 of the conversation in pairs and complete the blanks with *must have* or *can't have*.

Adnan: Here's another story of a man who beat the odds!

Omar: Not another plane crash!

Adnan: No, this happened in Sweden. The man was trapped inside his car, for two months.

Omar: Two months? Why didn't he try to get out?

Adnan: He couldn't. His car was snowed over. He must have got snowed in on his way to the next town.

Omar: He _____ stayed alive for two months in the cold. What did he eat?

Adnan: According to the interview, he ate snow and whatever snacks he had.

Omar: But that _____ been enough for two months. He _____ been confused. It _____ been less than two months.

Adnan: Yes, well the rescuers felt the same way. They couldn't believe he'd been there that long but scientists confirmed that he _____ gone into hibernation. They also said that an "igloo effect" _____ been created by the insulation of the car, so he was able to survive!

Your Turn

Role-play a conversation like the one above with a partner.

3 Conversation

- Have students open their books to page 4 and have a quick look at the photos. Ask them to close their books and talk about what they think the conversation is going to be about. List ideas on the board.
  Use some of the ideas on the board to give examples like these:
  (photo 1) We can see a plane on fire so ***it must be about a plane crash***
  (photo 2) You can only see a small part of the car. **It must have got stuck in the snow overnight**. ***The conversation must be about a snowstorm.*** (extreme weather conditions)

Write these questions on the board:

(Part 1)

- ***What do you think Adnan is doing? Where does he get the information?*** (He is probably reading.) (He finds information in an article or from a website about strange accidents.)
  Play the first part of the conversation and have students listen with their books closed. Call on volunteers to answer.
- Call on a volunteer to read the directions for Part 1.

Play the audio for Part 1 again and have students follow in their books.

- Put students in pairs and have them read the conversation. Tell them to switch roles and repeat.
- Point to the underlined sentences in the conversation. Have students read the sentence and say why Omar uses this type of language.
  There can't be *too many people who've lived to talk about a crash! (As far as he knows there are no survivors after a plane crash.)*
  He must have been the only survivor then!
  (According to the information/ what Adnan says there were originally 3 survivors but two of them died in hospital, if the man was one of the 3 then he was the only one to survive.)
- Explain to students that they can use ***must/ can't*** when they can draw conclusions/ deduce from what they know/ the information they have.
- Give students time to underline more examples in the text and say if they are about the past or the present.

Answers

You must be kidding! (present) He can't have landed upright on the street! (past)

(Part 2)

- Call on a volunteer to read the directions for Part 2.

Play the audio and have students listen and follow in their books. Tell them to only listen this time.

- Give students a few minutes to try and complete the blanks. Encourage them to help each other.

Play the audio again and have students listen and check/ complete their answers. Check the answers in class.

Answers

He ***can't have*** stayed alive for two months in the cold.

But that ***can't have*** been enough for two months. He ***must have*** been confused. It ***must have*** been less than two months.

They couldn't believe he'd been there that long but scientists confirmed that he ***must have*** gone into hibernation. They also said that and "Igloo effect" ***must have*** been created by the insulation of the car, so he was able to survive.

Your Turn

- Have students read the directions.
- Arrange students in pairs to do the role play. Tell them that first they should decide on the incident, event, piece of news, or story that they are going to talk about in role-play. Have them use imaginary stories/ incidents if they are unable to think of a real event.
- Tell them to make notes about the event/ story if they want but they should not write the conversation down. Remind them that this is speaking practice.
- Call on a few pairs to act out the role plays for the class.

4 Speaking

1

- Have a student read the directions. Elicit ideas about what motivates people to persevere in the face of extreme difficulty.
- Put the students in three groups, one for each person in the text, i.e. Group 1: Brian, Group 2: Mark, Group 3: Martha. Have each group only read the paragraph about the person that has been assigned to them and tell the rest of the class about him/ her, i.e. Group 1 will tell the class about Brian, Group 2 about Mark , and Group 3 about Martha. Tell the class to listen carefully to each group and make notes.

2

- Have students read the directions. Make sure they understand the questions.
- Have them read the text and discuss the questions in pairs. Tell them to make notes so they can present their ideas to the rest of the class. Remind them not to write every single work, but only make a note of words/phrases that will help them remember their ideas.

Sample Answers

A. Their determination to make the most of what they had in order to realize their dreams, instead of allowing a physical handicap or disability determine their future. Their attitude helped them appreciate and take advantage of benefits/ advantages that were available to them.

B. Brian's life might have been completely empty and unhappy with no future prospects. If he'd given up he would probably have spent life in a wheel-chair.

C. Mark might have become bitter and depressed as he got older, working as a janitor at the university but not being able to do what he wanted most.

D. Martha might not have lived as long as she did if she had given up. She would probably have spent life confined in the metal tube with no interest in anything.

3

- Call on pairs to present their ideas in class. Encourage the rest of the students to listen, agree or disagree with the answers and comment. Accept all reasonable answers.

4

- Have students read the directions. Give them a few minutes to think and exchange ideas in pairs. Call on volunteers to present their ideas to the rest of the class.

5

- Read the directions with the students. Set this task as a short research project. Put students in pairs or groups and ask them to search and find stories on the internet, in newspapers or magazines. Advise them to talk to people who might know such stories. Have pairs/ groups present their stories in class in the next lesson.

4 Speaking

1. Read about people who realized their dreams against all odds. What do you think motivates some people to persevere and make the most of their lives?

Brian is a triple amputee who lost his legs and his right arm in an explosion. Three years later, with three prosthetic limbs, he enrolled in one of the most competitive schools of architecture in the US and was due to graduate in 2014. He didn't think he should settle for anything less since his head had not been injured and his brain could function as well as it did before!

Mark has been working as a janitor at a prestigious university for two decades. He has worked from early afternoon till 11.00 at night mopping floors and emptying garbage cans and then stayed up after midnight studying for his classes. He signed up for one or two classes per semester and managed to graduate with honors in 2012, at age 52. He is not planning to give up his job, as it offers an irresistible benefit, namely free tuition. Instead, he is planning to study for his post-graduate degree next!

Martha earned two college degrees while living in an iron lung. She was paralyzed by polio at the age of 11 in 1948 and was confined in a metal tube, 23 hours a day. But she never gave up. She kept reading and attending classes without fail through her custom-built intercom system. This is what she said in a documentary about her life: "Something happens to all of us. Mine is more visible than yours, but you have to deal with your things, too. None of us are exempt from things that would make us extraordinary people if the world knew the story."

2. Work in pairs. Discuss and make notes.
   - **A.** What motivated Brian and Mark to carry on and pursue their dreams in learning?
   - **B.** How do you think Brian's life might have developed, if he hadn't been as determined?
   - **C.** How do you think Mark's life might have developed, if he hadn't taken advantage of the employee benefit that had been available to him?
   - **D.** How do you think Martha's life might have developed, if she had given up?
3. Now use your notes to present and compare ideas in class.
4. Do you know or have you heard of other stories of courage and perseverance? Talk about them in class.
5. Try to find more amazing stories like the ones above and make notes. Present them in class.

1 Everyone Makes Mistakes

1 Listen and Discuss

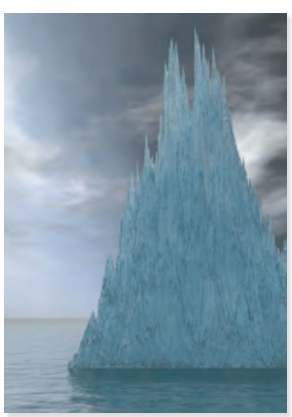
1. How would you define the word ***mistake***?
2. What do you think the following quote means?

   "Don't fear failure so much that you refuse to try new things. The saddest summary of a life contains three descriptions: *could have, might have,* and *should have*." —Louis E. Boone
3. Accepting failure and hardship is often difficult. How do we endure such bad situations?

Mistake: A company rejected the patent for the telephone.

In 1876, the most important communications technology was the telegraph. A wealthy company called Western Union was in control of this technology. The president of the company, William Orton, was offered the patent for an invention called the telephone for $100,000. Orton sent a response to the 29-year-old inventor of the telephone, Alexander Graham Bell. It said, "After careful consideration of your invention…while it is a very interesting novelty, we have come to the conclusion that it has no commercial possibilities…What use could this company make of an electrical toy?" Bell kept the patent and created his own telephone company, which became the largest in the U.S. The patent Bell had offered Western Union eventually became the most valuable patent in history. Orton could have made one of the best deals in business history. Instead, he may have made the worst business mistake in history.

Mistake: The *Titanic* ignored warnings about icebergs.



On April 14, 1912, the RMS *Titanic*, the largest and most modern passenger ship of its time, hit an iceberg and sank. This resulted in the deaths of 1,517 people. Yet incredibly, this tragedy could have easily been avoided. On the day the *Titanic* sank, it had received five warnings from other ships about heavy ice in the area. However, the captain was not worried. In fact, he even increased the speed of the ship so that it could arrive in New York a day earlier than expected. That evening, while the *Titanic's* radio operator was sending out personal messages from the passengers, he received a sixth ice warning. This one warned of an iceberg directly in the path of the *Titanic*. The operator was supposed to give the message to the captain. But busy with his task, he put the message aside. It never reached the captain. If it had, the *Titanic* tragedy might never have happened.

Mistake: Russia sold Alaskan gold to the U.S.

Alaska had been considered a burden, rather than an asset, by Russia for a long time. It was remote, indefensible, and of little benefit. So when William Seward, U.S. Secretary of State, began negotiations on his own initiative, he expected to encounter some opposition. However, the outline of the deal was accepted by the cabinet and the agreement was signed in March 1867, transferring Alaska to the United States for a payment of $7.2 million. However, the purchase of a seemingly desolate and mostly frozen land was greeted with criticism by the press and the public. Alaska was referred to as "Seward's Folly," "Seward's Icebox," or President Johnson's "polar bear garden," attitudes that must have changed drastically after the discovery of gold. Russia should have investigated potential resources before selling the land to the U.S. at the price of about 2.5 cents per acre.

Unit Goals

Vocabulary
Failures and mistakes
Inventions and discoveries
Regrets

Functions
Apologize
Respond to an apology

Grammar
Modals in the Past:
May Have/Might Have, Could Have, Must Have, Should Have, Was/Were Supposed To
Passive Modals in the Past

Listening
Listen for specific information

Pronunciation
Reductions of modals + *have*: *could have, should have, might have, must have*

Reading
Happy Accidents

Writing
Write a descriptive and personal narrative

Form, Meaning and Function
Words Connected with Business
Articles
Count/Noncount Nouns
Expressions of Quantity

Warm Up

- With students' books closed, discuss the introductory questions as a class. Write the word ***mistake*** on the board. Ask students to define it and give examples. A sample answer might be: *A mistake is something that you wish you hadn't done. A small mistake might be an error on a test. A big mistake, such as quitting school, might affect the rest of your life.*
- Write the quote from introductory question 2 on the board:

  ***"Don't fear failure so much that you refuse to try new things. The saddest summary of a life contains three descriptions:* could have, might have, and should have."** *—Louis E. Boone*
- Discuss the quote as a class, eliciting what it means to students. Ask for examples of things that people often regret not doing or trying; for example, not going to college, not taking a job opportunity, etc.

1 Listen and Discuss

- Write the title of Unit 1 on the board: ***Everyone Makes Mistakes***. With books still closed, tell students that they will listen to four short stories about big mistakes made in history.

Play the audio. Have students just listen for general comprehension.

- Stop the recording after each story and ask a few general comprehension questions to elicit the main idea. For example:

  (the telephone)

  What was the mistake? (Western Union rejected the patent for the telephone.)

  Why was this a mistake? (The company would have made a lot of money.)

  (the Titanic)

  What was the mistake? (The captain ignored five warnings about icebergs and the radio operator didn't give the captain another warning.)

  Why was this a mistake? (It resulted in the deaths of 1,517 people.)

  (Alaska)

  What was the mistake? (Russia sold Alaska to the United States for 2.5 cents per acre..)

  Why was this a mistake? (There was gold in Alaska.)

  (Coca-Cola)

  What was the mistake? (Coca-Cola changed their formula and taste.)

  Why was this a mistake? (People were outraged that the original Coke was not available.)
- Tell students to open their books to pages 6 and 7.

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

Quick Check

A

- Read the directions aloud. Model the words in the left column for students to repeat.
- Have students search the stories for the words in the left column and underline them. Tell them to study the context of each word in order to guess its meaning.
- At this level, it is important for students to use their dictionaries to enrich their vocabulary and become autonomous learners. Ask students to look up *endured*, and note the difference in register compared to *put up with* (*informal*).
- Have students match the words and then compare answers with a partner.

Answers

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

- For additional vocabulary practice, ask students to go through the stories again, this time circling any words with which they are unfamiliar. Have them study the context of these words to help them guess at the meaning. Then have students compare circled words with a partner and try to help each other understand the meanings.
- Finally, allow students to ask you or use a dictionary to find the meanings of words that they still do not understand. Monitor partners as they work and compile a list of the most useful words students questioned to discuss as a class.

B

- Arrange students in groups of four to ask and answer the questions. Assign each group member a number, 1, 2, 3, or 4. Students are responsible for leading the group discussion about their number question, and reporting that answer to the class.

Answers

Answers will vary. Sample answers:

1. William Orton did not realize that the telephone would become the most valuable patent in history.

2. If the radio operator had given the warning to the captain about the iceberg that was directly in the ship's path, the *Titanic* might not have sunk.

3. Russia probably regretted selling Alaska to the United States since the Americans discovered gold.

4. Coca-Cola tried to change the formula of the soft drink that had been the most popular in the world for over 100 years.

2 Pair Work

- Call on a volunteer to read aloud the directions.
- To provide an example, have a student ask you the questions given about a mistake. For example:

  Student: What was the mistake?

  Teacher: My father's car was wrecked in an accident.

  Student: Who made the mistake?

  Teacher: My brother did.

  Student: Why was the mistake made?

  Teacher: He wasn't paying attention while driving.
- Arrange students in pairs to interview each other about mistakes. Make sure they switch roles.
- Call on a few volunteers to share their stories with the class. Have the interviewer explain the story told by his or her partner.

Workbook

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

Teaching Tip

Give students strategies for understanding new words in context. Tell them to read the sentence a few times and think of another word that might make sense in the sentence. Tell them to try the word and see if the sentence makes sense in the overall context.

Additional Activity

Working in small groups, ask students to brainstorm as many synonyms for the noun *mistake* as they can in two minutes. Award a small prize to the group that comes up with the most. Then, allow students to use a dictionary to expand their lists. Possible synonyms include: *blooper, blunder, error, fault, faux pas, gaffe, inaccuracy, lapse, misapplication, misapprehension, miscalculation, misconception, misinterpretation, misjudgment, misprint, misstatement, misstep, omission, oversight, slip*.

fun facts

In 1492, while searching for a shorter route to Asia from Europe, Christopher Columbus unintentionally discovered the Americas. He thought, however, that he had reached the Indies, and so he called the native people of America *Indians*. Columbus traveled to America three additional times, each time thinking he would soon be in China. Today, as a result of Columbus's mistake, some people still refer to Native Americans as Indians.

Mistake: Coca-Cola tampered with their successful formula.

Coca-Cola® was launched in the 1880s. By 1980, it had been the most popular soft drink in the world for nearly 100 years. However, by that time Coke had more competition, and its sales figures started slipping. In an effort to boost sales, Coca-Cola created a new, improved formula. This new formula was tested in 200,000 taste tests, and the results were clear: most people much preferred the flavor to the original Coke. The Coca-Cola Company decided to stop producing the formula they had been using for 100 years and to replace it with New Coke. This was an enormous marketing mistake. People were outraged that the original Coke was no longer available, and New Coke was a flop. Coca-Cola executives must have been surprised! They had to get rid of New Coke quickly and bring back the original formula.

Quick Check ☑

A. Vocabulary. Match each word to its definition.

1. _____ boost	**a.** very angry
2. _____ endure	**b.** put up with
3. _____ flop	**c.** new thing
4. _____ novelty	**d.** failure
5. _____ outraged	**e.** interfered with
6. _____ tampered	**f.** raise

B. Comprehension. Answer the questions.

1. What was William Orton's mistake?
2. How could the sinking of the *Titanic* have been avoided?
3. What do the Russians probably regret? Why?
4. How did Coca-Cola mess with success?

2 Pair Work

Interview your partner to find out about a mistake they or someone they know once made. Ask questions, such as: *What was the mistake? Who made the mistake? Why was the mistake made? What happened as a result of the mistake? How could it have been avoided?*

3 Grammar

Modals in the Past

May Have / Might Have

May/Might have + past participle is used to suggest uncertainty or possibility about the past.

I lost my cell phone. I **may have left** it at school.
You **might have dropped** it at the restaurant.

Could Have

Could have + past participle is used in two ways: to talk about the past with uncertainty, or to talk about an option in the past that was not taken.

Do you think I **could have left** my cell phone at your house?
He **could have been** a doctor if he hadn't made the mistake of dropping out of school.

Must Have

Must have + past participle is used for drawing conclusions about the past.

I got lost on the way here. I **must have taken** a wrong turn somewhere.

Should Have

Should have + past participle is used to talk about mistakes made in the past or expectations that have not been met.

You **should have apologized** for your mistake.
They **should have arrived** by now.

Was/Were Supposed To

Was/Were supposed to + base verb is used to express that an expected action didn't happen.

The football game **was supposed to start** at 1:00, but it was postponed because of the rain.
Where were you last night? You **were supposed to help** me with my essay.

Passive Modals in the Past

Passive modals in the past are used to give opinions about events and situations that happened in the past. The form is: subject + modal + *have been* + past participle.

The money **could have been given** to the poor.
The package **should have been sent** a week ago.

A. Circle the correct modal in the past to complete each sentence.

1. I have a sore throat. I (should have / may have) caught your cold.
2. He (wasn't supposed to / shouldn't have) know about the business deal, but he found out by accident.
3. You have a big smile on your face in all the vacation pictures. You (should have / must have) had a great time.
4. I don't know where she is, but she was very tired. She (should have / may have) gone to bed.
5. I (must have / should have) paid more attention in English class. Now I'm completely confused about the grammar.
6. I (must have / shouldn't have) ordered that new laptop. It was way too expensive.
7. Did you get the package? It (was supposed to / must have) arrive by today.
8. You (may not have / should not have) said that. Now you've hurt your friend's feelings.

3 Grammar

Modals in the Past

- Briefly review modals in the present. List on the board: ***may***, ***might***, ***could***, ***must***, ***should***, and ***(be) supposed to***. Elicit an example sentence using each.
- Explain that the modals on the board have a different form when talking about the past, but retain similar meaning. Present the material in the grammar box, reading the explanations with the class and calling on students to read aloud the examples.
- Ask students to turn back to pages 6 and 7. Have them find and underline examples of past modals in the stories. Call on students to read aloud the examples they found.

  (the telephone)

  Orton ***could have made*** one of the best deals in business history.

  Instead, he ***may have made*** the worst business mistake in history.

  (the Titanic)

  Yet incredibly, this tragedy ***could have*** easily ***been*** avoided.

  The operator ***was supposed to give*** the message to the captain.

  If it had, the *Titanic* tragedy ***might*** never ***have happened***.

  (Alaska)

  The Russians ***couldn't have known*** how wrong they were.

  The Russians ***must have regretted*** that mistake for many, many years.

  (Coca-Cola)

  Coca-Cola executives ***must have been*** surprised!
- Direct students to exercises **A** and **B** for practice.

Passive Modals in the Past

- Present the explanation to the class. Write the examples on the board and ask students to rewrite the passive sentences as active sentences:

  The money could have been given to the poor.

  ([We] could have given the money to the poor.)

  The package should have been sent a week ago.

  ([We] should have sent the package a week ago.)
- Direct students to exercise **C** for practice.

A

- Ask a volunteer to read aloud the directions. Do the first sentence with the class as an example. Elicit the correct complete sentence. Ask: ***Why did you choose may have?*** (Since the person has a sore throat, it is a possibility that he or she has caught a cold. It is not a mistake or past expectation.)
- Have students work individually to complete the exercise, and then compare answers with a partner. Ask students to discuss any of their answers that are different and try to work out the correct answer.
- To check answers as a class, call on students to read aloud their completed sentences.

Answers

1. may have
2. wasn't supposed to
3. must have
4. may have
5. should have
6. shouldn't have
7. was supposed to
8. should not have

Language Builder

The past form of the modal *ought to* is *ought to have* + past participle. The past forms of *should* and *ought to* have the same meaning, but *should* is used much more often. For example: *You ought to have called me.* = *You should have called me.*

The past form of the modal *had better* is *had better have* + past participle. This form is used in speaking, but not usually used in writing. For example: *You had better have done the dishes by the time I get home!*

Pronunciation of this form in casual speech would be: You'd better-*əv*… or You'd better-*ə*…

B

- Ask a volunteer to read aloud the directions and example.
- Have students work individually to complete the sentences, referring back to the chart on page 8 as necessary. Then have them compare answers with a partner.
- Check answers by calling on students to read aloud their completed sentences. Elicit all of the possible correct answers for numbers 1, 5, 6, 8, and 9.

Answers

1.	could have / might have	**6.**	might have / may have
2.	was supposed to	**7.**	should have
3.	could have	**8.**	must have / should have
4.	couldn't have	**9.**	might have / could have
5.	should have / could have	**10.**	must have

C

- Ask a volunteer to read aloud the directions and example.
- Have students rewrite the sentences individually, and then compare answers with a partner.
- Call on students to read their sentences aloud.

Answers

Answers will vary. Sample answers:

1. These keys must have been dropped at the meeting.

2. Hot chocolate may have been drunk by the Mayans as far back as 2,600 years ago.

3. This picture must have been taken by a professional photographer.

4. The accident may have been caused by a computer error.

5. He could have been arrested for speeding, but was let go with a warning.

6. You should have been given a course catalog on the first day of school.

7. The vegetables in our garden might have been eaten by a squirrel or a rabbit.

8. Our car was supposed to have been fixed by now, but it's still broken.

D

- Read the directions aloud. Direct attention to the example photo. Ask: ***What is happening in this picture?*** (A man is standing in the rain.) Read the example sentences aloud. Elicit one or two other possible sentences to describe the photo. For example: *He could have been filming a film.*
- Have students work with a partner to write at least three sentences about each photo.
- Call on several pairs to read their sentences aloud for each photo.

Answers

Answers will vary. Sample answers:

A. He must not have been expecting the good news. It might have been a surprise to him. The good news may have been given to him by his parents.

B. He must have just missed his train. He might have had a job interview. He should have gotten to the station earlier.

C. He must have been late. He shouldn't have driven through the center. He may have got to work on time if he'd avoided the traffic.

D. The cup must have been made of china. Somebody might have dropped it accidentally. It may have fallen out of a cabinet.

Workbook

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

Teaching Tip

When presenting new grammar, be sure to give students practice using the grammar through reading, writing, speaking, and listening.

Additional Activity

Write on the board a situation for students to speculate about. For example: ***When I arrived at class today, there were papers all over the floor in the hall and in the classroom.*** Have pairs write as many sentences as they can to explain what may have happened, using modals in the past.

B. Complete each sentence with a modal in the past. For some items, more than one modal may be possible.

I *should have* worn a suit to the interview. I don't think my clothes were formal enough.

1. It's too bad we didn't know you were there. We _____ met up.
2. She _____ study biology in school, but she ended up studying medicine instead.
3. Farah _____ gone to Dubai this summer, but she decided to stay home instead.
4. He _____ have said that. I think they must have misunderstood him.
5. It was such a beautiful day today. We _____ gone to the beach.
6. I'm not sure what we did with the bottles. We _____ put them in the recycling bin.
7. The product _____ been a big success, but instead it was a flop.
8. You were right there when the accident happened. You _____ seen everything.
9. Who knows what _____ happened if the other candidate had won the election.
10. You look refreshed and well-rested. You _____ slept well.

C. Rewrite each sentence as a passive sentence.

The coach should have chosen Abdullah for the football team.
Abdullah should have been chosen for the football team.

1. Someone must have dropped these keys at the meeting.
2. The Mayans may have drunk hot chocolate as far back as 2,600 years ago.
3. A professional photographer must have taken this picture.
4. A computer error may have caused the accident.
5. The police officer could have arrested him for speeding, but he let him go with a warning.
6. The registrar should have given you a course catalog on the first day of school.
7. A squirrel or a rabbit might have eaten the vegetables in our garden.
8. The mechanic was supposed to have fixed our car by now, but it's still broken.

D. Look at the photos. Write at least three sentences about each photo using modals in the past and passive modals in the past.

He must have been caught in the rain. He should have brought an umbrella.
He could have stayed dry if he had an umbrella. He may have caught a cold.

4 Conversation

Hamda: What did you do on Thursday night?

Fatima: My family took me out because I graduated.

Hamda: Oh no! I forgot that you graduated last week. I'm so sorry!

Fatima: Why?

Hamda: I should have gotten you something for the occasion. I should have at least called you.

Fatima: Don't worry about it. It's no big deal.

Hamda: No big deal? Of course, it's a big deal. It was your graduation. I don't know how I forgot about it. Come to think of it, I was so focused on studying for final exams, your graduation must have just slipped my mind. I feel awful about it. Can you forgive me?

Fatima: You're making too much of it. Forget about it. Anyway, you were studying for finals. That's a good excuse. Don't sweat it.

Hamda: But I feel like such a flake.

Fatima: No more apologies! You're making me wish I hadn't mentioned it to you.

Hamda: Sorry!

Real Talk

(no) big deal = (not) something of great importance
slip (one's) mind = forget about something
make too much of (something) = exaggerate the importance of something
Don't sweat it. = Don't worry about it.
flake = irresponsible person

About the Conversation

1. Why is Hamda apologizing?
2. What is Hamda's excuse?
3. What is Fatima's response to Hamda's apologies?

Your Turn

Role-play with a partner. Choose a situation in which one person apologizes to another. Use phrases for apologizing and responding to an apology.

Apologizing	Responding to an Apology
Can you forgive me?	Don't sweat it.
I feel awful about this.	Don't worry about it.
I'm so sorry.	Forget about it.
I'm sorry. I should (not) have…	It's no big deal.
Please excuse me for…	That's OK.

4 Conversation

- Focus students' attention on the photo. Ask them to cover the conversation. Ask: ***What can you see?*** (a graduation hat and a scroll) Write on the board: ***What do you think happened?*** Tell students that they will listen for the answer to this question.
- Play the audio. Have students listen with their books closed for the answer to the question on the board.
- Elicit the answer to the question on the board. (Hamda forgot about her friend Fatima's graduation.)
- Play the audio again. This time, have students listen and read along in their books.
- Ask a few comprehension questions. For example: ***Whose graduation was it?*** (Fatima's) ***What did she do for her graduation?*** (Her parents took her out.) ***How does Hamda feel?*** (She feels very bad that she forgot about it.)

Real Talk

- Model the expressions in the *Real Talk* box for students to repeat. Discuss the expressions with the class. Ask who says each expression and why. For example:

  (no) big deal (Fatima says this, meaning that she is not upset that Hamda forgot her graduation. This may not be true but Fatima doesn't want Hamda to feel bad.)

  slip (one's) mind (Hamda says that, meaning that she knew about Fatima's graduation, but somehow forgot about it at the last minute.)

  make too much of (something) (Fatima says this, meaning that it isn't important enough for Hamda to keep apologizing for.)

  Don't sweat it. (Fatima says this, meaning that she doesn't want Hamda to talk or worry about it anymore.)

  flake (Hamda says this, meaning that she feels dumb for not remembering Fatima's graduation.)
- Ask a few questions about students' own experiences to elicit use of the expressions. Arrange students in pairs to discuss questions and statements, such as the following:

  Would you like people to make a big deal about your graduation? (No. I don't like big events. I'd rather just have a quiet celebration.)

  Has someone's graduation or another important event ever slipped your mind? How did you feel? (Yes. I forgot about my brother's graduation day one year. I felt terrible.)

  Tell about a situation when someone apologized to you. (My sister apologized for taking my smartphone without asking first.) ***Did the person make too much of it?*** (Yes.) ***Did you say*** **Don't sweat it?** (Yes. I wasn't angry.)

  Have you ever felt like a flake? (Yes. I felt like a flake last week when I forgot that I was supposed to meet a friend for lunch and I didn't go.)
- Arrange students in pairs to practice the conversation, switching roles. Have one pair act out the conversation for the class.

About the Conversation

- Have students work in pairs to ask and answer the questions.
- Check answers by calling on pairs to read aloud the questions and answer them.

Answers

Answers will vary. Sample answers:

1. She's apologizing for forgetting Fatima's graduation day.
2. Hamda was focused on studying for final exams.
3. Fatima doesn't mind. She tells Hamda not to worry about it.

Your Turn

- Call on a student to read aloud the directions.
- Focus students' attention on the box of phrases. Ask students to read the phrases aloud. Answer any questions about vocabulary.
- Brainstorm situations that the partners might role-play; for example: you borrowed something from a friend and lost/broke it; you forgot that you had to meet a friend somewhere; you told someone a secret that you shouldn't have told; etc.
- Have students work in pairs to role-play their conversations. As students are working, go around and check that they are using some of the expressions for apologizing and responding to an apology. Check also that students are not writing the conversations. Explain that this is intended as speaking practice, not writing.
- Ask one or two pairs to act out their role plays for the class, or have each pair act out their conversation for another pair.

5 Listening

- Read aloud the directions. Ask students to study the chart. To prepare them for listening, ask: ***What information will you listen for?***
- Play the audio twice. The first time, students just listen. The second time, they write in the chart. Pause the audio after each story to give students time to write.
- Play the audio again, pausing after each story to check answers with the class.

Answers

	The Bee Story	The Ring Story
1.	to get rid of the bees	to give his wife an anniversary ring.
2.	yes	no
3.	He set his shed on fire.	The wind pulled the balloon from his hand.
4.	The fire caused $80,000 worth of damage.	He lost a $10,000 ring.

Audioscript

And in other news tonight, we have two stories of people making very silly mistakes.

In the first story, a man, attempting to solve a problem, creates a much bigger problem. Joshua Mullen of Mobile, Alabama, was alarmed when he saw a swarm of bees in his shed. At first he wasn't sure how to get rid of them. Then he had an idea. But it was an idea that he should have thought twice about.

Mullen dumped a can of gasoline onto a pile of rags in the shed, and then walked away. He thought the smell might get rid of the bees. But the pilot light of a hot water heater in the shed set the gas fumes on fire. In moments, the shed went up in flames, causing $80,000 worth of damage. The fire did get rid of the bees, but in Mullen's words, "Looking back at all this, there might have been a better way." The really silly part of this story is that Mullen is a mechanic who has received training in handling gasoline safely in order to avoid starting fires. He should have known better.

The second story involves a man who wanted to come up with a unique way to give his wife a ring on their anniversary. Twenty-eight-year-old Alec Bell of East London wanted to surprise his wife, Emma. So he had a florist put a $10,000 diamond ring inside a helium balloon. Bell said, "I had been planning this for ages. I thought it would make Emma really happy." He couldn't have known that he was the one in for a surprise.

When Bell left the shop, a strong wind pulled the balloon from his hand. The balloon floated into the sky. Bell said, "I just watched as it went farther and farther up in the air. I felt like such an idiot. It cost a fortune, and I knew my wife would be furious with me." Bell spent two hours chasing the balloon in his car, but eventually lost sight of it and had to give up. He must have had fun explaining to his wife what had happened!

6 Pronunciation

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

7 Vocabulary Building

A

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

Answers

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

B

- Have students compare answers with a partner.

Workbook

Assign page 5 for additional reading practice.

Teaching Tip

Give students strategies for guessing at the meaning of unfamiliar words. Tell them to look for familiar letter chunks within words. They may be prefixes, suffixes, endings, whole words, or base words. These chunks give clues to a word's meaning.

Additional Activity

Make copies of the listening script and distribute one copy to pairs of students. Have pairs find and underline all of the past tense modals. Then have them practice reading aloud the script, pronouncing the modals in their reduced form.

fun facts

In 2009, the average cost of a wedding in the United States was $20,398. This doesn't include the amount spent on engagement rings or honeymoons.

5 Listening

Listen to the stories about two silly mistakes. Then fill in the chart.

		The Bee Story	The Ring Story
1.	What was the person's goal?		
2.	Did the person achieve the goal?		
3.	What mistake did the person make?		
4.	What were the consequences of the mistake?		

6 Pronunciation

In casual speech, modals + ***have*** are often reduced in the following way:

Standard Form	**Reduced Form**
could have / could not have	*coulda / couldn'ta*
should have / should not have	*shoulda / shouldn'ta*
might have / might not have	*mighta / mightn'ta*
must have / must not have	*musta / mustn'ta*

Listen and practice the reductions in the sentences.

1. But it was an idea that he **should have** thought twice about.
2. Looking back at all this, there **might have** been a better way.
3. He **should have** known better.
4. He **couldn't have** known that he was the one in for a surprise.
5. He **must have** had fun explaining what had happened to his wife!

7 Vocabulary Building

A. You will see the following words in the reading on pages 12 and 13. Match the words with their meanings.

1. _____ absent-minded	**a.** found everywhere
2. _____ adhesive	**b.** harm
3. _____ automatically	**c.** a material that causes two materials to stick together
4. _____ damage	**d.** something done without thought, as is done by a machine
5. _____ discarded	**e.** forgetful, distracted
6. _____ ubiquitous	**f.** thrown away

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

8 Reading

Before Reading

Can an accident or mistake ever end up leading to something good?

Happy Accidents

When we make a mistake, often our first instinct is to say, "Oh no!" and to feel regret and maybe even embarrassment at our failure. But mistakes and accidents are not always a bad thing. In fact, they sometimes give rise to extraordinary ideas. In 1492, Christopher Columbus set out to discover a new route to Asia. He did not reach Asia, but this failure resulted in his discovering the New World!

There are many stories of such happy accidents throughout modern history. For example, one of the greatest medical discoveries of the 20th century was antibiotics, a kind of medication used to kill bacteria that cause disease. Since the discovery, antibiotics may have saved millions of lives. Yet, the discovery of the first antibiotic happened by accident.

In 1928, a Scottish scientist named Alexander Fleming was researching a kind of bacteria called *staphylococcus*. He conducted experiments with the bacteria in dishes. Fleming was brilliant, but he was messy and absent-minded. When he left his laboratory to go on vacation, instead of cleaning up, he left the bacteria in the dishes. When he returned, he noticed that mold had grown in the dishes while he was gone. He could have just thrown the dishes away. Fortunately, instead, he looked at them under a microscope. Fleming found that the area around the mold was free of bacteria. He realized that the dangerous bacteria must have been dissolved by the mold. These dirty dishes led to the discovery of penicillin, the first antibiotic. Today, this life-saving drug is used around the world. Each year there are over 80 million prescriptions written for penicillin in the U.S. alone!

Not all lucky accidents have changed the way we live in dramatic ways. Some fortunate accidents have just made life a little more convenient. But many of these conveniences have become such a part of our everyday lives that we've come to take them for granted.

The discovery of Velcro® is one such fortunate accident. One summer day in 1948, a Swiss inventor named George de Mestral went for a hike. When he returned, he was covered in burrs—seed-sacs that cling to clothes. Nature designed burrs to do this in order to spread seeds to new areas. De Mestral became curious about how these burrs attached themselves to clothes and hair. He inspected one of the burrs from his pants under a microscope. He saw that it had countless tiny hooks that clung to the tiny loops in the fabric of his pants. This gave him the idea to design a new kind of fastener. The fastener would be made of two nylon strips, one side with stiff hooks like the burrs and the other side with loops like the fabric of his pants. His invention, Velcro, has since become ubiquitous. It can be found on everything from shoes to wallets to blood pressure cuffs to space shuttles.

8 Reading

- With books closed, discuss the **Before Reading** question with the class: ***Can an accident or mistake ever end up leading to something good?*** Elicit personal stories from students about good things that have come from mistakes. If students have difficulty coming up with stories, provide an example, such as the following: ***Last week, I overslept one morning. I left my home a half hour later than usual, thinking I would be late for work. It turned out to be lucky. If I had left earlier, I probably would have been caught in an awful traffic jam, caused by a multiple car accident.***
- Ask students to open their books and look at the title of the reading: *Happy Accidents*. Tell them to cover the text, but look at the photos. Elicit the name of the object in each photo. (prescription pills or antibiotics, Velcro®, Post-it™ Notes) Ask: ***Does anyone know how any of these objects were invented?*** Elicit any prior knowledge or guesses students have about each object.

READING STRATEGY Reciprocal Learning

- Reciprocal Learning is a group reading process that practices four reading strategies: summarizing, questioning, clarifying, and predicting.
- Tell students that they will read this article in groups. Arrange students in groups of four. Within each group, assign each student a number, 1–4. Write on the board for reference:

  Student 1 is the summarizer

  Student 2 is the questioner

  Student 3 is the clarifier

  Student 4 is the predictor
- Have students read the first four paragraphs of the article silently. You might ask them to draw a line underneath the fourth paragraph before they begin reading as a reminder to stop.
- When all group members have finished reading the first four paragraphs, have them discuss what they read. The summarizer gives a brief summary of the paragraphs, retelling just the main points. The questioner asks questions about any points that he or she is unsure about, or asks questions about the characters or content to extend the discussion. The clarifier tries to answer all of the questions. The predictor makes guesses about what the remainder of the article will contain.
- When groups are finished discussing, have them read the rest of the article silently.
- Have groups repeat the procedure with the second half of the article. This time, ask group members to switch roles. Student 1 becomes Student 2, Student 2 becomes Student 3, Student 3 becomes Student 4, and Student 4 becomes Student 1.
- Discuss as a class any questions asked by the questioner that students were unable to answer in their groups.
- As a follow-up, ask students to share what they liked and didn't like about reciprocal teaching. Ask: ***How did using this strategy help you understand the article better?***

Play the audio for the article as preparation for the **After Reading** questions. Have students listen and read along in their books.

- For additional vocabulary practice, ask students to turn back to the Vocabulary Building exercise on page 11. Have them search the article for the vocabulary words and underline them. Tell students to study the context of each word to help them understand the meaning. Call on students to explain each word as it is used in the context of the article. Sample answers may include:

  We know that Alexander Fleming was *absent-minded* because he left bacteria growing in dishes while he went on vacation.

  Silver thought that the *adhesive* he invented was a failure because it was weak. Using it, objects could be stuck and unstuck again and again.

  The writer thinks that there can be value in mistakes and they should not be *automatically* forgotten about.

  The benefit of the weak adhesive on Post-it™ Notes is that it doesn't *damage* the object it is stuck to.

  Ideas and inventions should not be *discarded* too quickly as mistakes. They might serve a different purpose than the intended.

  Velcro® has become *ubiquitous*. It can be found almost everywhere.

After Reading

- Have students work individually to mark the sentences *true* or *false* and rewrite the false sentences to be true. Then have them compare answers with a partner. If their answers are different, they should discuss and decide which is correct.
- Check answers and discuss the statements with the class.

Answers

1. true
2. false (The first antibiotic was discovered in 1928.)
3. true
4. false (Post-it Notes have a weak adhesive.)

9 Speaking

- Arrange students in pairs to discuss the question. Each student should answer and explain his or her thoughts. Have students copy the chart in the notebook and write their ideas.
- Then form groups of four by putting two pairs together. Have the pairs explain to each other their ideas about the two questions.
- Open up the group discussions to a class discussion. Ask groups to share their answers with the class.

Workbook

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

Teaching Tip

Students enjoy reading and writing about topics that are interesting to them. Find out what your students are interested in. Then find readings on these topics or assign writing activities based on them.

Additional Activity

Write a class chain story. Write the beginning of a story about a happy mistake down on a piece of paper. For example, write the title: ***What a Happy Mistake!*** and first line: ***When I left school yesterday to go home, my car wouldn't start. . .*** Pass the paper around the room, having each student add another line to the story. Tell students to continue the story by writing about what happened and what might have happened. When all students have added a line, have the last student read aloud the whole story.

Project: Other Lucky Mistakes

Elicit or write a list of other inventions that were created by mistake on the board. The list might include the following topics: X-rays, potato chips, artificial sweeteners, Teflon, the microwave, and corn flakes. Arrange students in groups. Each group picks a topic from the board or chooses a topic of their own to research. Have them find out how the product was invented. Have groups prepare a presentation for the class based on their findings.

fun facts

The invention of Coca-Cola was also an accident. The recipe was devised by an American pharmacist who was trying to create a cure for headaches. He sold it in a drug store as a soda fountain drink for years before selling the recipe to a company who bottled it.

Another modern invention we owe to a happy accident is Post-it™ Notes, those small pieces of notepaper that can be stuck and unstuck again and again. In 1970, Spencer Silver was working in a research laboratory, trying to create a strong adhesive. He created a new adhesive that stuck to objects, but it could also easily be lifted off them. Because the adhesive was so weak, Silver considered it a failure. He shouldn't have. A few years later, a co-worker of Silver's was looking in a book. He used scraps of paper to keep his place in the book, but the scraps kept falling out. Remembering Silver's invention, the co-worker put some of the adhesive on the scraps. It was perfect! The scraps stayed in place, but came off easily so they didn't damage the book. Post-it Notes were introduced in 1980, and quickly became an essential office product around the world.

All of these stories show that accidents are not always a bad thing, and that not all mistakes should automatically be discarded. Instead, perhaps we should take a closer look at our accidents and mistakes. They just may reveal the solutions to a problem, or pave the way to an extraordinary new idea.

After Reading

Answer ***true*** or ***false***. Rewrite the false statements to make them true.

1. ____ Mistakes sometimes lead to great new discoveries.
2. ____ Antibiotics have been in existence since the 1800s.
3. ____ The idea for Velcro came from nature.
4. ____ Post-it Notes have a strong adhesive.

9 Speaking

1. Work in pairs/groups. Think about how the world would be different without the discoveries and inventions mentioned in the reading and make notes in the chart.

2. Use your notes to discuss your ideas in class.

	Discoveries or inventions	How the discoveries/inventions changed the world	What the world would be like if each invention/discovery had not been made
1	Penicillin		
2	Velcro®		
3	Post-It™ Notes		

10 Writing

A. 1. Have you ever made a mistake that has turned out for the best? When? Where? Who was involved?

2. Read the text and find out.
- Where did the incident take place?
- Who was involved?
- What was the outcome?
- What impact did it have on the writer?

3. Is there an explicit description of the people involved? How old do you think they are? What kind of people do you think they are? Compare notes with a partner.

I was traveling to London and had just gone through security check at the airport. When I picked up my coat it felt a bit heavier than usual, but I quickly put it down to fatigue as I had worked through the night in order to complete some work before I left. I checked the time and decided that it was far too early to proceed to the departure gate, so I sauntered about the Duty Free section of the terminal, having a look at displays.

I was examining a computer case when I heard the announcement. Somebody had mistakenly taken a coat that was a lot lighter than his, and requested that the person who might have accidentally taken the wrong coat meet him at the information desk. I did not take any notice at first, but when the announcement was repeated for a third time, I stopped and had a look at the label of the coat I was carrying. I had never seen it before!

When I got closer to the information desk, I saw someone who looked vaguely familiar. I smiled holding up the coat. He smiled back, pointing to my coat. We exchanged coats and introductions. Surprisingly, we shared the same family name.

We decided to spend the time left before our flights working out possible connections over a cup of coffee. As it turned out, we were both descendants of the same family. We simply happened to be in different places at different times. We found the physical resemblance quite amusing. We could have been brothers or cousins. We have since kept in touch and have become very close friends, or relatives, if you wish.

If I hadn't taken the wrong coat at the security check, I might never have run into my long lost relative. I would not have known of the existence of someone who looked like me and carried the same name. I would have missed the opportunity to encounter an important person in my life.

4. Read the text again and identify which paragraph(s):
- sets the scene
- reveals the first clue
- reveals the second clue
- presents factual outcome
- presents the writer's thoughts/reflection

5. Is the outcome predictable after the third paragraph? Why? Why not?

10 Writing

A

- Write question 1 on the board. Call on a volunteer to read it aloud in class. Give students a couple of minutes to think about it and elicit answers. Have the rest of the class listen and comment / compare with their experiences.
- Direct students to the photo and ask them where they think the people are and what they are doing there. Sample answers will probably include places like an airport, airport terminal, mall, station.
- Write the students' suggestions on the board and ask them to think of mistakes that are likely to happen in these places. For example: people might mix up their luggage, sit in the wrong seat, go to the wrong gate, miss the plane/ train, etc.
- Have students read directions for 2 and read the text. Ask them to discuss answers with a partner. Encourage students to answer the questions in their own words. Circulate and monitor to make sure all pairs are answering.
- Call on pairs to share their answers with the class.

Answers:

- At the airport terminal
- The writer and the person who looked like him and had the same family name.
- They got to know each other and found out that they were descendants of the same family.
- He gained a close friend and relative that he would never have met if he hadn't mistakenly picked up the wrong coat.

- Call on a volunteer to read directions for 3 aloud in class. Play the audio and have students listen and follow in their books.
- Have students answer the questions individually. Then ask them to compare with a partner.
- Call on pairs to report their answers in class. Ask students to justify their answers. For example: They are over 30 because it sounds as if they are both used to travelling. One was just looking around the Duty Free shops while the other one directed himself to the information desk as soon as he realized that he didn't have the right coat. What they did indicates that they are seasoned travelers.
- Ask students if their answers and impressions had been affected by the photo.
- Have students read the directions for tasks 4 and 5. Give them time to read the text alone and answer the questions. Then ask them to compare with a partner. If they disagree on the answers refer them back to the text.

Answers:

4

- The first paragraph sets the scene
- The second paragraph reveals the first clue, "Somebody had mistakenly taken a coat that was a lot lighter than his….to meet him at the information desk. / I stopped …a look at the label…I had never seen it before!
- The third paragraph reveals the second clue, "… looked vaguely familiar ….shared the same family name."
- The fourth paragraph presents factual outcome
- The final paragraph presents the writer's thoughts and reflection.

5

- Yes, it is as there is mention of the fact that they looked alike and shared the same family name.
- Call on students to share their answers with the class.

Additional Activity

Organize students in small groups and have them rewrite and present the story in a completely different order.

Teaching Tip

It is best to encourage students to answer questions and express themselves in their own words, rather than extract words from the text.. In fact, it is often possible for students to answer some questions by using grammatical clues and extracting what is necessary from the text without necessarily understanding it. The answers included in the Teacher's notes are there to guide you, not to impose one way of answering.

B

- Tell students that they are going to write a descriptive account of an event and speculate how things could have turned out very differently to how they actually did in reality.
- Read directions 1 and 2 with the class.
- Organize students in pairs and have them talk to each other about the accidents or mistakes they have in mind. Ask them to think about how things might have turned out if the mistake/ accident had not taken place. Circulate and monitor. Remind students to make notes in the chart as they discuss different versions or ideas.
- Call on volunteers to report some of their ideas in class. Ask the rest of the class to listen, ask questions to find out more or comment.
- Focus the students' attention on the Writing Corner.
- Have a student read each point aloud and discuss it in class. Explain to them that:
  1. They need to create or describe different aspects of a person and not restrict their information / description to physical appearance. Point out that a lot can be provided about a person's attitude and feelings through behaviour.
  2. It is important to draw the reader's attention and create some proximity through addressing him/ her directly through for example, a question or a comment or allowing them access into the speaker's/narrator's thoughts and images.
  3. In personal narratives, factual information is combined with feelings, thoughts and attitude/ comments.
- Have students read the directions for 1 and highlight factual sentences and comments, thoughts and feelings in the model text on page 15 and/or the model text on page 14. There will be sentences/ phrases, that combine facts and feelings or thoughts. For example, the last sentence in the model text on page 15: He could not have known …medical school.
- Have them highlight individually. Then ask them to compare answers with a partner.

Sample Answers:

- When I picked up my coat it felt a bit heavier than usual, but I quickly put it down to fatigue…. (feeling, thought)
- I sauntered about the Duty Free section at the terminal, having a look at displays. (fact)

- Call on students to report and check / discuss answers in class. The aim here is not to categorize sections perfectly but to have students notice how thought/ feelings and facts are interwoven, so that they become aware of what is possible in personal narrative.
- Read the last question in the Writing Corner and elicit answers from students.

Answer:

- No, there isn't a regular pattern. Facts and feeling/thoughts are integrated as required.

- Allow time for the students to make their notes in the chart. Remind them to make notes, not write full sentences.
- Have students use their notes in the chart to write a story/ personal narrative individually. Exchange with a partner, read and comment on each other's essays; have them make corrections and rewrite their essays. Circulate and monitor. Help students edit.
- Give them some time to rewrite their essays. Call on some students to read their essays in class. Then circulate the rest of the essays in class so that students read as many essays as possible. Encourage them to make a note of anything they find interesting, for example a word or phrase, an expression and so on.
- Post the essays on the board or on the wall and have the students stand up and read them. Have students decide which ones:
  1. are organized well
  2. are original
  3. are the most vivid
  4. use language well
  5. attract and involve the reader optimally
  6. provide a balanced view of feelings, thoughts and facts
- Tell them that each essay might satisfy more than one criterion.
- Have pairs compare their choices. Call on them to present their ideas for the class. Have the rest of the class listen and comment.

Additional Activity

Have students read what might have happened aloud for the class. Have the rest of the class guess/ identify the event, accident or mistake.

Workbook

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

B. **1.** Think of a mistake or an accident. It can be something that happened to you, someone you know, or a famous person.

2. Did the mistake/accident work out for the best, or not? Think about how things might have turned out differently if it had not happened. Use a chart to organize your ideas.

3. Write a descriptive account of the event. Write about what happened as a result of the mistake or accident, and speculate on how things might have turned out differently if it had not happened.

What happened?	What might have happened?

The Mistake that Led to My Father Becoming a Doctor

My father had always wanted to become a historian. He used to read history books, follow current affairs consistently, and collect all the data he could from different sources.

At the time, there was no Internet, so reading and collecting data demanded access to books and other published material, and a lot of determination. He was supposed to pursue a relevant course of study and specialization. He could not have known that his outstanding performance in science and biology would accidentally steer him away from history and secure a place for him in medical school.

Writing Corner

When you write a personal account or narrative:

- **think about the people involved in terms of personality, physical characteristics, skills and abilities, behavior, feelings and aspirations:**
  personality
  physical characteristics
  skills and abilities
  behavior
  feelings and aspirations
- **try not to restrict your account to a series of facts. Include details and description which will get your reader visualizing places and people, and speculating, predicting and anticipating what will happen next.**

As you might notice in the model text, factual sentences are interspersed with personal thoughts, comments, and feelings.

1. Use two different colors to highlight factual sentences/information and the writer's personal comments, thoughts, and feelings.
2. Is there a regular pattern? Why? Why not?

11 Form, Meaning and Function

Words Connected with Business

Here are some words and phrases often connected with business. Work with a partner and add a word or phrase of your own to each column.

Doing Business	Good Business	Bad Business
a good deal begin negotiations sign an agreement buy/sell _____	boost sales new and improved an asset a valuable patent _____	no commercial possibilities make a mistake slipping sales figures stop producing _____

Articles

a/an

Use the indefinite article *a/an* before singular count nouns when we refer to the noun in a general sense, and when we mention something for the first time.

In **an** attempt to boost sales, **a** well-known soft drinks company created **a** new, improved formula.

the

We use the definite article *the* before singular and plural nouns when we refer to something already known, mentioned or defined.

The new formula, which was tested in 200,000 taste tests replaced **the** original formula.

Use *the* with **superlative** and **comparative** adjectives and adverbs.

In 1876, **the** most important communications technology was the telegraph.

Use *the* to refer to **inventions**.

Alexander Graham Bell invented **the** telephone.

Don't use *the* before the names of **people**, **streets**, **cities**, and **countries**.

Fahd is my brother. He lives on **Main Street**. He's in **Dubai** on vacation.

A. Complete the sentences with ***the***, ***a***, ***an***, or no article (-).

1. A company rejected the patent for _____ telephone.
2. _____ William Orton was offered the patent for _____ invention called the telephone.
3. Orton may have made _____ worst business mistake in history.
4. _____ Alaska had been considered a burden rather than _____ asset by _____ Russia.
5. Replacing the old formula with the new formula proved to be _____ mistake and the company brought _____ original formula back quickly.

B. Work with a partner. Imagine you work in your ideal job. Ask and answer about the following things:

your salary and perks	your working environment	your colleagues
travel opportunities	recent business deals	mistakes you have made

11 Form, Meaning and Function

Words Connected with Business

- Tell students to read through the vocabulary items in the chart and circle any words or phrases 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.
- Ask students to read the texts again on pages 6 and 7 and find the vocabulary items from the chart on page 16 in the short reading texts to check their understanding of the meaning.
- Tell students to either add a word or phrase of their own to the vocabulary chart or find more words or phrases from the short texts on pages 6 and 7. Ask students to compare their words and phrases with a partner.
- Call on students to share their examples with the class.

Articles

- Write the words on the board and say them out loud: *a mistake* and *an invention*. Show students how it's easier to say 'an invention' with the /n/ sound in *an*.
- Go over the explanation and other examples of *a* and *an* in the example sentence in the presentation.
- Explain that the definite article *the* comes before singular and plural nouns: *the formula* and *the inventions*.
- Tell students we use *the* for specific objects or people that have already been introduced or that are already known. Read out the example sentence to illustrate this.
- Have students read the next examples and explain that we use *the* in the superlative and the comparative structure: *The better the formula, the more they sell.*
- Point out when we *don't* use articles and read the example sentence.

Language Builder

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

A

- Ask a volunteer to read the directions and the first sentence aloud. Elicit that the article needed is *the*. Elicit or explain the reason why. (We are referring to an invention.)
- Have students refer to the guidelines given in the presentation and work alone to complete the sentences. They should then compare their answers with a partner.
- Call on volunteers to read out their answers. Have the class listen carefully and check they agree. If not, ask why not. Focus students on the explanation given in the presentation if necessary.

Answers

1. the
2. (-), an
3. the
4. (-), an, (-)
5. a, the

B

- Focus students' attention on the picture. Ask: *Where is this man? What is he doing?* (Working in an office; Writing a proposal etc)
- Ask a volunteer to read the directions and the words and phrases in the box.
- Have students work individually to make notes on their dream job. Students then work with a partner to take it in turns to ask and answer about the things in the box.
- Ask a few volunteers to role-play their conversation for their class. Ask: *How are the conversations the same or different?*
- If there is time in class, ask students to write a paragraph describing their dream job.

Answers

Students' own answers.

Teaching Tip

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

Count/Noncount Nouns

- Go over the material on the page and point out when we add -s 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: *When do we add –es to a singular noun to form a plural noun?*
- 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: *advice, information, news, time, furniture.* Ask students to add to the list with their own examples.

Expressions of Quantity: Some/Any

- Explain that we use the quantifier *some* in affirmative statements and *any* in negative statements and in questions.
- Write on the board: *Is there any news? Are there any newspapers?* Ask students to respond with an affirmative and negative response.

Expressions of Quantity: *A Lot of, Much, Many, Enough, Plenty of, (A) Few, Little, Hardly Any*

- Have volunteers read the example sentences. Elicit the quantity words for count nouns and the quantity words for noncount nouns. Then elicit the quantity words for both count and noncount nouns.
- Point out that we use *enough* to mean the correct, or appropriate amount—as many/much as needed. Model sentences with enough. For example: *I have enough money to pay the rent but I don't have enough to go on vacation.*

Language Builder

Explain the importance of using the article a with *a few* and *a little*. Without the article *a*, the meaning changes. For example,

Tom's boss had issued a few verbal warnings about his bad time-keeping. In the end, Tom was fired. (= Tom had received a lot of warnings.)

There had been few verbal warnings, so Tom was surprised when he was fired. (= Tom hadn't had many warnings.)

C

- Have a volunteer read the directions and the words in the box. Ask students to work in pairs to complete the sentences.
- Emphasize that students will not use all the words and in some cases, there is more than one possible answer.
- Call on volunteers to write their answers on the board. Check the answers as a class.

Answers

1. career/occupation/profession/job
2. career/occupation/profession/job
3. university
4. qualifications, salary
5. interests
6. work
7. guidance

D

- Read out the directions and call on two students to model the example.
- Give students a few minutes to form possible questions about the nouns in the box in exercise C. Using their notes, students should then take it in turns to ask and answers questions.
- Call on volunteers to role-play their conversations for 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

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

Count/Noncount Nouns

Count nouns name things that you can count. They have singular and plural forms.

Singular Count Nouns	Plural Count Nouns
a warning	two warnings
an iceberg	three icebergs

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

Expressions of Quantity: *Some/Any*

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

Affirmative (+)	Negative (–)	Questions (?)
There is some news.	There isn't any news.	Is there any news?
There are some newspapers.	There aren't any newspapers.	Are there any newspapers?

Expressions of Quantity: *A Lot of, Much, Many, Enough, Plenty of, (A) Few, Little, Hardly Any*

Count	Noncount
How many jobs have you had?	**How much** gold did they sell?
He only has **(a) few** friends.	There's **little** money left.

Use *plenty of, a lot of, hardly any* and *enough* for both plural count and noncount nouns.

She has **plenty of/hardly any** friends. She has **plenty of/hardly any** money.

C. Read the career advice and complete each gap with a word from the box. There is more than one possible answer for some gaps. You will not need to use all the words.

career	high school	occupation	salary	degree	interests	profession
	university	guidance	job	qualifications	work	

1. What are you good at? What _____ is right for you?
2. You should choose a _____ that you'll find rewarding,
3. If you attend _____, you'll obtain a degree.
4. If you have _____, you will earn a higher _____.
5. You should look at your _____, and test your IQ.
6. You should choose a satisfying line of _____ that you'll never find boring.
7. You should ask your teacher for _____ in order to choose the right path.

D. Work with a partner. Ask and answer about the nouns in exercise **C**. Use quantifiers before the nouns.

A: **How many** part-time jobs have you had?
B: I haven't had **many** part-time jobs but I do have **some** experience working in my father's store. I sold **plenty** of furniture.
A: Do you have **a lot of** interests?

12 Project

As you know, most modern homes are equipped with a number of inventions, i.e. devices, gadgets and appliances, that have become an integral part of our lives. This is the reason we often take them for granted and fail to notice them.

1. Look around your home and make a list of all the inventions that facilitate day to day life, e.g. telephone, microwave oven, printer, etc.
2. Think about where each invention is, what it's used for, and who uses it.
3. Choose 3 or 4 inventions that you think have become almost or completely indispensable for you and/or your family and provide reasons for your choice.
4. Research and collect information about each item and use the chart to make notes.
5. Use your notes to prepare a poster presentation. Make sure you include photos or drawings.

Inventions	1 _____	2 _____	3 _____	4 _____
History				
Use				
Advantages				
Disadvantages				
Rate of necessity and alternatives				

12 Project

- Direct students to the photos on the page and ask them to discuss what they see in pairs. Ask them to brainstorm in small groups and list home inventions and appliances that they can think of.
- Call on volunteers to report their ideas for the class. Have a couple of students list the group suggestions on the board.
- Read the directions for tasks 1 and 2 with the class. Have students add to their list in small groups and focus on 2.
- Call on a student from each group to present the group's ideas for the class.
- Read the directions for 3 with the class. Have groups choose the inventions/ appliances they consider indispensable and provide reasons for their choice. Remind students to assign tasks to members of each group and to make sure there is at least one note-taker who records ideas and group decisions.
- Allow overlap between groups but encourage groups to vary enough so that a wider range of inventions is dealt with.
- Call on groups to report their decisions for the class. List group decisions on the board.
- Read the directions for 4 and 5. Direct students to the chart for note-taking. Circulate and monitor participation. Encourage students to be creative and original.
- Tell students to fill in their own ideas and information that they think the rest of the class will find interesting. For example, they will be able to fill in the *Use* section for the coffee maker but might not know about its history. .
- Have students organize their research on the inventions/ appliances they have chosen. Remind them to assign roles/responsibilities to individuals in the group depending on their skills and abilities, including note-taking. Circulate and monitor participation.
- Have students do the research at school if there is access to a library or the internet. If not, allow time for them to collect information and ideas out of school and present In the next lesson.
- Have students outline the stages that they will have to go through to prepare a poster presentation. .
- Set a time limit for each presentation and remind learners to rehearse in each group before doing the actual presentation for the class.

Additional Activity

Guess what it is: Have students describe what an appliance is used for without using its name or the name of the main product, for example describe what a coffee maker does without using the word 'coffee' or 'coffee maker'. The rest of the class listen and try and guess which item is being referred to. They are entitled to 2 or 3 attempts each time.

13 Self Reflection

- Divide students into groups and have them brainstorm on Everyone Makes Mistakes. Tell them not to open their books. Remind them that they should not feel that they have to remember everything. Write some questions on the board to help them, for example:
  What was the main focus of the unit? Do you remember the meaning of Boone's quote? What do you think of it? Which mistake or accident do you remember more clearly? Why? Which words and phrases do you remember? Which part of the unit did you dislike? Why? Did you like any part of the unit? Which?
  What do you feel you can do better now?
- Call upon a student from each group report what the group decisions were.
- Have groups compare their findings and make notes. For example, compare the words and phrases they remember and make a note of additional items.
- Have students scan pages 6 and 7. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
  Which mistake or accident led to a disaster? Why?
  Which quality is essential for inventors and researchers in their view?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 8, 9, ask them some questions. For example:
  What might have happened if Russia had researched for natural resources in Alaska?
  What could have been avoided if the radio operator had notified the captain upon receiving the sixth message?
  What shouldn't the radio operator have done?
- Have students work in pairs to discuss the questions. Ask them to compare with other students in class.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Tell them to complete the Unit 1 checklist as they work through the unit.
- Direct students to pages 10, 11. Call on volunteers to say what the conversation was about and if they feel it was realistic, interesting, useful or boring. Ask them to give reasons for their answer.
- Have students say what they remember from sections 4 to 7 and make notes in the chart. Use questions like these:
  What does "make too much of something" mean? Provide an example.
  What does "Don't sweat it" mean? When would you use it?
  What is a "flake"?
- Write *Happy Accidents* on the board and brainstorm on language and information that students remember.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
  Have you ever made a mistake that led to something good?
  How was Velcro discovered?
- Have students discuss what they liked and/or disliked and what they found difficult or easy. Ask them to make notes in the Self Reflection chart.
- Follow a similar procedure with 10 Writing. Use questions like these:
  What caused the two people to get to meet each other?
  What was the outcome of the incident?
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about the project task of the unit. Ask students to use the criteria below, for example, did the task foster personalization and natural language use?
  Personalization and Creativity
  Natural language use
  Focus on meaning
  Research/ collecting information
  Using other knowledge

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.
talk about famous mistakes in history			
discuss personal mistakes			
apologize			
respond to an apology			
use modals in the past: *may have/might have, could have, must have, should have, was/were supposed to*			
use passive modals in the past			
talk about business			
use count and non count nouns with quantifiers: *some, any, a lot of, much, many, enough, plenty of, few, a little, hardly any*			

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 Against the Odds

1 Listen and Discuss

1. Despite difficult or unusual circumstances, things sometimes happen against the odds. People can achieve extraordinary things even when others think it's not possible. What is something you have achieved that you or others thought impossible?
2. Remarkable and unusual coincidences sometimes happen when people do not expect them. Tell the class about a coincidence that you have experienced or have heard about.

Beware of Falling Babies

One spring day in 1937, the lives of a street sweeper named Joseph Figlock and a one-year-old baby were brought together in a most unusual way. As Figlock was walking down a Chicago street, a baby fell from a fourth-story window and landed on him. Fortunately, Figlock broke the fall and the baby was not injured. A year later, while passing by that same building, the same baby fell out of the same window and landed on Mr. Figlock. Once again, both the baby and Mr. Figlock escaped unharmed.

The Fatal Kimono

One of the most famous kimonos in Japanese history is one that, in the 17th century, was owned successively by three teenage girls. Each time one of the girls inherited the kimono, she would die before she had the chance to wear it. The kimono was believed to be so harmful that, in 1657, a Japanese official decided to burn it in order to destroy the kimono forever. As the kimono burned, a wind blew the flame and spread the fire, which quickly burned out of control. Eventually this fire spread through most of Tokyo, destroying 300 public places, 500 palaces, 9,000 shops, 61 bridges, and killing 100,000 people.

Struck by Lightning

In 1971, a truck driver named Edwin Robinson was in a road accident. The head injury he suffered left him blind and deaf. Nearly ten years later on June 6, 1980, while looking for his pet chicken during a thunderstorm, he was struck by lightning. Robinson later recalled that it felt as if "somebody had cracked a whip over my head." He was hit so hard that he was unconscious for 20 minutes. After regaining consciousness, he suddenly realized that he could see and hear again. And to make the story even more incredible, after decades of being bald, several weeks later, the delighted Robinson started to grow hair again.

Unit Goals

Vocabulary
Accidents and coincidences
Fate and destiny
Dangerous situations and disasters

Functions
Express surprise

Grammar
Such…That / So …That
Reducing Adverb Clauses

Listening
Listen for specific details

Pronunciation
Dropped final consonants

Reading
Survival Against the Odds

Writing
Write a how-to guide for surviving a natural disaster

Form, Meaning and Function
Past Progressive
Was/Were Going To and Was/Were About To
Past Perfect Tense
Past Perfect Progressive and Past Simple

Warm Up

- Write the title of Unit 2 on the board: ***Against the Odds***. Ask: ***What does this title mean?*** Elicit or explain that the word *odds* refers to the probability that something will occur. When something happens that is *against the odds*, it happens or succeeds in spite of being very unlikely or seemingly impossible.
- Arrange students in groups to discuss the introductory questions on page 20. Write the questions on the board for students to refer to. Have students keep their books closed to ensure that they do not read ahead.
- Call on a few groups to share their answers with the class.

Language Builder

The phrase *against all odds* is often used in English to describe something that succeeded under impossible circumstances. For example: *They were able to escape the deserted island against all odds.*

The phrase *shorten the odds* means to make something more likely to happen. For example: *When the all-star player joined our team, it shortened the odds that we would become the league champions.*

The phrase *lengthen the odds* means to make something less likely to happen. For example: *When I failed that test, it lengthened the odds that I would pass the course.*

1 Listen and Discuss

- Tell students that they will listen to four true stories about amazing coincidences. Ask them to keep their books closed and just listen for general understanding of the stories.

Play the audio for all four stories on pages 20 and 21 as students just listen.

- Pause the audio after each story to ask the following questions:

(Beware of Falling Babies)

What fell out of a window? (a baby)

How many times did it fall out of the window? (twice)

(The Fatal Kimono)

What was fatal? (a kimono—a Japanese robe)

If something is fatal, is it good or bad? (bad)

(Struck by Lightning)

What happened to Edwin Robinson? (He was struck by lightning, and he could see and hear again.)

Did he die? (no)

(Double Trouble)

Who looked alike? (King Umberto of Italy and a restaurant owner)

What happened to these men? (They were both killed.)

- Ask students to open their books and study the pictures on pages 20 and 21. Point out the picture of the kimono and explain that this is a traditional Japanese robe.

Play the audio again. Have students listen and read along in their books in preparation for the Quick Check exercises.

Quick Check

A

- Read aloud the directions. Have a student read aloud the words in the box.
- Ask students to search the stories on pages 20 and 21 for the words in the box and underline them. Tell them to study the context of the words and guess at their meaning.
- Discuss strategies for guessing the meaning of words in context. For example, tell students to read the sentence more than once and think about what other word might make sense in the sentence. Tell them to then keep reading past the unfamiliar word and look for clues. If the word is repeated, tell students to compare the contexts. Can they think of a word that makes sense in both contexts?
- Have students work individually to complete the sentences with the words from the box. Then have them compare answers with a partner.
- To check answers as a class, call on students to read their completed sentences aloud.

Answers

1. resemblance	**3.** successively	**5.** assassinated
2. astounded	**4.** delighted	**6.** striking

B

- Have students work with a partner to ask and answer the questions. Tell them to refer back to the stories as necessary and circle the parts of the stories that provided the answers.
- To check answers, call on pairs to read aloud the questions and answer them.

Answers

Answers will vary. Sample answers:

1. On two separate occasions, Figlock was walking down the street and a baby fell on him.

2. Three owners of the kimono died before they had the chance to wear it.

3. The fire spread out of control, destroying many buildings and killing 100,000 people.

4. He was able to see and hear again, and he began to regrow hair on his head.

5. The king and the restaurant owner looked identical, were born on the same day in the same city, and were both married to a woman named Margherita.

2 Pair Work

- Call on a volunteer to read aloud the directions.
- Brainstorm examples of characters to interview for each story. For example, for *Beware of Falling Babies*, students might choose to interview Mr. Figlock or the baby's parents. For *The Cursed Kimono*, students might interview one of the girls who owned the kimono or the Japanese official who burned it. For *Struck by Lightning*, students might interview Edwin Robinson or a member of his family. For *Double Trouble*, students might interview King Umberto, his advisor, or the restaurant owner.
- Give pairs a minimum number of questions to ask, such as six or eight. Have students write down their questions and then practice their role play.
- Call on a few pairs to present their role plays to the class.

Workbook

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

Teaching Tip

Monitor group activities to make sure students are on task. When their discussions begin to lag or are off-topic, wrap up the activity. If a group finishes early and others are still working, give the group an additional task to accomplish. Students should not have free time in the classroom.

Additional Activity

Organize students into small groups. Give each group one of the vocabulary words from exercise **A**. Have groups prepare a word family chart for their word, including the noun, verb, adjective, and adverb forms. Then they write sentences using each form of the word. Have groups teach their words to the other groups by drawing their word family chart on the board and using each word in a sentence.

fun facts

The odds of being struck by lightning in any given year are about 1 in 700,000. Only about 10 percent of people who are struck by lightning die from the strike.

Double Trouble

On July 28, 1900, King Umberto I of Italy was seated in a small restaurant when the owner came to take his order. The king and his advisor were astounded. The man looked identical to the king. After taking a few minutes to appreciate their striking resemblance, the men began talking and found a number of other odd similarities. Both men were named Umberto, both were born on the same day in the same city, and both were married to a woman named Margherita.

The following day, the king was informed that the restaurant owner had been killed that morning in a mysterious shooting accident. Minutes after hearing this news, while climbing into his carriage, the king was assassinated.

Quick Check

A. Vocabulary. Complete each sentence with a word from the box.

assassinated	delighted	striking
astounded	resemblance	successively

1. The _____ between Juan and his brother is incredible. They could pass for twins.
2. We were _____ by the news that they were leaving the country.
3. Their letters became _____ shorter and shorter, until finally they stopped writing to each other.
4. I was _____ to get the news that I had been accepted into my first choice college.
5. The heir to the Austro-Hungarian throne was _____ in 1914. This was thought to be the first in a series of events that led to World War I.
6. That black-and-white photograph is so _____. I can't stop looking at it.

B. Comprehension. Answer the questions.

1. How did Joseph Figlock save a baby twice?
2. Why did a Japanese official from the 17th century decide to burn a certain kimono?
3. What happened when the kimono was burned?
4. How did Edwin Robinson's life change after he was struck by lightning?
5. When King Umberto I and the restaurant owner met, what similarities did they find they shared?

2 Pair Work

With a partner, choose one of the unusual events you read about. Write a list of 5 to 7 questions to ask a person who experienced the event. Then role-play an interview between a reporter and the person you selected.

3 Grammar

Such…That / So…That

Such and *so* make the meaning of an adjective or adverb stronger. *Such…that* and *so…that* are used to show cause and effect.

such + adjective + noun + *that*

It was **such** a strange experience to see my old friend again **that** I was speechless.
Jake is **such** a determined person **that** he always manages to succeed.

so + adjective or adverb + *that*

Finding my keys on the beach was **so** unlikely **that** I was shocked when I spotted them.
He ran **so** quickly **that** he won the race.

so + *many/few* + plural count noun + *that*

We discovered **so many** similarities between our lives **that** it almost frightened us.
So few people were accepted into the school **that** it's amazing we both got in.

so + *much/little* + noncount noun + *that*

I have **so much** homework **that** I won't be able to go out tonight.
He had **so little** training **that** no one thought he would be accepted to the energy company.

Note: *That* is frequently left out in casual speech.
The book was **so** popular **(that)** it sold out within a week.

Reducing Adverb Clauses

An adverb clause can be reduced to a participle phrase when the subject of the adverb clause and the subject of the main clause are the same. To do this, drop the subject in the adverb clause, and follow it with a gerund.

After <u>we met</u> online, we discovered that we live in the same town.

After <u>meeting</u> online, we discovered that we live in the same town.

I ran into him on the street while <u>I was calling</u> him on my cell phone.

I ran in to him on the street while <u>calling</u> him on my cell phone.

A. Complete each sentence with ***such (a/an)***, ***so***, ***so much***, ***so many***, ***so little***, or ***so few***.

1. My grandfather drives _____ slowly that other drivers get annoyed.
2. I got _____ sleep last night that I feel exhausted today.
3. He has _____ big family that he has cousins he hasn't even met.
4. They are _____ good friends that they are more like brothers.
5. The restaurant was _____ crowded that we couldn't get a seat.
6. There are _____ rooms left in the hotel that we'll have to take whatever is available.
7. There are _____ good courses this year that I can't decide which ones to take.
8. That TV has _____ large screen that it feels like you are almost part of the story.
9. There are _____ shoppers in the store today that it looks empty.
10. There are _____ good TV programs on these days that I hardly watch TV at all.

3 Grammar

Such…That / So…That

- Read the explanation with the class. Call on students to read aloud the examples.
- Write on the board:

  It was such a hot day.

  It was so hot today.

  Ask: ***What do* such *and* so *mean in these sentences?*** Elicit that they emphasize the adjective and make it stronger.
- Write the following sentences on the board for students to complete:

  It was such a hot day that…

  It was so hot today that…

  Explain that by adding the word *that*, these phrases now express a cause. Say: ***Complete each sentence with an effect.*** Answers may include: …we went to the beach; …we couldn't play football; …everyone was sweating; etc.
- Write the following sentences on the board:

  He ate so ____ cookies that he felt sick. (many)

  He drank so ____ coffee that he couldn't sleep. (much)

  She has so ____ time that she often doesn't finish her homework. (little)

  She takes so ____ classes that she has a lot of free time. (few)

  Elicit the correct word to complete each sentence.
- Direct students to exercises **A** and **B** for practice.

Reducing Adverb Clauses

- Read the explanation in the chart with the class along with the example sentences. Write additional examples on the board and ask students to reduce the adverb clauses. For example:

  Before I came to class, I ate a sandwich.

  (Before coming to class, I ate a sandwich.)

  While I was driving to school, I got into an accident.

  (While driving to school, I got into an accident.)

  Point out that if there is a *be* verb (as in the second example) this is also dropped.
- Write the following sentence on the board:

  I fell asleep while my friend was still talking to me.

  Ask: ***Can the adverb clause in this sentence be reduced?*** (no) ***Why not?*** (The subjects of the two clauses are not the same.)
- Direct students to exercise **C** for practice.

A

- Ask a volunteer to read aloud the directions.
- Do the first item together as an example. Elicit the correct word to complete the sentence. (so) Ask: ***Why did you choose* so?** (It is followed by the adverb *slowly*.)
- Have students work individually to complete the rest of the sentences. Then have them compare answers with a partner. Tell them to discuss any answers that are different and try to decide on the correct answer.
- Check answers by calling on students to read their completed sentences aloud. Ask the class to confirm whether each sentence is correct.

Answers

1. so
2. so little
3. such a
4. such
5. so
6. so few
7. so many
8. such a
9. so few
10. so few

Language Builder

The use of dangling participles is a common mistake, even for native speakers. A dangling participle is a clause that doesn't have a correct subject to modify. For example:

INCORRECT: *While riding my bike, a cat ran in front of me.*

While riding my bike is the dangling participle. It doesn't have a subject. This sentence implies that the cat was riding the bike.

CORRECT: *While I was riding my bike, a cat ran in front of me.*

B

- Have a student read aloud the directions and the example sentence.
- Tell students to first match the sentences in the left and right columns. Then they rewrite the two matched sentences as one sentence.
- Have students work individually to complete the exercise and then compare answers with a partner.
- Call on volunteers to read their sentences aloud.

Answers

1. **d** I'm having **such** a good time **that** I don't want to go home.
2. **a** The food was **so** spicy **that** my mouth burned for half an hour after eating it.
3. **f** Emma is **such** a popular name **that** there are four girls in my class with that name.
4. **c** The school is **so** selective **that** they only accept one student for every 100 applications.
5. **g** The company received **so** many complaints **that** they had to recall the product.
6. **b** My brother has won **so** many sports trophies **that** we've had to build a shelf to put them on.
7. **e** You made **such** a big meal **that** we'll never be able to finish it all.

C

- Have a student read aloud the directions and the example sentence.
- Have students work individually to rewrite the sentences and then compare answers with a partner.
- Call on volunteers to read their sentences aloud.

Answers

Answers will vary. Sample answers:

1. After finishing a large meal, I often feel sleepy.
2. You should always put on sunscreen before going to the beach.
3. While waiting for the bus, we looked through some magazines.
4. Before finding an apartment to rent, they had looked at dozens of apartments.
5. Before moving to Riyadh, my family had always lived in the country.
6. Since joining the social networking site, he has met many new friends.
7. While walking down the street, I ran into my old science teacher.

D

- Have a student read aloud the directions.
- Look at the picture together and elicit one or two sentences using *so. . . that, such. . . that*, or an adverb clause to get students started.
- Have students work in pairs to write sentences. Ask them to write at least three sentences using each grammar point.
- Call on volunteers to share their sentences.

Answers

Answers will vary. Sample answers:

1. It is such a hot day that the teenage boy's ice cream cone is dripping.
2. The little boy is so excited that he is dragging his father to the ice cream truck.
3. The little boy has eaten so much ice cream that he feels sick.
4. While running, the teenage boy tripped and fell.
5. Before skateboarding, the boy is putting on knee pads.

Workbook

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

Teaching Tip

Incorporate grammar instruction and practice into reading and writing activities. When reading a text, ask students to skim for the target grammar. When writing, ask students to try to use the target grammar at least once or twice.

Additional Activity

Ask students to find examples of the target grammar (*so. . . that, such. . . that*, and reduced adverb clauses) in the stories on pages 20 and 21.

fun facts

What are the odds?

- The odds of being killed by a falling coconut are about 1 in 250,000,000. When coconuts fall, they can reach speeds up to 50 miles per hour. About 150 people around the world are killed each year in this way.
- The odds of finding a pearl in an oyster are about 1 in 12,000.

B. Match the sentences. Then use these ideas to write one sentence with ***so…that*** or ***such…that***.

I'm having such a good time that I don't want to go home.

1. _d_ I'm having a good time.
2. ___ The food was spicy.
3. ___ Emma is a popular name.
4. ___ The school is selective.
5. ___ The company received many complaints.
6. ___ My brother has won many sports trophies.
7. ___ You made a big meal.

a. My mouth burned for half an hour after eating it.
b. We've had to build a shelf to put them on.
c. They only accept one student for every 100 applications.
d. I don't want to go home.
e. We'll never be able to finish it all.
f. There are four girls in the class with that name.
g. They had to recall the product.

C. Rewrite the sentences, reducing the adverb clauses to participle phrases.

While my brother was vacationing in New York City, he visited the Empire State Building.
While vacationing in New York City, my brother visited the Empire State Building.

1. After I finish a large meal, I often feel sleepy.
2. You should always put on sunscreen before you go to the beach.
3. While we waited for the bus, we looked through some magazines.
4. Before they found an apartment to rent, they had looked at dozens of apartments.
5. Before we moved to Riyadh, my family had always lived in the country.
6. Since he joined the social networking site, he has met many new friends.
7. While I was walking down the street, I ran into my old science teacher.

D. Look at the picture. Describe what you see using ***so…that***, ***such…that***, and reduced adverb clauses.

4 Conversation

Ahmed: Fahd? Fahd?

Fahd: Yes? Hey, aren't you…?

Ahmed: Ahmed! Abdullah's brother. From Jeddah. From back home.

Fahd: I knew you looked familiar, but I couldn't place your face. What are you doing here?

Ahmed: I'm going to school here.

Fahd: No way! That's incredible. Abdullah never mentioned that you were going to college in Beirut.

Ahmed: I didn't know either until a couple of months ago. I applied, but I was put on the waiting list. It was looking iffy there for a while, but I got a break in July. A space opened up. I was so happy that I was on cloud nine for weeks.

Fahd: I can't get over this. What are the chances? I hope we'll see each other around campus. Though, I don't know if we'll run into each other that often. I'll be spending most of my time on the north campus. That's where most of my classes will be.

Ahmed: Why? What are you studying?

Fahd: Pre-law.

Ahmed: No way! I'm studying pre-law, too!

Fahd: OK. Now you're freaking me out.

Ahmed: This is amazing. What dorm are you in? Wait. Don't tell me. I bet you're in Fares Hall.

Fahd: No. Habib Hall.

Ahmed: Whew. I'm almost glad. I don't think I could have handled another coincidence.

About the Conversation

1. How do Ahmed and Fahd know each other?
2. What unexpected coincidences are revealed during their conversation?
3. How does Fahd feel about the coincidences?

Real Talk

iffy = uncertain
break = significant opportunity
on cloud nine = extremely happy
freak (someone) out = to shock or disorient someone

Your Turn

Role-play with a partner. Think of a situation in which two people might be surprised by a coincidence, for example: two people finding out they have the same name, or two friends who run into each other at the mall and find out that they've just bought the exact same item. Role-play the conversation, using phrases for expressing surprise.

Expressing Surprise

How about that!	No way!
I can't believe this!	That's incredible/amazing!
I can't get over this.	This is hard to believe.
I'm speechless.	What are the chances?

4 Conversation

- Focus students' attention on the picture. Ask: ***What can you guess about these people?*** (They must know each other well. They might be friends.)
- Play the audio. Ask students to cover the text or close their books and just listen.
- Go around the room, asking students to say one thing they understood from the conversation. They may not repeat anything said by a classmate.
- Play the audio again. This time, have students listen and read along in their books.
- Tell students that listening to the tone in the speakers' voices can help them understand the meaning. For example, in this conversation, the speakers sound very surprised about the coincidences.
- Play the audio a final time. This time, have students read along quietly to themselves, mimicking the tone in the speakers' voices.

Real Talk

- Model the words and phrases for students to repeat.
- Discuss the meaning of each word or phrase in the context of the conversation and elicit the meaning.
- Ask: ***What was* iffy?** (whether there would be a space at the college for Ahmed) Ask: ***What word do you see inside* iffy?** (if) Explain that the slang word *iffy* is a derivative of *if*, meaning *uncertain*, *doubtful*, or *questionable*. Elicit or provide an additional example, such as: ***The weather is iffy today. It may rain, but it may not.***

Language Builder

Point out the verb *place* in the sentence: *I knew you looked familiar, but I couldn't place your face.* Explain that *to place someone or something* means *to identify it by connecting it with the proper place or circumstance.*

- Ask: ***What is Ahmed's* lucky break?** (A space opened up at the college.) Elicit or provide an additional example, such as: ***The author got his lucky break when an agent read his book.***
- Ask: ***Why was Ahmed* on cloud nine?** (He was accepted at the college.) Provide an additional example, such as: ***I was on cloud nine when I got the exam results.*** To elicit additional examples, say to the class: ***Describe a time that you were on cloud nine.***
- Ask: ***What is* freaking *Fahd* out?** (finding out about all of the coincidences between himself and Ahmed) Explain that the phrase *freaked out* often refers to how a person feels about amazing coincidences. Provide an additional example, such as: ***I was freaked out to discover that we had enrolled in all of the same classes at the same college.*** Elicit additional examples from the class.

About the Conversation

- Have students work in pairs to ask and answer the questions.
- Call on pairs to read aloud the questions and answer them.

Answers

Answers will vary. Sample answers:

1. They are both from Jeddah. Fahd is friends with Ahmed's brother.

2. They are both studying pre-law at the same college in Beirut.

3. He feels shocked about the coincidences.

Your Turn

- Ask a volunteer to read the directions aloud.
- Focus students' attention on the box of phrases for *Expressing Surprise*. Ask students to read aloud the expressions with appropriate surprised expression.
- You might have students find and underline expressions from the box in the conversation. Then replay the audio of the conversation for students to listen to the expression in the speakers' voices.
- Have students work with a partner to create and role-play a conversation, using some of the expressions from the box. Remind them that this is a speaking activity and that they shouldn't write the conversation.
- Ask one or two pairs to role-play their conversation for the class.

5 Listening

- Read aloud the directions and direct students' attention to the picture and the chart.
- Tell students that they will listen to hear how Alicia and Jenna are alike. Ask: ***What kind of information do you think you will hear?*** Elicit that they will probably find out how the girls are similar in ways other than their looks.
- Play the audio twice. After the first listening, give students time to write any information they can remember. Then play the audio again for students to complete their answers.
- Play the audio a final time to discuss and check answers.

Answers

How are Alicia and Jenna alike?

Both: They are both
studying psychology
have similar accents and mannerisms
have been painting since they were five
liked horses
planned to study teaching
volunteered at the community support center
have the same recurring dream

Audioscript

Alicia Smith and Jenna Greer are identical twins who, at birth, were orphaned and adopted by different families. Incredibly, they grew up just 25 kilometers apart from one another, with each believing that she was an only child.

Some would say that the story of their recent accidental reunion was coincidence. Some would say it was meant to be. Upon graduating from high school, each of the girls chose to study psychology at universities only 2 kilometers apart. While attending university, Jenna kept noticing that strangers would wave and say hello to her. Meanwhile, Alicia's friends complained that she sometimes didn't wave back at them when they saw her on the street. Listen to the young women tell the story of how they discovered one another.

Alicia: A friend of Jenna's came to a study meeting at our dorm when I was twenty. She was shocked by how much I looked like a friend of hers. Of course, that friend was Jenna. She kept telling me that I had to meet this friend. She showed me a picture of Jenna and gave me her email address.

Jenna: After exchanging a couple of emails and talking to our parents, we discovered that we were sisters. So we made plans to meet.

Alicia: The first meeting was really emotional. I thought my heart was going to thump out of my chest. It was strange seeing my face on someone else's body. And as soon as we started talking, we both noticed how similar our accents and mannerisms were.

Jenna: As we got to know each other, we found out that we'd lived lives that were, in many ways, incredibly similar. It's uncanny how much we have in common. Both of us have been painting since we were five, we both liked horses, we both planned to study teaching, and we had both volunteered at the community support center.

Alicia: But I think the strangest thing of all is that we even have the same recurring dream. One time when Jenna and I were talking, she described the same dream that I've had since I was a child. I was so freaked out that I just dropped the phone.

Jenna: I really believe that we are meant to be together. I think it was supposed to happen now. Not when we're older, or when we were younger and wouldn't have understood. This way we can enjoy each other for the rest of our lives.

6 Pronunciation

- Play the audio twice. The first time students just listen. The second time they listen and repeat, or speak along with the recording.

7 Vocabulary Building

A

- Have students match the words and the definitions.

Answers

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

B

- Have students compare answers with a partner.

Workbook

Assign page 15 for additional reading practice.

Teaching Tip

Teachers need to be good listeners too. Let students completely finish speaking before you answer them. Don't assume what they are going to say.

Additional Activity

If possible, make use of the Internet for listening activities. Find appropriate sites and passages ahead of time and assign them to your students.

fun facts

The odds of having identical twins are about 1 in 250. Identical twins do not run in families and there is no way to increase the odds of having them.

5 Listening

Listen to the story about identical twins who were separated at birth. Then list the similarities between the twins.

How are Alicia and Jenna alike?

6 Pronunciation

Sometimes consonant sounds are left out in casual speech. For example, when a word with a final ***t*** is followed by a word that begins with another consonant sound, the ***t*** is often left out. Listen and practice.

1. They are identical twins who, a**t** birth, were adopted by differen**t** families.

2. The firs**t** meeting was emotional.

3. I thoug**ht** my hea**rt** was going to thump out of my chest.

4. I jus**t** dropped the phone.

5. The strange**st** thing of all is tha**t** we even have the same recurring dream.

7 Vocabulary Building

A. You will see the following words in the reading on pages 26 and 27. Match the words with their meanings.

1. _____ detectable	**a.** remaining whole and unharmed
2. _____ disoriented	**b.** imagining things that are not real
3. _____ exhilarating	**c.** very thin and tired
4. _____ haggard	**d.** able to be found
5. _____ hallucinating	**e.** the quality of radio waves received by a device
6. _____ intact	**f.** very surprising
7. _____ reception	**g.** causing a strong feeling of excitement and happiness
8. _____ startling	**h.** confused

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

8 Reading

Before Reading

Think of a story you've heard about a person who survived a dangerous or difficult situation. Tell the class about it.

Survival
Against the Odds

Beating the odds is always a great feeling. Just ask anyone who has been accepted to a selective college, or unexpectedly won an athletic event. But beating the odds is never quite as exhilarating an experience as when the odds are against your survival.

Tami Oldham Ashcraft knows this feeling. At the age of 23, while she was sailing the South Pacific, Ashcraft was caught in a violent hurricane. The 50-foot (15-meter) waves overturned her boat. Ashcraft, who was below deck, was knocked unconscious. When she awoke 27 hours later, the boat had turned right side up again, but the storm had been so violent that the sails were destroyed, the motor was dead, and the radio was lost. Only the rudder, which steers the ship, was intact. Ashcraft was badly injured and disoriented.

Determined to survive, Ashcraft created a sail from scraps of material and charted a path to Hawaii, which was 1,500 miles (2,400 kilometers) away. Traveling only two miles an hour, Ashcraft reached her destination 41 days later. Having lost 40 pounds (18 kilograms) during her ordeal, Ashcraft was thin and haggard when she arrived. However, she was happy and grateful to have beaten the odds. Ashcraft, who still sails, eventually told her tale of survival in a book called *Red Sky in Mourning*.

Another such tale of survival against the odds can be told by Eric Le Marque, a hockey player who played with the French national Olympic team during the 1994 Olympics. One day in February 2004, Le Marque set out for a day of snowboarding in California's Sierra Nevada Mountains. But by the end of the day, Le Marque found himself in a life-or-death situation.

While looking for a good place to snowboard, Le Marque lost his way and ended up in the wilderness at the back of the mountain. Le Marque, who had expected to just be out for a couple of hours, had no food, very few supplies, and his cell phone battery was dead. All he had was a seemingly useless pocket radio. Once he realized he was lost, he decided to keep moving. Unfortunately, he chose the wrong direction and, over the next few days, moved farther and farther away from safety and rescue. Knowing that eating snow lowers body temperature, Le Marque ate only tree bark and pine seeds.

After a few days Le Marque had an idea that may have saved his life. He turned the pocket radio into a kind of compass. He noticed that whenever he pointed the radio in a certain direction, the reception for a local radio station grew stronger. Using this radio reception as a guide, Le Marque switched direction and started walking towards safety and, ultimately, rescue.

For days, Le Marque struggled through hunger, freezing temperatures, and 12-foot (4-meter) deep snow. By the eighth day, Le Marque was so weak and his legs were so frostbitten that he could no longer walk or even stand. He was in such bad condition that he began hallucinating that his situation was just a video game. He recalls thinking, "The game is over. Let's reset it. I give up." Le Marque was at the point of exhaustion and death when he was found by rescuers in a helicopter. Although he lost his legs to frostbite, Le Marque's survival experience left him with more of an appetite for life than ever before. After being fitted with artificial limbs, he vowed to go snowboarding again. Only in the future, he plans to be much better prepared.

Occasionally, some owe their survival not to struggle, but to nature. Take the startling case of Mitsutaka Uchikoshi. One ice-cold October day in 2006, Uchikoshi had been with a group on a mountain in western Japan. After wandering off into a field on his own, Uchikoshi tripped, hit his head, and was knocked unconscious. As Uchikoshi remembers, "I was in a

8 Reading

- Ask students to keep their books closed. Arrange students in small groups to discuss the **Before Reading** activity. Write it on the board for groups to refer to: ***Think of a story you've heard about a person who survived a dangerous or difficult situation. Tell about it.***
- Elicit a few survival stories from the class.
- Ask students to open their books to pages 26 and 27 and preview the reading. Tell them to read the title and look at the pictures. Ask: ***What do you think this reading will be about?*** Students can predict from the title that the reading will be about survival in dangerous situations. From the pictures, students can predict that the reading will tell about a survival story at sea and about a survival story in the cold, snowy mountains.

Play the audio of the complete reading. Have students listen and read along in their books.

READING STRATEGY Summarizing

- Tell students that being able to summarize a reading succinctly is an important skill, both for academic success and in everyday life. People often summarize texts for others as a way to share information.
- Ask: ***What makes a good summary?*** Elicit or provide the following information:
  1. A summary is shorter than the original text.
  2. A summary contains the main ideas of the original text.
  3. A summary does not contain opinions or commentary by the summarizer.
- Arrange students in pairs to practice summarizing. Tell students to read the survival stories silently, paragraph by paragraph. Have them stop after every paragraph and take turns summarizing the paragraph they just read.
- Monitor as pairs summarize. Make sure that they are only telling the main ideas of each paragraph and not going into too much detail.
- For additional vocabulary practice, refer students to the Vocabulary Building exercise on page 25. Ask them to find and underline the vocabulary words in the stories.
- Have students study the words in the context of the stories. Elicit sentences using the words in the context of the reading. For example:

  When Uchikoshi was found in the field, his pulse was not *detectable* and he was thought to be dead.

  After the storm, Ashcraft was injured and *disoriented*. She didn't know where she was.

  Beating the odds in order to survive can be an *exhilarating* experience.

  Ashcraft looked *haggard* when she arrived in Hawaii since she had lost so much weight and was exhausted.

  Le Marque was so cold, hungry, and tired that he began *hallucinating* that he was in a video game while trying to find his way to safety.

  Fortunately, the rudder on Ashcraft's boat was still *intact* after the storm and she was able to steer the boat.

  Le Marque used his pocket radio to point him toward safety, using the quality of *reception* to indicate when he was getting closer to people.

  The case of Uchikoshi is startling because the human body does not normally go into a state of *hibernation*.

Culture Note

The Sierra Nevada Mountains

The Sierra Nevada Mountains are located in the U.S. states of California and Nevada. The range is about 400 miles (650 kilometers) north to south. The highest peak is Mount Whitney, which is 14,505 feet (4, 421 meters).

After Reading

- Arrange students in pairs to ask and answer the questions. Have them refer back to the text as necessary and underline the parts of the text that provided the answers.
- Check answers by calling on pairs to read aloud the questions and their answers. Have pairs then call on other pairs to read the next question and answer.

Answers

1. She survived and made it home under very difficult circumstances.

2. She was very thin and tired.

3. He got lost on the mountain and had no supplies or way of calling for help.

4. He did not eat snow, and he used his pocket radio to point him in the right direction.

5. He fell while wandering off alone into a field.

6. His body temperature lowered and his heart rate slowed down.

9 Speaking

- Have students think about emergency situations. Have students work in small groups to discuss and answer the first two questions. Have students copy down the chart from their books and use it to write their own ideas. Assign one student in each group the role of reporter.
- Call on the reporter from each group to summarize the highlights or most interesting parts of their group's discussion.

Workbook

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

Teaching Tip

It is often difficult to predict how fast a class will work through a lesson. Always have backup activities or language games ready in case you need them. Keep a file of games and activities on hand for all classes.

Additional Activity

Write the name of a natural disaster on the board, for example: ***FLOOD***. Go around the room, eliciting vocabulary related to this disaster, beginning with each letter in the word. For example: (F) flee, (L) lake, (O) overflow, etc. Repeat with the names of other disasters. This can be done as a group or class activity.

Project: Survival Handbook

Working in groups, have students create survival handbooks. Each group chooses five natural disasters. They research and prepare a list of tips for preparing for and surviving each disaster. As a class project, compile all of the disasters in one handbook to distribute as desired.

fun facts

The worst natural disasters in modern history include the following. (Estimated death tolls are in parentheses.)

- The China floods of 1931 (1,000,000–4,000,000)
- The Yellow River Flood of 1887 (900,000–2,000,000)
- The Bhola cyclone of 1970 (500,000)
- The India cyclone of 1839 (300,000)
- The Indian Ocean tsunami of 2004 (230,000)

field, and I felt very comfortable. That's my last memory." He remained unconscious in almost-freezing temperatures without food or water for more than three weeks.

When he was found in the freezing field 24 days after his fall, he did not seem to be breathing and had no detectable pulse. His body temperature was nearly 30 degrees below normal, and his organs had nearly shut down. Doctors assumed he was dead. Yet something incredible happened while he was at Kobe City General Hospital: He woke up! Even more incredibly, Uchikoshi, who was treated for severe hypothermia and blood loss, made a full recovery. Doctors believe that Uchikoshi's body went into a state similar to hibernation. In hibernation, the body temperature of an animal is lowered and its breathing and heart rate slow down. Hibernation reduces the need for food and protects animals from damage to the brain and other organs.

Stories like these remind us that even when we are in a situation that seems impossible, we should never give up hope. After all, there is always a chance that you will succeed—against the odds!

After Reading

Answer the questions.

1. How did Ashcraft beat the odds?
2. What condition did Ashcraft return in?
3. How did Le Marque end up in such a dangerous situation?
4. What were two decisions Le Marque made that helped him survive?
5. How did Uchikoshi end up unconscious in an ice field?
6. How was the state Uchikoshi ended up in similar to hibernation?

9 Speaking

1. Work in pairs/groups. Think about emergency situations that are life-threatening, such as being stranded in the desert, getting caught in a storm, being trapped in a cave in freezing weather, or being buried under the ruins of a building after an earthquake. Talk about survival stories that you have read or heard about.
2. What qualities and attitudes can help a person beat the odds in a survival situation? Do you think some people are better able to survive than others? Why? Why not?
3. Use the situations in the chart below or add your own. Some notes have been made for you. Add your own ideas and talk about them in class. Compare ideas with other pairs/groups.

	Survival situation	Helpful attitudes	Helpful actions
1	trapped in a building after an earthquake	have a strong will or determination to live	defeat negative thoughts and fears; do not panic
2			
3			
4			

10 Writing

A. 1. What makes the Kingdom of Saudi Arabia a strong and wealthy nation?

2. How can it become an even stronger global economy?

3. Read the text and find out.

- Are some of your ideas included in the text?
- Is there new information? What is it about?
- How are the following defined in the text?
  a vibrant society
  a thriving economy
  an ambitious nation

VISION رؤيـــة 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

The Kingdom of Saudi Arabia is blessed with an abundance of untapped, natural resources and growth opportunities. Its real wealth, however, lies in the abilities and potential of the nation's society. Saudi Arabia is an exceptional nation due to its Islamic faith, national identity, culture and heritage.

A vibrant society will be the foundation of Saudi Arabia's 2030 vision. A society whose members enjoy a fulfilling and secure life in an attractive, sustainable environment, and are empowered by social and health care systems that ensure their physical, psychological, and social well-being.

The Saudi society is defined by its adherence to Islamic values and its family orientation. It is essential, therefore, to support and empower families so that they can develop their children's talents and character, and have an active role in their education.

The Saudi nation cherishes the honor bestowed upon the Kingdom to welcome and serve an increasing number of pilgrims and visitors every year. For this reason, plans have been made for a further expansion of the Two Holy Mosques and the upgrading of services, in order to accommodate 15 million visitors by 2020.

Culture and entertainment are an integral part of a fulfilling life. To this effect, projects will be launched to establish libraries, galleries, and museums and provide different types of entertainment.

A thriving economy offers equal opportunities for all citizens through an updated, high quality educational system aligned with the employment needs of a dynamic market. Access to economic and employment opportunities will be available for entrepreneurs, small and large enterprises. The Kingdom's diversified economy and streamlined business services will attract new talent and investments. Saudi Arabia's strategic position will make it the logistical hub connecting Europe, Africa, and Asia.

Investment capabilities will be maximized through the ongoing privatization of state owned assets and agencies. New sectors will enrich national economy. Telecommunications and information technology, including high-speed broadband, will be developed in and around cities and rural areas.

An effective, transparent, responsible, accountable, enabling, and high-performing government is a fundamental prerequisite for **an ambitious nation**. In view of this, all the necessary steps will be taken to ensure that relevant services and regulations are in place, to foster the ongoing growth and development of the private and non-profit sectors. Our goals and commitments include programs that will contribute to the effective restructuring of government agencies, fiscal management, regulations, and performance management programs.*

* *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.*

10 Writing

A

- Organize students into pairs. Focus their attention on the title. Give them a few minutes to discuss what know about the Kingdom's vision for 2030.
- Discuss ideas in class. Ask students to define "vision". Elicit explanations from different students.
- Read directions for 1 and 2 and have students work in groups discussing the questions. Remind them to make notes as they make suggestions so they can use them to report in class. Circulate and monitor to make sure everyone participates. Help students when necessary.
- Call on pairs to present their ideas for the class. Hold a class discussion about the future in your country and other areas of the world.
- Have a student read directions for 3 aloud. Ask students to focus on the first two questions. Have them compare their ideas to those in the text and identify new information that they had not thought of before reading.
- Give students time to read individually and answer, then compare with a partner.
- Call on volunteers to share their ideas with the class.
- Have students focus on the last question of 3.
- Play the audio and have students listen and follow in their books. Discuss answers in class.

Answers *will vary. Sample answers:*

A vibrant society: a society that is empowered by social and health care systems that ensure the physical, psychological and social well-being and is healthy, active and successful.

A thriving economy: a diversified, dynamic economy, with a lot of employment and investment opportunities for small and large enterprises, streamlined business services in a strategic location.

An ambitious nation: a nation that is interested in ongoing growth and success in all sectors.

Optional: Have students look up the words in a dictionary or thesaurus, choose the appropriate definition and compare to the descriptions in the text. Alternatively, you might prefer to give them some general definitions to compare or help them rephrase their answers. (vibrant: full of life, activity, energy; thriving: growing, developing successfully, booming; ambitious: having a strong desire to be successful)

- Call on students to report their answers. Ask them to say where they found the answer in the text. Have the rest of the class listen and agree or disagree.

Additional Activity

Have groups prepare a chart that shows different areas of the economy and how they affect the citizens of the Kingdom. Encourage students to search for additional information and be creative. Tell them that they can use the original text.

B

- Tell students that they are going to write an essay about their vision of the future in a particular area.
- Read the directions for 1 and 2 and organize students in pairs or small groups. Ask them to choose the area / sector that they would like to research and write about. Encourage more confident learners to choose areas that are more demanding and less confident learners to work on areas that might be more familiar or easier to research and relate to.
- Remind groups to make notes in the chart. Explain that the chart is there to help them organize their information not restrict it and encourage them to add more sections if necessary.
- Focus students' attention on the Writing Corner and ask them to brainstorm in groups and create a list of what they should or should not do while preparing their essay.
- Have students read the points listed in the Writing Corner, compare with their ideas and discuss them in class.
- Direct students to the examples for editing. Have them read 1 and 2 and comment. How could the statements/ descriptions become livelier, more imaginative and involve the reader?
- Give students time to edit the examples and make them more reader-friendly and imaginative.

Answers *will vary. Sample answers*

1. Residential districts/ areas are planned and built carefully in an environmentally friendly manner. / Sustainable, residential areas are planned and built to provide inhabitants with a healthy, attractive and secure environment.

2. There are healthy plants and trees indoors and outdoors in all possible places, thanks to the domes that filter radiation. / You see plants everywhere, in and out of buildings. It's amazing how well all the plants and trees are doing thanks to the protection of the domes.

- Have students read the model text and comment. Allow them to modify their introduction if they wish but make sure that it is not too long. Remind them that they will need to focus on the area they have chosen through most of their essay.
- Organize students into groups according to the area/s they would like to work on. Have groups complete their charts with notes. Circulate and monitor participation; help when necessary.
- After groups/pairs have made their notes have them work together writing their essays. Tell them to work together and help each other. You may ask each student to write their own text or write one text per pair or one text per group.
- If there is no internet access or library that the students can use to research and gather information, allow groups to share tasks and finalize their essay for the next lesson. Alternatively, you might wish to download information on different areas and hand them out to students.
- Have students exchange texts within their group, read and comment or make corrections.
- Give them some time to edit and rewrite their essays and decide how they are going to illustrate them. Have them find photos on the Internet, books or magazines.
- Encourage students to design an attractive page. Elicit ideas about the layout/format. They can produce a booklet or a leaflet or an illustrated text that one can find on the Internet.
- Call on groups to present their essays to the class. Allow time for students to read each other's guides.

Additional Activity

Have students reproduce their essay, especially if it is word-processed without a title that names the area/ sector of their vision. Ask groups to exchange essays, read them and try to identify which area / sector is being described. OR Have students read their essay aloud without mentioning the area / sector that is being addressed.

- You may wish to have one or two more editing stages here before asking students to write their final draft.

Workbook

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

B. **1.** Write about your vision of the future. Choose an area/sector that you would like to focus on. Here are areas that you might like to choose from:

Sports • Technology • Entertainment • Education / Schools • Culture Cities • Energy • Sustainability • Business • Health • Social Services Water Management • Employment • Buildings / Construction

2. Research and find out more about:
- Saudi Arabia 2030 Vision
- Other projects and information relevant to your chosen area of focus

3. Write your essay.

(Features, factors, facilities, support, resources, etc.)	Available Now	2030	2050

Cities of the Future

I can visualize different versions of cities in the future but they all share one essential characteristic. They are protected by a bio-dome, built to make the most of light and renewable energy and prevent the damaging effects of radiation.

As a city expands, new adjacent domes are constructed around the initial mega dome. A satellite view of the city would show it as a number of "bubbles" in the shape of a flower, with or without a stem, or a string of bubbles in a geometrical shape, and so on…

Strict building regulations will prevent arbitrary constructions and determine the type of materials to be used …

Writing Corner

When you write about your vision:

- **close your eyes and visualize, i.e. create imaginary mental pictures.**
- **hold the image in your memory and make notes (write key words, e.g. adjectives, nouns, etc. that describe the image).**
- **address your readers directly.**
- **think about what they might know or have seen in images, films, science fiction, documentaries, and other sources.**
- **use vivid descriptions and similes.**
- **be imaginative and creative.**
- **use a thesaurus or dictionary to help you.**
- **draw a picture.**

Edit the following examples to make them more reader-friendly and imaginative.

1. Residential districts are constructed according to a set of pre-approved plans and are required to use sustainable technologies.

   _____

2. The domes function as filters of urban biospheres, with thriving indoor and outdoor vegetation in all available spaces.

   _____

11 Form, Meaning and Function

Past Progressive

Use the past progressive (*be* + present participle) to describe a long action that is interrupted by a short action.
As Figlock **was walking** down a Chicago Street, a baby **fell** from a fourth-story window. A year later, while he **was passing** by that same building, the same baby **fell** out of the same window and **landed** on Mr. Figlock.

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

Use the past progressive when we talk about a temporary state or action.
Q: Have you always lived in Riyadh? **A:** No. A few years ago, I **was living** in Dubai.
Q: What **were** you **doing** in Dubai? **A:** I **was studying** for my degree.

Use the past progressive with *always* to describe a repeated or annoying action.
My old car **was always breaking** down so I bought a new one.

Use the past progressive to describe two actions that were happening at the same time.
On June 6, 1980, Edwin Robinson **was** out **walking** and looking for his pet chicken during a thunderstorm when he was struck by lightning.

Was/Were Going To and *Was/Were About To*

Use *was/were going to/about to* + base form to refer to actions that were intended but probably didn't happen.
I **was going to study** Engineering, but my father advised me otherwise.
They **were** just **about to leave** when the phone rang.

A. Complete the news report using the verbs in parentheses. Use the passive and active simple past, the past progressive tense and ***was/were about to***.

The last thing 17-year-old Ricardo Gordon remembers _____ (1. be) that a storm _____ (2. be about to) come, and he _____ (3 rush) to get inside. Next thing he _____ (4. know), he _____ (5. lie) in a hospital bed. Here is what _____ (6. happen). Ricardo _____ (7. listen) to the live broadcast of the football game when lightning _____ (8. hit) him. As a result, his hair and ears _____ (9. burn), and he _____ (10. have) dark spots all over his body. The wounds on his body _____ (11. follow) the wire of his smartphone, from his ears down to his hip, where he _____ (12. carry) the device. The electric current _____ (13. travel) from his smartphone to his headphones. Ricardo is lucky to be alive!

B. Work with a partner. Look at the newspaper headlines and imagine the story. Tell the story.

British Burglar Says "Sorry" With Flowers

Paper Boy Steals Truck to Speed Up Deliveries

Criminals with Big Plans, Small Car

11 Form, Meaning and Function

Past Progressive

- Go over the material in the presentation. Explain that we use the past progressive to talk about an action that started before a certain time in the past and was still in progress at that time.
- With most students it is probably helpful to draw a parallel between the past progressive and the present progressive. Illustrate this by drawing a timeline on the board.
- Draw students' attention to the example sentences and elicit how the past progressive is formed. (*was/were* + the *-ing* form of the verb)
- Have students say what they and their families were doing at a certain time in the past. First, talk about you and your family. For example, *Yesterday between 6 and 7 o'clock I was eating dinner. My brother was watching the news. My daughter was doing her homework.*
- Draw students' attention to the use of the past progressive with *always* to express irritation with a past, repeated activity. Elicit from students some other examples of behavior or actions that annoyed them in the past.
- Ask a student to read out the next example and tell students to circle the two actions. (walking and looking)
- Point out that verbs to do with thinking and feeling are not normally used in the progressive form. For example: *like, agree, know, want, believe, and understand.*

Was/Were Going To and *Was/Were About To*

- Read the explanation with the class. Have a student read aloud the example. Elicit if the example describes a prediction or an intention that wasn't carried out. (an intention)
- Explain that when *was/were going to* is used to express an intention, we can substitute it with the structure *was/were about to.* For example, *I was about to study Engineering, but my father advised me otherwise.*
- Explain that we use *was/were going to* with prediction in the past. We can't use *was/were about to* in these cases. For example: *When he was younger, he thought he was going to be rich.*

A

- Give students a few minutes to look at the picture and read through the paragraph to get a sense of what it is about. Ask students to close their books and describe in their own words what happened.
- Students open their books and complete the paragraph individually before they compare their answers with their partner.
- Call on volunteers to read the completed paragraph aloud to the class.

Answers

1. was
2. was about to
3. rushed
4. knew
5. was lying
6. happened
7. was listening
8. hit
9. were burned
10. had
11. followed
12. was carrying
13. traveled

B

- Read out the directions and write the newspaper headlines on the board. Brainstorm some ideas as a class and write key words on the board under each newspaper headline.
- Put students into pairs or groups of 3 and ask them construct a story using full sentences.
- Call on volunteers to read out their group's story. Correct any errors you hear with regards to form on the board as a class.

Answers

Students' own answers

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:
  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.* OR *By the time they arrived home, he had left.*
- Ask students to reformulate the example sentence in the presentation using *before* and *by the time*.

Past Perfect Progressive and Past Simple Tense

- Have students read the explanation and the example. Have students find more examples of the past perfect used with the past simple in the stories on pages 26 and 27. For example,
  When she awoke 27 hours later, the boat had turned right side up again, but the storm had been so violent that the sails were destroyed, . . .
  Le Marque, who had expected to just be out for a couple of hours, had no food, very few supplies, and his cell phone battery was dead.
  One ice-cold October day in 2006, Uchikoshi had been with a group on a mountain in western Japan. After wandering off into a field on his own, Uchikoshi tripped, hit his head, and was knocked unconscious. . .

Language Builder

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

C

- Ask students to read the directions and to work individually to complete the sentences using the past simple or past perfect forms.
- Call on volunteers to read out their answers.

Answers

1. had cooked, caught
2. arrived, had stopped
3. had been, appeared
4. had never traveled, went
5. arrived, had already taken

D

- Give students a few minutes to read through the newspaper story. Ask them to close their book and recount what they have read to a partner.
- Students complete the story individually and check their answers as a class by calling on students to read the completed story aloud.
- Check answers and go through any errors that students make with verb forms by referring to the explanation in the presentation.

Answers

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

Workbook

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

Additional Activity

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

Past Perfect Tense

Use the past perfect tense (*had* + past participle) to indicate an action that happened before another action in the past

When Edwin Robinson was struck by lightening he **had been** blind and deaf for almost 10 years.

Past Perfect Progressive and Past Simple Tense

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

King Umberto of Italy **had been climbing** into his carriage when he was assassinated.

C. Complete the sentences using the verbs in parentheses. Use the simple past and the past perfect forms.

1. Ahmed _____ (cook) his favorite meal when the pan _____ (catch) fire.
2. By the time we _____ (arrive) at the picnic, 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.

D. Read the newspaper story about a burglar that was caught against the odds. Complete the article with the correct form of the verbs. For some answers, both the simple past and the past perfect forms are possible.

Would-Be Robber Forgets Important Detail

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

12 Project

1. Work in pairs/groups. Research and collect information about real survival stories.
2. Use a real story or create your own. Think about:
   - the setting (where the story took place)
   - the people/person involved
   - the circumstances
   - the survivor's attitude
   - the survivor's actions and frame of mind
   - how the survivor managed to save himself or was rescued
3. Make notes in the chart and use them to organize and finalize your story.
4. Make a comic strip or a storyboard with your story.
5. Share the work among members of your group. If you make a comic strip decide on:
   - what will go in each frame
   - whether you will use captions to narrate the story
   - whether you will use speech bubbles and thought bubbles to show what each person is thinking or saying
   - what you will write in the captions
   - what you will write in the bubbles
6. Display your comic strip in class and act it out.

A Survival Story	
The people/person involved	
The setting/location	
The circumstances	
The problem	
The survivor's attitude/feelings	
The survivor's actions	
The final outcome	

12 Project

- Tell students that they are going to research and prepare a comic strip.
- Have students brainstorm on comic strips and discuss what they know about them. Ask them to think about comic strips that present a series of events, a story or an adventure. Have a class discussion.
- Ask students to form groups. Have a student read the directions for 1, 2 and 3. Discuss the directions in class.
- Use a real story that the students are familiar with. Elicit the setting, the people, the circumstances etc. as listed in 2, to demonstrate what the students need to do.
- Have groups spend some time discussing a real story and/ or creating their own. and make notes in the chart.
- Focus students' attention on 4. Give groups some time to decide if they are going to do a storyboard or a comic strip.
- Have students move around the classroom to find out about circumstances and details that they are unsure about from other students. Encourage them to ask questions and make notes of new information.
- Have students research, collect information and make notes. Allow them to add more details if they wish. Circulate and monitor to make sure that they are focusing on their chosen task.
- Read the directions for 5 with the class. Point out that the same points will apply to a storyboard. Remind students to assign tasks to different members of the group in order to make the best use of time and resources. For example making artistically talented members of the group responsible for design and illustration, assigning the editing and formatting or rewriting of captions to "writers" etc.
- If students have all the information and material they need, you could aim to complete the comic strip or storyboard on the same day. If not, they will have to organize themselves carefully, share tasks to do outside the classroom and then coordinate and complete their strip or storyboard.
- Give groups time to organize themselves and share the tasks that need to be completed among members of the group. Let students work on their comic strips.
- Circulate and monitor and/or help when necessary.
- When the tasks have been completed, ask groups to rehearse their comic strips and do a trial run, before they act out in class.
- Have groups present for the class on the same or a different day. Encourage them to involve as many members of their group as possible in different roles; as directors, assistants, producers etc.

Teaching Tip

Ask students to learn their lines as well as possible so they can act out the comic strip. Discourage them from reading out their lines as it will sound stilted and unnatural.

Additional Activity

Have students combine strips and develop a much more complex class strip.

13 Self Reflection

- Brainstorm *Against the Odds*. Write the title on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 20 and 21. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
  Which story did they think was the most extraordinary? Why?
  Which story do they find most difficult to believe? Why?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 22, 23, ask them some questions. For example:
  Complete the following:
  _____ is such a demanding activity / sport _____
  He had so little money _____ _____
  I worked _____ yesterday that I hardly had the energy to drive home.

Answers *will vary. Sample answers*

- Mountain climbing is such a demanding activity that climbers need to keep training and practicing on a daily basis.
- He had so little money that he could not afford to buy himself a decent meal.
- I worked so hard/ for so many hours yesterday that I hardly had the energy to drive home.

- Reduce/rewrite the following:
  After they arranged to meet in Chicago, they both called and booked their flights.
  He had an accident while he was driving to the airport.

Answers

- After arranging to meet in Chicago, they both called and booked their flights.
- He had an accident while driving to the airport.
- 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.
- Have students focus on Unit 2 Checklist and complete as they go through the unit.
- Direct students to pages 24, 25. Call on volunteers to say what they remember from the Conversation. Elicit expressions from volunteers.
- Have students brainstorm on ways of expressing surprise in pairs. Ask them to demonstrate through short exchanges.
- Have students make notes in the chart.
- Write *Survival Against the Odds* 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:
  What saved Le Marque's life?
  How did Uchikoshi manage to survive after 24 days in the freezing field?
- Have students reflect on the Speaking activity. **Which are the most important qualities a person should have in a life-threatening situation?**
- 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 how-to guide. 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 the specific project work.
- Have students fill out the checklist alone and write their five favorite words.

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.
discuss remarkable events and coincidences			
express surprise			
use *such…that/so…that*			
reduce adverb clauses			
use the past progressive			
use *was/were going to; was/were about to*			
use past perfect forms and past simple			

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 Beauty Is Only Skin Deep

1 Listen and Discuss

1. What does the expression ***Beauty is only skin deep*** mean?
2. Which do you think is more important: beauty or intelligence? Why?

The Hairbrush

Hairbrushes have been around for thousands of years. However, you may be surprised to learn that until recently they were only used by the wealthy and privileged. The upper-class ancient Egyptians used hairbrushes made of animal hair, porcupine quills, shells, and bone for combing and to remove lice and other pests that got tangled in their hair. Brushes were manufactured for the first time in 1777 by an English company. The bristles came from wild animals and were stitched into the brush by hand. It is not surprising that these brushes were quite expensive. It wasn't until the beginning of the 20th century that brushes began to be manufactured by machine and to be produced with cheaper, synthetic materials, like nylon bristles. With these developments, brushes became extremely common.

Lipstick

Ancient Egyptian women made lipstick from a red dye extracted from seaweed and the poisonous element iodine. It was eventually discovered that this early form of lipstick made women very sick. Cleopatra had a safer, although not very appealing, recipe for lipstick: It was made from ants and beetles. The ants were used as the base, and crushed carmine beetles for their deep, red color. In 1884, the first modern lipstick was introduced in Paris. It was a solid stick made of castor oil, beeswax, and animal fat. By the 1940s, the use of lipstick by famous, wealthy women had led to its widespread popularity. During this period, rotating lipstick in a tube was invented. Today, the average woman owns eight lipsticks!

Deodorant

The ancient Egyptians worked hard to hide body odor. They put perfume in their baths and applied great quantities of it to their underarms. They tried using many odd items like incense and porridge as deodorant. The ancient Greeks were also afraid that they might give off an odor. Like the Egyptians, they bathed constantly and wore a lot of perfume. The Romans took this obsession a step further: They soaked their clothes in perfume, and even put it on their horses and household pets. The first trademarked deodorant, a paste called *Mum*, didn't appear until 1888. In the mid-1950s, the ballpoint pen inspired the first roll-on deodorant. Today deodorants are a multi-billion dollar industry and are as common as toothpaste in most homes.

Unit Goals

Vocabulary
Beauty products
Beauty practices
Diet and health

Pronunciation
Stress on affirmative and negative auxiliary verbs

Functions
Make a complaint
Respond to a complaint

Reading
Changing Concepts of Beauty in History

Grammar
Noun Clauses Beginning with *That*
Noun Clauses After Verbs
Noun Clauses After Adjectives
Noun Clauses as Subjects of Sentences

Writing
Write a persuasive essay about the importance of beauty

Listening
Listen for specific information

Form, Meaning and Function
Need to Be (Done)
Have/Get something Done
Present and Past Participles
Participle Clauses
Participial Adjectives

Warm Up

- Have students keep their books closed. Write on the board the title of the unit: ***Beauty Is Only Skin Deep***. Ask: ***What does this expression mean?*** Allow students to speculate and discuss ideas before confirming or providing the answer. (The expression means that physical beauty is on the outside and superficial. It says nothing about the character of a person.)
- Have students open their books to pages 34 and 35. Read aloud the second introductory question. Discuss as a class the pluses and minuses of both beauty and intelligence. Draw a chart on the board. Ask two students to come to the board and elicit ideas to complete it.

Beauty		Intelligence	
+	–	+	–

1 Listen and Discuss

- Ask students to look at the pictures on pages 34 and 35 and call out the names of the products. (a hairbrush, lipstick, deodorant, nail polish) Ask for a show of hands how many students use each product. Tell students they will listen to the history of each product.
- Tell students to close their books.

Play the audio. Have students listen for general comprehension.

- Pause the audio after each product to check general comprehension. Ask questions such as the following:

(The Hairbrush)
Are hairbrushes new or old? (old)
When did brushes become common? (in the 20th century)
(Lipstick)
Is lipstick new or old? (old)
Has lipstick always been made the same way? (no)
(Deodorant)
Is concern about body odor new or old? (old)
Is deodorant a new or old invention? (new)
(Nail Polish)
Is nail polish new or old? (old)
Was nail polish only worn by women? (No. It was worn by men too.)

- Tell students to open their books.

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

- As students are listening, have them underline any unfamiliar words in the product histories.
- Arrange students in pairs. Have them compare underlined words and try to work out the meanings of the words, using the context.
- Explain that another strategy to guess meaning is to think about a word that looks like the unfamiliar word. Decide if the familiar word could be a form of the unfamiliar word, or contain a chunk of it, such as a prefix, root, or suffix. Use knowledge about the familiar word to help understand the new word.
- Allow students to use a dictionary to find the meaning of any words they can't figure out.

Quick Check

A

- Have a student read aloud the directions and the list of words in the box. Correct and model pronunciation as necessary.
- Ask students to find the words from the box in the product histories and circle them.
- Have students work individually to complete the sentences, and then compare answers with a partner.
- To check answers as a class, call on students to read aloud their completed sentences.

Answers

1. obsession **2.** traced **3.** extracted **4.** elements **5.** synthetic **6.** privileged **7.** appealing

- To expand students' understanding of the words, have them create word family charts containing the noun, verb, adjective, and adverb form of each word.

Noun	Verb	Adjective	Adverb
appeal	appeal	appealing	appealingly
element	X	elemental	elementally
extraction	extract	X	X
obsession	obsess	obsessive	obsessively
privilege	privilege	privileged	X
synthesis	synthesize	synthetic	synthetically
trace	trace	traceable	traceably

B

- Have students work with a partner, taking turns asking and answering the questions.
- Check answers by calling on pairs to read questions and answer them. Ask the class to say whether they agree with the answers or not.

Answers

Answers will vary. Sample answers:

1. They were made out of animal hair, porcupine quills, shells, and bone.

2. Lipstick has been made from seaweed and iodine; ants and beetles; and castor oil, beeswax, and animal fat.

3. They put perfume in their baths and on their underarms, and they tried using odd items such as incense and porridge as deodorant.

4. Nail polish represented social class.

2 Pair Work

- Have a student read aloud the directions.
- Ask: ***What beauty products do you use every day? What products can you not live without?*** Elicit a few ideas to get students thinking.
- Have students work in pairs to list the four most important items to them.
- Call on pairs to read their lists to the class, and explain why they chose each item.

Workbook

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

Teaching Tip

Limit the amount of time that you talk in the classroom. At advanced levels, students should be doing most of the talking. Allow students to lead class discussions as much as possible.

Additional Activity

Tell students to look back at the unfamiliar words that they underlined in the beauty product histories. Tell them to choose five words and use them in a paragraph. The paragraph can be on any topic: The purpose is for students to find a unifying theme that can be discussed using all of the new words.

Have students exchange paragraphs. Students try to identify and underline the target vocabulary words in their partner's paragraph without looking at their books.

fun facts

To protect against body odor, a Japanese company has developed a product called Fuwarinka scented gum. Chewing this gum supposedly freshens breath as well as prevents body odor by releasing fragrant oils through the skin. The scents available are fresh citrus, fruity rose, and rose menthol.

Nail Polish

Nail polish can be traced back to around 3,000 B.C.E in both China and Egypt. Chinese nail polish was a mixture of beeswax, gelatin, egg whites, and a gum from a special tree. Nail color represented social class. During the Chou Dynasty, around 600 B.C.E, the royal colors were gold and silver, so these were the colors worn by royalty and the upper class. Lower-ranking women were only allowed to wear pale colors. If they wore royal colors, they could be put to death. Ancient Egyptian men and women of high social rank stained their nails with red henna. Military commanders in Egypt and early Rome felt that it was important to be well-groomed before going into battle. It is strange, but true, that they spent hours before a battle having their hair curled and their nails painted.

Modern nail polish was invented in the 1920s. Its formula is very similar to the formula for car varnish.

Quick Check

A. Vocabulary. Complete each sentence with a word from the box.

appealing	extracted	privileged	traced
elements	obsession	synthetic	

1. She seems to have an _____ with handbags. She can't stop buying them.
2. The outbreak of food poisoning was _____ to a shipment of bad tomatoes.
3. The scientist _____ genetic information from the skin sample.
4. Iron, copper, oxygen, and carbon are all examples of _____.
5. There are no natural materials in this shirt. It's all _____.
6. You should feel _____ that you get to attend one of the best universities in the country.
7. The food was left out overnight, so it no longer looked very _____.

B. Comprehension. Answer the questions.

1. What were hairbrushes made out of thousands of years ago?
2. What are some of the different ways that lipstick has been made throughout history?
3. How did the ancient Egyptians try to hide their body odor?
4. What did nail polish represent in ancient Egypt and China?

2 Pair Work

Work with a partner to make a list of the four most important cosmetics or toiletries. Explain to the class why you chose these items.

3 Grammar

Noun Clauses Beginning with *That*

A noun clause is a dependent clause that is used to make a statement within a statement. Some noun clauses are introduced by the word *that*. However, *that* can be left out, especially in speaking.

I think (that) **beauty is about what is on the inside of a person**.

Noun Clauses After Verbs

A noun clause can follow certain verbs, such as:

believe (that)	expect (that)	hope (that)	remember (that)
complain (that)	fear (that)	imagine (that)	suspect (that)
decide (that)	feel (that)	know (that)	think (that)
discover (that)	find out (that)	learn (that)	understand (that)
dream (that)	forget (that)	notice (that)	

I **noticed** (that) she didn't put any make-up on today.
Do you **think** (that) beauty products make some people look better?

Noun Clauses After Adjectives

A noun clause often follows *be* + certain adjectives, such as:

be afraid (that)	be certain (that)	be happy (that)	be surprised (that)
be amazed (that)	be disappointed (that)	be lucky (that)	be worried (that)
be aware (that)	be glad (that)	be sure (that)	

She doesn't seem to **be aware** (that) her dress is no longer in style.
Are you **sure** (that) these products are not tested on animals?

Noun Clauses as Subjects of Sentences

A sentence can have a noun clause as its subject. These sentences usually begin with *it*. Common expressions that begin sentences with noun clauses as the subjects include:

It is a fact (that)	It is obvious (that)	It is strange (that)	It is true (that)
It is funny (that)	It is possible (that)	It is surprising (that)	It is unlikely (that)

It is surprising (that) toothbrushes only became common in the 20th century.
It is obvious (that) many beauty products contain unhealthy chemicals.

A. Complete each sentence with a verb + ***that***. Be sure to use the correct form of the verb. In some cases, more than one answer is possible.

I couldn't __*believe that*__ you told him your secret.

1. Don't _____ you are supposed to meet us at the restaurant at 7:30 tonight.
2. We're sorry to hear that you're sick. We _____ you get better quickly.
3. I _____ you like that color, but I think you look better in green.
4. She's always _____ it's too hot or too cold.
5. I _____ you were going to come to the park with us.
6. The police _____ the criminal escaped the country.
7. I _____ you haven't eaten anything on your plate.

3 Grammar

Noun Clauses Beginning with *That*

- Read the explanation and example with the class.
- Point out that the noun clause functions as a unit. In the example, the noun clause *(that) beauty is about what is on the inside of a person* must remain together to function as the object of the verb *think*.
- Explain that the word *that* signals the beginning of the noun clause. This is a helpful word to notice when students are looking for the subject and object of a sentence.

Noun Clauses After Verbs

- Present the explanation, list of words, and examples.
- Explain to students that they do not have to memorize this list of verbs. They will practice using noun clauses after these verbs throughout the unit.
- Elicit additional example sentences from the class by asking questions, such as the following:

  Do you feel that you are learning English quickly?

  What do you hope that English will help you do?

  What have you learned today?

  Make sure students use a noun clause after the verb in each sentence.

Noun Clauses After Adjectives

- Present the explanation, list of words, and examples.
- Go around the room asking students to read aloud an adjective in the chart and form a sentence with the adjective + a noun clause. For example, begin by saying ***be afraid that***. ***I <u>am afraid that</u> I will not make it home in time for dinner tonight.*** Then have a student create a sentence with *be amazed that*. Continue having students create sentences for all of the adjectives in the chart.

Noun Clauses as Subjects of Sentences

- Present the explanation and list of words.
- Write the examples on the board. Underneath each, transform the sentence so that the noun clause occurs at the beginning of the sentence.

  It is surprising (that) toothbrushes only became common in the 20th century.

  (That toothbrushes only became common in the 20th century is surprising.)

  It is obvious (that) beauty products have made some people look better.

  (That beauty products have made some people look better is obvious.)
- Show how the word *it* at the beginning of the example sentences takes the place of the noun clause but does not change the meaning of the sentence. When the noun clause comes at the beginning of the sentence, the word *that* cannot be left out.
- Elicit additional example sentences from students using noun clauses as subjects. For example: ***It is a fact that students who use English outside of class will learn more quickly and effectively.***

A

- Ask a volunteer to read aloud the directions and the example.
- Tell students to refer to the list of verbs that noun clauses commonly follow.
- Have students work individually to complete the sentences and then compare answers with a partner.
- To check answers as a class, call on students to read aloud their completed sentences.

Answers

1. forget that
2. hope that
3. know that
4. complaining that
5. thought that
6. discovered that
7. noticed that

B

- Ask a volunteer to read aloud the directions and the example. Elicit additional responses to the example item. For example: *I recently learned that wearing lipstick is an ancient practice.*
- Tell students to refer to the grammar on page 36 as necessary to help them structure their responses.
- Have students work with a partner, taking turns reading the prompt and answering. Each student should respond to each item.
- Check answers as a class by calling on a few students to respond to each item. Since answers will vary, accept all grammatically correct answers.

Answers

Answers will vary. Sample answers:

1. I recently saw a film that had great special effects.
2. I recently complained that it's too cold in the classroom.
3. I recently decided that I would exercise every morning.
4. I believe that I can learn English if I try harder.
5. I dream that scientists will find a cure for cancer.
6. I will always remember that my uncle taught me how to ride a bike.
7. I expect that in the future we will be able to travel in space.
8. People often forget that they should be polite to everyone.

C

- Ask a volunteer to read aloud the directions and the example.
- Have students work individually to combine the sentences, using a noun clause. Then have them compare answers with a partner.
- To check answers as a class, have students write their sentences on the board. Ask the class if each is correct, and have other students share different ways of combining the sentences.

Answers

Answers will vary. Sample answers:

1. She's worried that she's going to fail the class.
2. Are you aware that we're going to have a mid-term exam?
3. We're lucky that we had good weather for the picnic.
4. I'm amazed that he drove all the way here.
5. I'm certain that Joanne passed the exam.
6. He's really disappointed that he didn't get the job.
7. I'm glad that the summer is finally here.
8. I'm surprised that you don't like coffee.

D

- Ask a volunteer to read aloud the directions.
- Have students work with a partner to describe the scene. Tell pairs to write 6–8 sentences, using noun clauses.
- Have each pair join another pair to form a small group. Pairs compare sentences in their group.
- Monitor as groups share their sentences, noting any problem areas to discuss as a class.

Answers

Answers will vary. Sample answers:

The stylist is disappointed that the customer doesn't like his haircut.

The customer is complaining that he doesn't like his haircut.

The other customer is afraid that he will get a bad haircut too.

Workbook

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

Teaching Tip

Before presenting new grammar points, study the presentation and anticipate any questions students might have. Be prepared to answer these questions and provide additional examples that clarify the point.

Additional Activity

Write or choose sentences using noun clauses from this unit. Write one word from each sentence on a slip of paper. Scramble the slips of paper and give them to a group of students. Students arrange the words to form a correct sentence and write the sentence down in their notebooks. Then they pass their slips of paper to the group on their right and unscramble the next sentence. Repeat until all of the groups have unscrambled each sentence. Call on groups to read the sentences aloud.

fun facts

- In Elizabethan England, when red hair was in style, people used a powder made of sulfur and safflower petals to color their hair. This powder caused headaches, nausea, and nosebleeds.
- In ancient Greece, you could tell a lot about a person by his hairstyle. Hairstyle indicated a person's age, marital status, and how much money he had.

B. Read and respond to each item. Include a noun clause in your response.

Talk about something you learned recently.
I recently learned that a communications company once rejected Alexander Graham Bell's idea.

1. Talk about something you saw recently.
2. Talk about a complaint you made recently.
3. Talk about a decision you made recently.
4. Talk about something you believe.
5. Talk about a dream you have for the future.
6. Talk about something you will always remember.
7. Talk about something you expect to happen in the future.
8. Talk about something people often forget.

C. Combine the ideas in each pair of sentences into one sentence. Use a noun clause.

The next bus is due to arrive at 6:00. I'm sure of it.
I'm sure that the next bus is due to arrive at 6:00.

1. She's worried. She thinks she's going to fail the class.
2. We're going to have a mid-term exam. Are you aware of that?
3. We're lucky. We had good weather for the picnic.
4. He drove all the way here from his house. I'm amazed.
5. Joanne passed the exam. I'm certain.
6. He didn't get the job. He's really disappointed.
7. The summer is finally here. I'm glad about that.
8. Don't you like coffee? I'm surprised.

D. Look at the picture. Describe the scene and how you think each person feels. Use noun clauses.

4 Conversation

Sophie: I'd like to speak with a manager.

Anne: I'm the manager. How can I help you?

Sophie: Look at my hair!

Anne: It's lovely.

Sophie: I'm not going to beat around the bush. I am very upset with this haircut. It's by far the worst haircut I've ever gotten. The hairstylist didn't listen to me at all. This is not the style I asked for. I'm fit to be tied.

Anne: I'm sorry you didn't get what you were expecting. But I have to tell you, I saw you when you walked in. I did a double take when I saw you after the haircut. I think this style really suits you. It's a dramatic improvement.

Sophie: But it's too short and it has all these layers! I look ridiculous.

Anne: Not at all! You just aren't used to it. Trust me. It brings out your eyes, and it makes you look more sophisticated.

Sophie: You're just trying to make me feel better.

Anne: No, I'm being entirely honest. You look elegant and sophisticated.

Sophie: I have a wedding to go to this weekend, and I wanted to look my best.

Anne: Perfect! You're going to blow them away with your new style.

Sophie: You really think so?

Anne: Absolutely. I'll tell you what: See what happens at the wedding. If your family and friends don't like it, come back next week, and we'll give you any haircut you want on the house.

Sophie: Well, OK. I guess that's fair.

About the Conversation

1. What was Sophie's complaint?
2. How did Anne respond?
3. How did Sophie's attitude change by the end of the conversation? Why?

Real Talk

beat around the bush = speak indirectly
by far = by very much; obviously
fit to be tied = very angry
did a double take = looked again in surprise at someone or something
blow them away = really impress them
on the house = free

Your Turn

Role-play with a partner. Think of a situation in which someone might make a complaint about a service or product. Pretend you are the customer and make the complaint. Your partner, who has given the service or represents the business, responds to the complaint.

Making a Complaint

I am very unhappy/upset about/with…
I insist that you…
I want to make a complaint.
I'd like to speak with a manager.
I'm not (at all) satisfied with this (situation).
I'm sorry to have to say this but…
This is completely unsatisfactory.
This is not what I expected/is nothing like…
This…is too…

4 Conversation

- Ask students to cover the conversation and look at the picture. Ask: ***What is this?*** (it's a beauty salon) .
- Play the audio. Have students just listen with the conversation still covered.
- To check general comprehension, ask: ***Why is the woman upset?*** (She doesn't like her haircut.) ***Who is she complaining to?*** (the manager of the salon)
- Play the audio again. Have students listen and read along in their books.

Real Talk

- Model the expressions in the Real Talk box and have students repeat them.
- Ask students to look at the expressions in the conversation and discuss them. Ask who says each expression and why. Answers may include the following:

  beat around the bush (Sophie says this, meaning that she is going to get right to the point and tell the manager how she feels.)

  by far (Sophie says this, meaning that her haircut is without a doubt the worst she's ever had.)

  fit to be tied (Sophie says this, meaning that she is very mad that the stylist did not cut her hair the way she had asked.)

  did a doubletake (Anne says this, meaning that when she saw Sophie with her new haircut, she looked away and then back again in surprise at how she looked.)

  blow them away (Anne says this, meaning that Sophie's family and friends will be amazed at how good Sophie's hair looks.)

  on the house (Anne says this, meaning that Sophie can have her hair styled for free if she is still unhappy after a week.)
- Have students practice the conversation with a partner. Ask one pair to act out the conversation for the class.

About the Conversation

- Have students ask and answer the questions in pairs.
- Call on pairs to read aloud the questions and give their answers.

Answers

Answers will vary. Sample answers:

1. She did not like her haircut.

2. She thinks her hair looks very nice.

3. Anne convinces Sophie that her haircut looks good. She agrees to keep it as it is for a while.

Your Turn

- Ask a volunteer to read the directions aloud.
- Draw students' attention to the phrases in the box for *Making a Complaint*. Read the phrases aloud, modeling appropriate intonation and expression. Remind students that when making a complaint, they should sound upset or dissatisfied. However, point out that when making a formal complaint it is best to be polite. When spoken politely, all of these phrases are appropriate for making a formal complaint.
- Ask students to look back in the conversation and find any phrases from the box. (I'd like to speak with a manager, I am very upset with…)
- Brainstorm a few ideas for situations in which students might make a complaint. Some ideas include poor service or bad food at a restaurant, unsatisfactory services performed at an auto repair shop or tailor, or unsatisfactory beauty products or services. Tell students that their conversations might take place over the phone or in person.
- Have students work with a partner to role-play their conversations. Monitor as students work, assisting as necessary.
- Ask a few pairs to act out their role plays for the class. Seat students in front of the room and allow them to use props to make the role play more realistic.

5 Listening

- Read aloud the directions. Have students study the chart.
- Point out the pictures. Ask a student to read aloud the captions.
- Play the audio. Tell students to listen to fill in the names of the diets in the chart.
- Play the audio again for students to complete the rest of the chart. Give students time to write anything they can remember in the chart.
- Play the audio a third time to check answers. Pause as necessary to verify answers.

Answers

Name of Diet		Idea Behind Diet	Problems with Diet
1.	baby food diet	Replace one or two meals a day with jars of baby food to eat less.	The small portions are not enough for an adult. Baby food is unappealing.
2.	cotton ball diet	Cotton balls are low in calories and very filling, so you wouldn't be hungry for other foods.	Cotton balls have no taste; they have a terrible texture; they have no vitamins or nutrients. The diet can lead to digestive problems.
3.	cabbage soup diet	Eat a lot of cabbage soup because it is filling and low in calories.	It restricts what you can eat on different days and is difficult to stick with. It causes mood swings and low energy levels.

Audioscript

New fad diets that promise quick results with little effort appear all the time. Some of these diets that have appeared through the years have been truly strange and silly. One recent fad diet that was popular with Hollywood stars was the baby food diet. This diet suggests that a few tiny jars of baby food should replace one or two meals each day. While exchanging adult meals for small jars of food may result in weight loss, this diet has clear drawbacks. Aside from the fact that baby food has a texture and taste that is unappealing to adults, the small portions aren't enough to keep an adult healthy. Replacing meals with baby food results in a significant drop in calories that can leave the dieter feeling weak and dizzy.

Perhaps one of the strangest recent fad diets is the cotton ball diet. As its name suggests, people on this diet eat cotton balls. The idea is that cotton balls are low in calories and very filling, so the dieter would not have an appetite for other, fattening foods. Obviously this is a completely ridiculous diet. Aside from the fact that cotton balls have no taste and a terrible texture, this diet can be dangerous. It doesn't provide any of the vitamins and nutrients a person needs to survive. In addition, it can lead to digestive problems.

One fad diet that has come in and out of fashion since the 1970s is the cabbage soup diet. While this diet isn't guaranteed to result in weight loss, it *is* guaranteed to make the dieter miserable. On this restrictive diet, the only food that you can eat any time is cabbage soup, a food that is filling and low in calories. In addition to this bland soup, you can only eat certain food groups on certain days. For example, aside from the soup, on the first day, you can only eat fruit. On the second day you can only eat vegetables. Because this diet is so restrictive, it is difficult to stick with. It's not surprising that common side effects include mood swings and low energy levels.

There seems to be no limit to what people have been willing to try in order to lose weight!

6 Pronunciation

- Play the audio twice. The first time students just listen. The second time, they listen and repeat, or speak along with the recording.

7 Vocabulary Building

A

- Have students work individually to match the words with their meanings.

Answers

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

B

- Have students compare answers with a partner.

Workbook

Assign page 25 for additional reading practice.

fun facts

Any diet that eliminates one of the main food groups is considered a fad diet and is probably not very healthy.

5 Listening

baby food

cabbage

Listen to the lecture given by a nutritionist about fad diets. Then complete the chart.

	Name of Diet	Idea Behind Diet	Problems with Diet
1.			
2.			
3.			

cotton balls

6 Pronunciation

Affirmative auxiliary verbs are usually not stressed in sentences unless they are used for special emphasis. However, negative auxiliary verbs *are* stressed within sentences. Listen and practice.

1. One recent fad diet that **was** popular with some famous people **was** the baby food diet.
2. Baby food **has** a texture and taste that is unappealing to adults.
3. The small portions **aren't** enough to keep an adult healthy.
4. It **doesn't** provide any of the vitamins and nutrients a person needs to survive.
5. This diet **isn't** guaranteed to result in weight loss.

7 Vocabulary Building

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

1. _____ emerge	**a.** idea of perfection
2. _____ famine	**b.** done from feeling rather than reason or learned behavior
3. _____ ideal	**c.** the relationship of one part of something to another part in size and shape
4. _____ instinctive	**d.** appear
5. _____ plump	**e.** something against which other things are measured
6. _____ proportion	**f.** change in form; be different from
7. _____ standards	**g.** serious food shortage
8. _____ vary	**h.** slightly overweight

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

8 Reading

Before Reading

Describe the features that you notice when you first meet someone.

Changing Concepts of Beauty in History

Most societies place great value on beauty whether in art and architecture, fashion and appearance, or design and advertising. Throughout history, elegance and beauty have been the subjects of admiration and fascination. In modern times, we have competitions to find the most beautiful person, magazines to tell us about trends in fashion and design, and a billion-dollar cosmetics industry built around looking and feeling beautiful. Yet despite the importance placed on beauty, one question remains: What *is* beauty?

The ancient Greeks thought that proportion was the key to beauty. The Greeks believed that they had discovered the mathematical formula that represented perfect beauty, which was based on proportions in nature. According to this formula, for example, the ideal face was two-thirds as wide as it was high. Modern research has proven that the basic concept of the Greeks' formula, if not the formula itself, was correct: Beauty does seem to relate to proportion and balance. When related to beauty, these qualities are called *symmetry*. A perfectly symmetrical face, just like a symmetrical flower, would have a left side that is identical to its right side. Research has shown that the more symmetrical an object or a face is, the more beautiful it is believed to be.

You might assume that this response to symmetry is something we learn. However, research has shown that the human appreciation for symmetry is instinctive. It has been found that babies will spend more time staring at pictures of symmetrical objects than they will at photos of asymmetrical objects. Not only is this response instinctive, but it does not appear to vary from one culture to another. In a study conducted at the University of Louisville, Kentucky, participants from thirteen different countries were shown pictures of a number of different people. All the participants rated the attractiveness of the people in the same way. They all gave the highest ratings to the people with the most symmetrical faces.

While it is true that people across all cultures tend to admire symmetrical features, standards of beauty do vary from one culture to another and from one time period to another. For example, each of the following was considered beautiful at a certain time and place, but would not be considered so today:

- During the Elizabethan era in England, women thought that high foreheads were elegant. So they plucked inches of their front hair to achieve this look.
- Also during the Elizabethan era, women brushed egg whites over their faces in order to have a glazed look.
- In ancient China, the belief that it was elegant for women to have tiny feet led to foot binding.
- From the 14th to 19th centuries in Europe, women would bind their waists. The binding was sometimes so tight that often women could not breathe properly and sometimes fainted.

Another example of how the concept of beauty and fashion changes with time is the way attitudes toward weight have changed through the ages. In Europe between 1500 and 1900, a plump figure was considered very attractive. Famine was widespread, so plump figures represented health and wealth. During that period, it was common for people to pad themselves in order to look heavier.

8 Reading

- Write the **Before Reading** activity on the board: Describe the features that you notice when you first meet someone.
- Arrange students in pairs. Draw a one-column chart on the board with the heading ***Features***. Ask students to copy the chart into their notebooks. Have them list the characteristics they notice in the column.
- Have a volunteer come to the board and lead a follow-up discussion. The volunteer elicits ideas from the class and fills in the chart on the board.

READING STRATEGY Paired Reading

- Tell students that they will listen to the reading and follow along in their books. Tell them to pay attention to the tone and intonation of the reader on the audio, as well as listen for the pronunciation of unfamiliar words. After students listen to the recording of the text, they will practice reading the text aloud with a partner. Tell students that their initial listening to the reading can serve as a rehearsal before they read aloud with a partner.

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

- Arrange students in pairs. You might choose to pair stronger students with weaker students so that the stronger student can help with accuracy and pronunciation. This method also benefits the stronger student by giving him or her the opportunity to peer teach. However, paired reading is also beneficial practice for readers who are at the same language level.
- Have pairs alternate reading paragraphs aloud. Encourage students to mimic the expression and intonation of the reader on the recording. Tell students that the goal of this paired reading is to practice fluency.
- Monitor the activity as pairs read. Note any words or structures that give multiple students trouble to discuss as a class after the activity.

Play the audio a final time after students have finished their paired reading. Have students listen and read along silently, practicing their fluency.

- For additional vocabulary practice, refer students back to the Vocabulary Building exercise on page 39. Ask students to find and underline each vocabulary word in the text *Changing Concepts of Beauty in History*. Tell them to study the context of each word to better understand the meaning.
- Call on students to explain in their own words how each is used in the context of the text.

  Sample answers include:

  The idea that being thin was more attractive began to *emerge* when food shortages and famine diminished.

  During times of *famine* and food shortage, plump people appeared healthy and wealthy.

  Ancient Greeks thought that the *ideal*, or perfect, face was two-thirds as wide as it was high.

  Humans have an *instinctive* appreciation for symmetry. Even babies choose symmetrical objects as the most beautiful.

  From 1500 to 1900, it was considered attractive for people to be *plump* rather than thin.

  The Greeks thought that a face that had a certain *proportion* was the most beautiful. This face was two-thirds as wide as it was high.

  Standards of beauty, or what is considered attractive, continue to change.

  We know that masculine *concern* is increasing since men are spending more time and money on their appearance.

After Reading

- Arrange students in pairs to ask and answer the questions.
- To check answers, call on pairs to read aloud the questions and answers. Ask classmates if they agree with each answer. If not, allow students to discuss possible answers, pointing to appropriate portions of the text as support.

Answers

Answers will vary. Sample answers:

1. The ancient Greeks thought that proportion was the key to beauty. They discovered a mathematical formula. The ideal face was two-thirds as wide as it was high.

2. Symmetry is when one side of something matches the other side. Symmetrical faces are considered more beautiful.

3. A research has shown that people across all cultures tend to admire symmetrical features.

4. In ancient China, women practiced foot binding to make their feet look small.

5. In times of famine, it was more desirable to be plump. When food became readily available, it was more desirable to be thin.

9 Speaking

- Arrange students in pairs to discuss the question.
- Each student should answer and explain his or her thoughts about both inner and outer beauty. Have students copy the chart in the notebook and write their ideas.
- Then form groups of four by putting two pairs together.
- Have the pairs explain to each other their ideas about the question.
- Open up the group discussions to a class discussion. Ask groups to share their answers with the class.

Workbook

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

Teaching Tip

When presenting a new word, discuss the meaning of the word as well as its uses. For example, if it is a verb tell what prepositions are often used with it. If it is a noun, use *a* or *an* in front of it. Also, give and elicit real-life examples of how the word is used.

Additional Activity

Write a scrambled word on the board, for example: **U U I E L B T A F** (beautiful). Give students one or two minutes to write as many two-letter words, three-letter words, etc. they can, using the letters. (For example: at, be, fat, lie, but, fate, late, table) Elicit as many words as possible, and finally, the complete word.

In the 1900s, fears of food shortages started to diminish, and with it, so did the chubby figure. A new ideal began to emerge: Thin was in. Of course, this trend has continued to today. Because there is an overwhelming amount of fattening food available in most developed countries, it is now considered more attractive and healthy to be thin.

Today, fashion and beauty products are usually associated with women. However, this, too, is the result of a change that took place over time. In fact, the male form was the original standard of beauty in Western culture. The muscular and fit male athlete was the ideal of elegance. For hundreds of years, make-up was associated with both women and men. Men in ancient Greece, Egypt, and Rome wore make-up on their faces and nails. Roman men even had some bizarre beauty practices of their own, such as the habit of bathing in crocodile water to improve their skin. Men's grooming and make-up went in and out of style a number of times through history, before becoming very unfashionable during the industrial age of the early 1800s. However, there are signs that masculine concern for appearance is making a return, as more men are joining gyms and opting to use skin care products than ever before.

The standards for beauty and fashion have changed frequently throughout history and will, no doubt, continue to do so. However, one thing unlikely to ever change is people's fascination with beauty.

After Reading

Answer the questions.

1. How did the ancient Greeks view beauty? What did they base their formula on?
2. What is *symmetry*? How does it relate to beauty?
3. What has research shown?
4. Give an example of something considered beautiful at a certain time and place in history.
5. How have attitudes toward body weight changed over time?

9 Speaking

1. Think about and compare inner and outer beauty. Work in pairs/groups.
2. Make notes of your ideas in the chart. Then use your notes to present and discuss your ideas in class.

	Inner beauty	Outer beauty
Advantages		
Disadvantages		

10 Writing

A. 1. How important is wealth, in your view? What can it buy? Make a list.
2. Are there things that "money cannot buy"? What are they?
3. Why do you think most people are interested in earning enough money for their families? What kind of expenses do they need to cover?
4. Read the text and find out.
- What is the writer's view on the issue?
- What arguments does he use to support his view?
- What kind of examples does he use?

5. Do you agree or disagree with the writer? Why? Why not?

The importance of wealth

Although a lot of people say that money is not everything, I think wealth brings far more benefits than problems. It is common knowledge that people who are well off have easier lives. They don't have to worry about living expenses, household bills, school tuition, medical bills, and a lot more.

Consider a person who has three children. He is educated and holds a reasonable job with a reasonable salary. However, one of his children develops a condition that requires ongoing care and costly medication, while the other two are planning to study law and medicine. They expect to eventually go abroad in order to complete their postgraduate studies and specializations. His wife, who used to teach, can no longer work as she has a problem with her eyes. How is he going to manage?

It is obvious that this otherwise happy person with a happy family is faced with a predicament. He has to decide whether he can support everyone's plans and dreams or prioritize things in a way that will allow for partial satisfaction. In other words, should he encourage his two healthy children to go ahead and study but not expect to specialize abroad; or should he reduce medical expenses by moving his sick child to a cheaper facility? On the other hand, they are all his children, and he doesn't want to discriminate against any of them. He wishes he could find a way to fund everything and not displease anyone. In addition, his wife is going to need surgery soon.

I think the situation above demonstrates the importance of money as a means of providing and catering for a family's needs in a satisfactory manner. None of the problems that worry the father day and night and have changed his mood and personality would exist, if he had the funds. Naturally, wealth cannot buy happiness if there is none to be had. On the other hand, it can help sustain it in cases like the one described.

So regardless of how materialistic this might sound, I believe that money is important. What I would like to say to those who claim that health is more important is that, although this might be true, it is equally true that having money can preserve a sense of well-being and health more effectively than not.

6. Read the text again and answer the questions.
- How many paragraphs are used? What is the theme of each paragraph?
- Identify the thesis statement and supporting argument.
- What does the writer use to support his view?

a. examples
b. questions to the reader
c. opposing views and comments

10 Writing

A

- Focus students' attention on the pictures. Give them a few minutes to discuss what they see in pairs. Ask them to discuss the state of mind that they think the man is in and the reasons for it.
- Direct students to the title of the text and directions for 1. Call on a volunteer to read the directions aloud in class. Have groups of students discuss and make a list of all the things that money can buy.
- Call on a student from each group to report the group's ideas in class.
- Focus students' attention on question 2. Have them work in pairs listing things that money cannot buy.
- Call on groups to present their ideas in class.
- Direct students to question 3. Give them a couple of minutes to think about the questions and list their ideas in pairs. Call on pairs to report their ideas in class and justify them.
- Have a student read directions for 4 in class aloud.
- Have students read the text and answer the questions individually; then compare with a partner.
- Call on students to present their answers in class.
- Ask students to listen/ read and make notes on the predicament of the man in the article.
- Call on students to report their answers in class.

Answers:

1, 2, 3 answers will vary

4. The writer believes that money is important.
His arguments are that:
Although, money cannot buy happiness if there is none, it can help sustain it, for example the father would not be so stressed and concerned if there was enough money to cover the family's needs.
Although, health is important, it is equally true that money can preserve or restore health.
He uses examples from the case he describes, for example the child that needs ongoing care along with the children that are planning to study law and medicine. In addition, the mother's condition and pending surgery increases the burden.

5. Answers will vary. Hold a class discussion on the issue of money.

- Read directions for 6. Have students work in pairs studying the text and answering the questions. Ask students why they think they are doing this. Elicit answers about identifying features of different text-types.
- Allow time for students to answer. Circulate and monitor to remind them to make notes and highlight parts of the text as required.
- Call on pairs to present their ideas for the class.

Answers:

- There are 5 paragraphs.
  Paragraph 1: Introduction/writer's view
  Paragraph 2: the case of the family man
  Paragraph 3: the problem/ the predicament
  Paragraph 4: interpretation of the problem/writer's view and comments
  Paragraph 5: Conclusion/ writer's overall viewpoint
- Thesis statements
  Paragraph 1: Although … problems.
  Paragraph 2: However, one of his children … medicine.
  Paragraph 3: He has to … satisfaction.
  Paragraph 4: I think... manner.
  Paragraph 5: So regardless … important.
- The surrounding text serves to support the thesis statements. The writer uses
  a. examples such as specific information about the case of the family described and referred to in the text.
  b. question to the reader, such as: "How is he going to manage?"
  c. opposing views and comments such as: "those who claim that health is more important…"

Additional Activity

Create a class sitcom with weekly episodes. Have students create and draw the characters. Tell them to use incidents from real life.

B

- Organize students in small groups or pairs. Tell them that they are going to write a persuasive essay about whether beauty is important.
- Explain to students that regardless of what they believe they have to take both views into consideration in order to support their own view.
- Read the directions for 1 and 2. Have students discuss in their groups and list reasons for both views in the chart. Remind them to assign tasks to different people in the group.
- Focus students' attention on the Writing Corner.
- Have them read the first four points. Allow time for them to think about examples from the text on page 42.
- Read the rest of the points with the class. Explain the importance of addressing the reader in a non-patronizing manner and giving opposing views credit by acknowledging and discussing them.
- Read the point about the things that put students off reading. Elicit ideas and list them on the board as things to avoid. For example: very long sentences, too much repetition, a weak message.
- Discuss question 1 in class. Elicit reactions from different students.
- Have students read question 2 and answer it individually. Then ask them to compare with a partner. Discuss answers in class.
- Direct them to the model text. Point out that it starts in a way that is similar to the text on page 42. Allow them to use this type of opening line or vary as they wish.
- Give students some time to write their first draft.
- Have students exchange drafts and make comments or suggestions. Encourage them to read more drafts if there is enough time.
- Give students time to rewrite their essays and exchange with another group.
- Have students evaluate the essays that they read. Help them with questions like these:
  Did the essay address opposing viewpoints?
  Did it have clear thesis statements?
  Did it include convincing arguments and examples?
  Did it address and involve you/ the reader?
  Did it have a friendly or a condescending tone?

Workbook

Assign page 28 for additional writing practice above word and sentence level.

B. **1.** Write a persuasive essay, answering the question: ***Is beauty important?***

2. Think of reasons why beauty is and is not important, and write them in a chart. Use your chart to help you decide what viewpoint you will take in your essay.

3. Write your essay.

Beauty is important because…	Beauty is not important because…

The Importance of Beauty

Although some say that being beautiful has its drawbacks, I think beauty brings far more benefits than problems. When I say 'beautiful', I mean healthy, well-groomed, and attractive. It is obvious that looking good on the outside also makes one feel good on the inside…

Writing Corner

When you write a persuasive essay:

- **think about opposing views and arguments.**
- **consider your viewpoint.**
- **use arguments that support your view.**
- **use arguments that weaken the opposing view.**
- **address your reader in as friendly a manner as possible.**
- **address opposing views as if you can hear the reader's thoughts.**
- **do not patronize your reader and do not be aggressive.**
- **reflect on the things that put you off and lead you to stop reading something, and avoid such things when you write.**

1. What do you think the effect is going to be if a writer is patronizing or aggressive? Why?

   _____

2. How do you react if you get the impression that the writer is not very considerate or fair with the reader?

   _____

   _____

11 Form, Meaning and Function

Need to Be (Done)

The hairbrushes need to be produced more cheaply. (= Someone needs to produce the hairbrushes more cheaply.)
The zip on my handbag needs to be replaced. (= Someone needs to replace the zip on my handbag.)

Have/Get Something (Done)

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

I **will have/get** my hair **cut** tomorrow.
I**'m having/getting** my hair cut tomorrow. What style should I ask for?
I'm going to have/get my hair cut next week. I need to book an appointment.
I **had/got** my hair cut yesterday. What do you think?

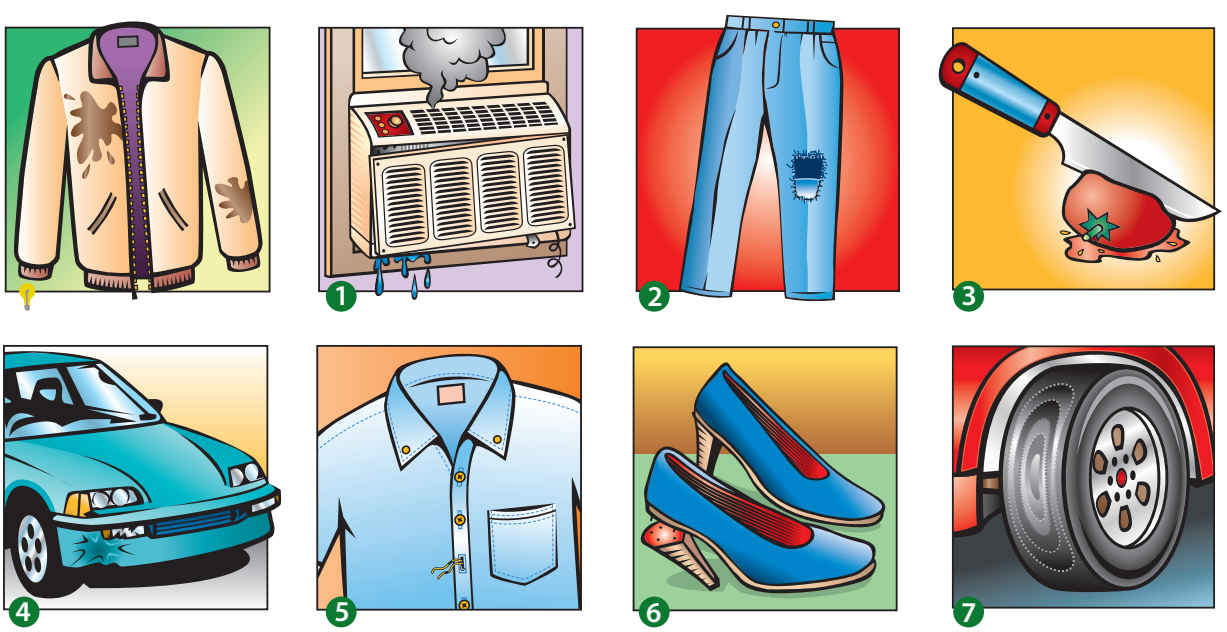
Past Participles as Adjectives

break–**broken**	The zip was **broken**. He fixed the **broken** zip.
crack–**cracked**	The mirror was **cracked**. I threw away the **cracked** mirror.
damage–**damaged**	Her health was **damaged** by the fad diet. The fad diet **damaged** her health.
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	fix	mend

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



B. Work with a partner and make a list of services you have used in the past. Talk about what **you had** or **got done**. Were you satisfied with the service provided?

A: I **got** my hair **cut** last month. The style of haircut was not what I asked for! I was not happy at all.

11 Form, Meaning and Function

Language Builder

In English, there are lots of different ways to essentially say the same thing! We can say, 'This laptop needs to be repaired.' We can say, 'This laptop needs repairing.' We can say, 'I will have this laptop repaired,' and 'I will get this laptop repaired.'

Need to Be (Done)

- Have students read the two example sentences in the presentation and ask: *Will the speaker produce the hairbrushes him or herself?* (No) *Does the speaker intend to replace the zip on the handbag him or herself?* (No)
- Ask: *Who will perform these actions?* (someone else) *Do we know who will perform the actions?* (No) *Is it important that we know exactly who will do the actual fixing and cleaning?* (No, it is important that the speaker is getting someone else to do it.)

Have/Get Something (Done)

- Go through the examples with students and elicit or explain that this structure is used in the same way as the previous one. (When we want someone else to perform a service for us. For example, a hairdresser or barber)
- Call on volunteers to identify the object in the example sentences. (hair)
- Call on volunteers to identify the time and the tense being used in each example sentence.

Past Participles as Adjectives

- Call on volunteers to read out the list of past participles as adjectives and example sentences.
- Call on volunteers to form sentences of their own.

A

- Have students look at the pictures and identify and describe the problem in each. For example, *The jacket is stained.*
- Students should work to complete the exercise alone and then compare their answers with a partner.
- Go round the class and check students have the right answers. Correct any errors with form as necessary.

Answers

1. The heater is broken. It needs to be repaired/fixed.
2. The pants are torn. They need to be sewn.
3. The knife is blunt. It needs to be sharpened.
4. The car is dented. It needs to be mended / fixed.
5. A button has fallen off. It needs to be sewn back on.
6. The heel has broken. It needs to be repaired.
7. The tire has a puncture. It needs to be replaced.

B

- Read the directions and have students work in pairs to compile a list of services. Have each pair compare their list with another pair and add more services to their lists.
- Regroup students to form new groups of 4 and tell them to take it in turns to ask and answer about things they had or got done and whether they were satisfied.
- Call on volunteers to report on their group discussions.

Answers

Students' own answers

Teaching Tip

Vary your teaching style and student teacher interaction patterns as much as possible. Have students work in pairs and groups. Have the students ask and answer questions to each other. When explaining a rule, try and have students discover as much as possible for themselves. Make sure the pace is fast enough for your students but not so fast that you leave less able students behind.

Present and Past Participles

- Go through the information in the presentation and ask students to give more examples of active and passive participles.

Participle Clauses With Conjunctions and Prepositions

- Write the conjunctions and prepositions divided into columns on the board: *while, before, after, on, without, instead of + ing.*
- Call on students to read out the example sentences and elicit which sentences illustrate that the action(s):
  1. happen at the same time (working out, see an old friend
  2. happens first (medical check up)
  3. happens at the same time (arrive at school/ give your name)
  4. don't happen at all (go to the gym)
- Call on students to give some examples of their own.

Past and Present Participial Adjectives

- Write the following sentences on the board:
  Mark's excited because he's going skydiving tomorrow.
  Skydiving is an exciting sport.
- Ask: *How does Mark feel?* (excited) *What's making him feel excited?* (going skydiving) Explain that *excited* is a past participle and tells how Mark feels. *Exciting* is a present participle and describes the sport of skydiving.
- Have students read the explanation and examples in the presentation. Practice by having students complete these sentences with different participles and their own ideas.
  I think that _____ is/are _____. (boring, exciting, fascinating, interesting, amazing, irritating, frightening)
  When I _____, I feel _____. (bored, excited, frightened, irritated, amused, depressed)

C

- Have students work individually to complete the sentences with present or past participles. Then have them compare answers with a partner. If their answers are different, they should discuss and decide on one answer.
- Check answers by calling on students to read the sentences.

Answers

1. The train arriving on Platform 3 is the 10:33 Fast City Link.
2. The doctor called out lives nearby.
3. Instead of going home, they went to the park.
4. While listening to the football game, he did his homework.
5. The stock market crash occurring in 2008 affected many people around the world.
6. Jack was disappointed when he found out he hadn't been accepted to his first choice of university.
7. On arriving at the airport you must check in your bags.

Workbook

Assign pages 29-30 for more practice with the form, meaning and function of the structures in the unit.

Teaching Tip

Whenever possible you should correct errors anonymously without drawing attention to the person who made the error. One way to do this is to make a note of an error when you hear it. Then include it in a general correction activity later in the lesson.

Present and Past Participles

Use a participle clause to give more information. Use the present participle (the –ing form) when the meaning is active.

Companies **selling** beauty products understand the importance most societies place on appearance.
People **arriving** early will be given priority seating.

Use the past participle (the –*ed* form) when the meaning is passive.

The cosmetics industry, **built** around making people look and feel more beautiful, is worth a billion dollars.
The jewelry **stolen** last week has been found.

Participle Clauses With Conjunctions and Prepositions

Use the –*ing* form of the verb after these conjunctions and prepositions: *while, before, after, on, without, instead of.*

While working out at the gym, he saw an old school friend.
Before exercising, you should have a medical check up.
On arriving at the school, you should give your name to the person on the front desk.
Instead of going to the gym, he decided to play football.

Past and Present Participial Adjectives

The past participle and the present participle forms of a verb can also be used as adjectives.

Past participles generally end in *-ed* (but can also end in *-d, -t, -en,* or *-n*) and describe how someone feels.

Mariam and Mona were **excited** about visiting the new store.

Present participles always end in *-ing* and describe what causes the feeling.

Looking at jewelry for a wedding is **exciting**.

C. Rewrite the sentences using a past or present participle so that the meaning stays the same.

Mona tried on gold earrings. Mariam told her about the wedding plans. (while)
While Mariam told her about the wedding plans, Mona tried on gold earrings.

1. The train which is arriving on Platform 3 is the 10:33 Fast City Link. (arriving)

_____

2. The doctor who they called out lives nearby. (called)

_____

3. They didn't go home. They went to the park instead. (instead of)

_____

4. He was listening to the football game on the radio and at the same time he did his homework. (while)

_____

5. The stock market crash which occurred in 2008 affected many people around the world. (occurring)

_____

6. The news that Jack hadn't been accepted to his first choice of university was disappointing. (disappointed)

_____

7. As soon as you arrive at the airport, you must check in your bags. (on)

_____

12 Project

1. Work in pairs/groups. Research 2 or 3 cosmetic products, such as a shampoo, conditioner, skin cream, lotion, etc., and collect information about their:
   - ingredients
   - testing
   - purpose
   - promotion
2. Study the promotional material you have discovered, e.g. leaflet, prospectus, website, poster, etc., and find out what the product claims to do. For example, a shampoo might claim to remove dandruff miraculously after a few uses. Does it?
3. Find out if the claim is true or not. Ask people and search for information on the Internet.
4. Use the chart to make notes. Then use your notes to design and prepare a poster presentation. Remember to use photos or illustrations.
5. Try to find out which products the product in question is competing against in the market. Collect information about them.
6. Share parts of your presentation within your group. Present in class. Allow 5 minutes for questions and answers after each presentation.

Cosmetic	1 _____	2 _____	3 _____
Ingredients			
Purpose			
Claim			
True facts			
Source of true facts/evidence			
Competing products			

12 Project

- Organize students in groups and have them brainstorm on cosmetic products. Call on a student from each group to report the group's ideas and list them on the board.
- Have a class discussion about some products that the students would like to comment on.
- Tell students that they will be preparing a poster presentation for the class with information about cosmetic products.
- Read the directions with the class. Explain to the students that they will need to research and collect promotional material, look up each product on the Internet, find article/s about it as well as consumer comments and ratings and talk to people in order to determine whether the claim of each product is true or not.
- Remind them to also look for competing products while they are researching and collect information about them as well.
- Organize students in groups and ask them to choose 2 or 3 products (depending on the size of the group). Write the types of products for each group on the board.
- Give groups time to discuss and share any information that they already have. Remind them to make notes in the chart.
- Have groups organize themselves and share the tasks that need to be completed among members of the group.
- Circulate and monitor and/or help when necessary. Remind students that they will need to be prepared with captions and/or slogans.
- Have groups assign tasks to different members depending on abilities and skills. Give them time to research if there is access to the Internet or a library.
- Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- Give them time to discuss and decide on what they will use.
- 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.
- Give students time to coordinate, collate information and finalize their poster in class. Ask them to have a trial run in their group.
- Have groups present. Let the class choose the best presentation. Elicit opinions from different students and ask them to justify their decision.

Additional Activity

Have students work in groups to plan and create the perfect product. Ask them to design its packaging and create a slogan and captions.

13 Self Reflection

- Write *Beauty Is Only Skin Deep* on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 34 and 35. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
  Which products were used by ancient Egyptians? What used to be the ingredients of lipstick and nail polish in the past? What are the ingredients nowadays?
  What was the first deodorant inspired from?
  What did military commanders in Egypt and early Rome do before battle?
- 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 to complete some sentences.
  He seems to be disappointed that _____
  _____
  Aren't you worried that _____
  _____
  I've noticed that _____
  _____
  It's strange that _____
  _____
- Have volunteers answer the questions. Elicit more options from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 38, 39. Call on volunteers to say what the conversation is about in this lesson, and which expressions they remember.
- Have students say what they remember from this section and make notes in the chart.
- Write *Changing Concepts of Beauty in History* on the board and brainstorm on language and information that students remember. Call on volunteers to report as much as possible.
- Organize students in pairs and ask them to answer questions like these:
  What has research shown about symmetry?
  Do all cultures have the same standards of beauty and fashion?
  Think of two examples that show how the concept of beauty and fashion changes with time.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they know/remember about the importance of wealth. Give them some time to work in pairs and then call on volunteers to answer.
- Have students comment on persuasive essay writing and how they felt producing one. Call on volunteers to present their views.
- Have students scan pages 42 and 43 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and have them present their experiences for the class.
  Did they have difficulty making decisions in their group? Why? Why not?
  Did they feel that they had the chance to present their ideas?
  Was it difficult or easy to collect information about the products chosen? Why? Why not?
  Where did they find information? Where did they find photos?
  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.
- 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.
discuss beauty products and practices throughout history			
talk about the importance of beauty products			
make a complaint			
respond to a complaint			
use noun clauses beginning with *that*			
use noun clauses after verbs			
use noun clauses after adjectives			
use noun clauses as subjects of sentences			
use the structures: *needs to be done; get/ have done*			
use present and past participles in a range of ways			

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 each sentence with ***might have***, ***could have***, ***must have***, ***should have***, or ***was/were supposed to***. For some items, more than one modal is possible.

1. He _____ enjoyed the game if he had gone with them. But then again, he _____ been bored.
2. You _____ told us that you needed a place to stay. There's plenty of room in our apartment.
3. Luke was really hoping to get the job. He _____ been disappointed when they gave it to someone else.
4. She _____ not _____ said she preferred Maria's hair long. I think she hurt her feelings.
5. Where were you on Saturday? You _____ help clean the apartment.
6. If your dinner was cold, you _____ asked the waiter to heat it up.
7. The streets are all wet. It _____ rained last night.
8. John _____ graduate in June, but he decided to take a year off.

B. Join each set of words together to form a sentence. Use ***so***, ***such***, ***so many***, ***so much***, ***so little***, or ***so few…that…***

the adhesive is / strong / it stuck my fingers together
The adhesive is so strong that it stuck my fingers together.

1. the noise was / startling / it made us jump
2. they are / good friends / I assumed they would go to the same university
3. I had / interest in the documentary / I fell asleep halfway through it
4. people were / outraged by the radio announcer's comments / his show was cancelled
5. he got / disoriented driving in the city / he had to use his GPS to find his way home
6. he is taking / classes this semester / he has time to work two jobs
7. it was / a violent storm / it snapped most of the branches on that tree
8. she is / an absent-minded person / she forgot her dental appointment
9. the accident did / damage to the car / it's not even worth fixing
10. there were / people ahead of us in line / it took an hour to get into the museum

C. Complete each sentence with a participle phrase and an idea of your own.

After *spending the day at the beach*, *he was very sunburned.*

1. While _____, I had the most exhilarating feeling.
2. After _____, she didn't feel very well.
3. Before _____, he was nervous.
4. While _____, Paul felt completely relaxed.
5. After _____, her English was much improved.
6. Before _____, we always make sure the doors are locked.

Unit Goals

- **Language Review**
- **Reading**
  Phobias: Nothing to Fear
- **Language Plus**
  Idioms about fear
- **Writing**
  Write an essay about a psychological condition or disorder

1 Language Review

A

- This exercise reviews the use of the past modals: *might have, could have, must have, should have,* and *was/were supposed to*. Modals in the past were presented in Unit 1. Refer students to the grammar chart on page 8 for review as necessary.
- Ask a student to read aloud the directions.
- Have students work individually to complete the sentences with a correct modal, and then compare answers with a partner.
- Check answers as a class by having students read aloud their completed answers. Elicit additional possible answers as appropriate.

Answers

Answers will vary. Sample answers:

1. might have / could have, might have / could have
2. should have
3. must have
4. should…have
5. were supposed to
6. should have / could have
7. must have
8. was supposed to

B

- This exercise reviews the use of *so, such, so many, so much, so little, and so few…that…* These expressions to show cause and effect were presented in Unit 2. Refer students to the grammar chart on page 22 for review as necessary.
- Ask a student to read aloud the directions.
- Have students work individually to form the sentences, and then compare answers with a partner.
- Check answers as a class by having students write their sentences on the board.

Answers

Answers will vary. Sample answers:

1. The noise was so startling that it made us jump.
2. They are such good friends that I assumed they would go to the same university..
3. I had so little interest in the documentary that I fell asleep halfway through it.
4. People were so outraged by the radio announcer's comments that his show was cancelled.
5. He got so disoriented driving in the city that he had to use his GPS to find his way home.
6. He is taking so few classes this semester that he has time to work two jobs.
7. It was such a violent storm that it snapped most of the branches on that tree.
8. She is such an absent-minded person that she forgot her dental appointment..
9. The accident did so much damage to the car that it's not even worth fixing.
10. There were so many people ahead of us in line that it took an hour to get into the museum.

C

- This exercise reviews reducing adverb clauses to participle phrases, which was presented in Unit 2. Refer students to the grammar chart on page 22 for review as necessary.
- Ask a student to read aloud the directions. Remind students that there are multiple ways to complete these sentences. The focus here is to form the participle correctly.
- Have students work individually to complete the sentences, and then compare answers with a partner.
- Check answers as a class by calling on students to read their sentences aloud.

Answers

Answers will vary. Sample answers:

1. skiing all day
2. eating three pieces of cake
3. taking the test
4. giving his speech
5. taking the class
6. leaving the house

D

- This exercise reviews the use of noun clauses after verbs, which was presented in Unit 3. Refer students to the chart on page 36 as necessary.
- Ask a student to read aloud the directions. Remind students to write sentences that are true about themselves.
- Have students work individually to complete the sentences, and then compare answers with a partner.
- Check answers as a class by calling on volunteers to read their sentences aloud.

Answers

Answers will vary. Sample answers:

1. I will have a really nice house
2. I will not be accepted into a university
3. his appointment was the day before mine
4. I wanted to be a teacher
5. the author of that book lived nearby
6. I'm very tall
7. I will go to college
8. I'm very trustworthy

E

- This exercise reviews using adjectives after noun clauses. Refer students to the grammar chart on page 36 for review as necessary.
- Ask a student to read aloud the directions.
- Have students work with a partner to discuss the pictures and write a sentence about each, using the adjective given.
- Check answers as a class by calling on volunteers to read their sentences aloud. Since students' interpretation of the pictures will vary, accept any answers that are grammatically correct.

Answers

Answers will vary. Sample answers:

1. He is disappointed that he didn't win the match.
2. They are happy that they meet again.
3. He is surprised that he slept so late.
4. He is unaware that someone is trying to steal his bag.
5. He is glad that he is graduating from college.

F

- This exercise reviews noun clauses as subjects of sentences. Refer students to the grammar chart on page 36 for review as necessary.
- Ask a student to read aloud the directions.
- Have students work individually to write the sentences, and then compare answers with a partner.
- Check answers as a class by calling on volunteers to read their sentences aloud.

Answers

1. It is a fact that your diet affects your health.
2. It is unlikely that he'll be able to afford a car this year.
3. It is funny that he doesn't like tomatoes but he does like tomato soup.
4. It is strange that he missed the goal even though he was very close to it.
5. It is obvious that people who study harder usually get better grades.
6. It is possible that if people start using alternative sources of energy, global warming can be slowed.

Workbook

Assign pages 31–33 for review of grammar and vocabulary presented in Units 1–3.

Additional Activity

Play Vocabulary Bingo. Create a list of target vocabulary words from Units 1–3 and provide them to students. Have students draw their own bingo cards with four columns and four rows. Then ask them to fill in the card with words of their choice from the vocabulary list. Read a clue aloud for each word from the list in random order. The clues could include definitions, synonyms, or antonyms for the vocabulary words. Students check off their words in their bingo cards as they hear the clues. The first student to check off four in a row across, down, or diagonally says *Bingo*! Have the student read aloud his or her words to check accuracy. Continue the game with the rest of the students or start a new game.

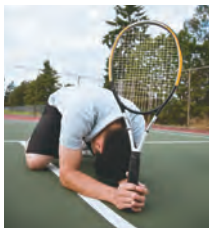
D. Complete each sentence with a noun clause that is true about you.

Sometimes I complain that I have too much homework.

1. Ten years from now, I hope that _____.
2. I sometimes fear that _____.
3. I would never forget that _____.
4. When I was younger, I decided that _____.
5. Last week in class, I learned that _____.
6. When most people meet me, they probably notice that _____.
7. My parents expect that _____.
8. People who have known me a long time know that _____.

E. Write a sentence with an adjective + noun clause for each picture. Use the adjectives provided and your own ideas.

(worried)
He is worried that he may have failed the exam.



1. (disappointed)

2. (happy)

3. (surprised)

4. (unaware)

5. (glad)

F. Use the words and phrases to write sentences with noun clauses as the subjects.

true: elephants have great memories
It is true that elephants have great memories.

1. a fact: your diet affects your health
2. unlikely: he'll be able to afford a car this year
3. funny: he doesn't like tomatoes, but he does like tomato soup
4. strange: he missed the goal even though he was very close to it
5. obvious: people who study harder usually get better grades
6. possible: if people start using alternative sources of energy, global warming can be slowed

2 Reading

Before Reading

1. What are you afraid of?
2. How does your body respond when you feel fear?

PHOBIAS: *NOTHING TO FEAR*

John Dickson was walking down the street with his friend Len when a cute, friendly, little squirrel ran over to them. Len knelt down and gave it a nut, but John froze and backed away in terror. Although the squirrel was clearly not a threat, John felt so terrified that his heart began pounding. He broke out in a cold sweat, and he felt like he was about to faint. Why did John have such an extreme reaction to such a harmless animal? John has a phobia of animals.

A phobia is an intense, irrational fear of a specific situation, activity, or thing that, in actuality, doesn't pose any true danger. People with phobias have a feeling of uncontrollable anxiety when they are exposed to the source of their phobia. This psychological reaction causes many physical symptoms. Some symptoms include shaking, rapid heartbeat, difficulty breathing, sweating, chest pains, dizziness, and a feeling of overwhelming anxiety. When a person has such physical reactions to something they fear, they are said to be having a *panic attack*.

People with phobias feel such great distress when they encounter the thing they fear that they go out of their way to avoid such an encounter. People with phobias often know that their fears are irrational, but feel completely unable to control their fears. Sometimes a phobia has only a minimal impact on a sufferer's life. For example, Janet Acra has a paralyzing fear of spiders (arachnophobia). However, as long as she avoids going into woodsy or grassy areas, she is generally able to avoid seeing them. Some phobias, however, can prevent sufferers from participating in normal, everyday activities. These kinds of phobias can have a devastating impact on the sufferer's life. For example, after being in a car accident, George Ramirez developed *ochophobia*, a fear of riding in vehicles. After that, the only way George could get from one place to another was to walk. And, since his college was 20 miles (32 kilometers) away—too far to walk—George dropped out.

There are hundreds of different kinds of phobias, but only a handful are very common. One of these phobias is the fear of heights (acrophobia). People with this fear are unable to look out the window of a tall building without feeling a panic attack coming on. Another common phobia is the fear of being in confined spaces (claustrophobia). People with claustrophobia commonly feel trapped when they are in small, enclosed places like elevators, tunnels, or closets. On the other hand, people who suffer from *agoraphobia* fear being in large, wide-open spaces, or places where leaving would be difficult. Agoraphobics generally avoid places like shopping malls, stadiums, and other crowded places. Some people develop such intense agoraphobia that they are not able to leave their home for years.

In addition to the more common phobias, there are dozens of unusual, little-known phobias, such as the fear of clowns (coulrophobia), fear of taking a bath or shower (ablutophobia), and fear of trees (dendrophobia). In fact, there is even a fear of phobias (phobophobia)!

2 Reading

READING STRATEGY Previewing

- Ask students to open their books and look at the pictures on pages 50 and 51, without reading the text. Ask: ***What do you see in the pictures?*** (a spider, a person falling from a mountain, an elevator) Ask: ***What do these things have in common?*** (These are common things that people fear, or common phobias.)
- Direct students' attention to the title of the reading: *Phobias: Nothing to Fear*. Ask: ***What is a phobia?*** (a fear of something) ***Do you know the term for a fear of spiders?*** Elicit: *arachnophobia*. ***Do you know the term for fear of enclosed spaces?*** Elicit: *claustrophobia*. ***Do you know the term for fear of heights?*** Elicit: *acrophobia*.
- Arrange students in pairs to discuss the **Before Reading** questions. Ask students to give examples of situations in which they felt afraid and how their bodies responded.
- Play the audio of the text. Have students listen and read along in their books.
- Give students time to read the text again silently in preparation for the After Reading exercises.
- Refer students to the Japanese proverb in the last paragraph of the text: *Fear is only as deep as the imagination allows*. Ask: ***What do you think this proverb means?*** Discuss the proverb briefly, eliciting explanations and opinions from the class.

Language Builder

The word *phobia* comes from the Greek word *phóbos*, which means *fear*. There are three related suffixes, *-phobia, -phobic,* and *-phobe,* which are used to describe the fear. For example:

Arachnophobia is a noun that describes the condition. (*She has arachnophobia and cannot bear to see spiders.*)

Arachnophobic is an adjective that decribes a person with the condition. (*The arachnophobic girl ran from the room when she saw the spider.*)

Arachnophobe is a noun, referring to a person that has the condition. (*She is an arachnophobe who cannot be around spiders.*)

Culture Note

Phobias

People all over the world have phobias. Some phobias are more prevalent in certain cultures, and some phobias are culture-specific, but all cultures have them.

Ten of the most common phobias are the following:

1. *arachnophobia* — the fear of spiders
2. *ophidiophobia* — the fear of snakes
3. *acrophobia* — the fear of heights
4. *agoraphobia* — the fear of open spaces
5. *zoophobia* — the fear of animals
6. *astraphobia* — the fear of thunder and lightning
7. *trypanophobia* — the fear of injections
8. *social phobia* — the fear of social situations
9. *aerophobia* — the fear of flying
10. *mysophobia* — the fear of germs or dirt

After Reading

A

- Read aloud the directions and the list of words in the box. Point out to students that they will match each word in the box to its *antonym* below. Ask: ***What is an antonym?*** (a word that has the opposite meaning of another word)
- Tell students to search the text for the words in the box and underline them. Tell them to study the context of each word in order to guess at its meaning. Then they can make guesses about its opposite meaning.
- Read the answers aloud for students to verify their responses. Answer any questions about the words and allow students to use a dictionary as necessary for clarification.

Answers

1. devastating
2. alleviate
3. distress
4. confined
5. irrational

B

- Have students work with a partner to ask and answer the questions. Tell them to refer to the text and underline the specific parts of the text that provided them with the answers.
- Check answers as a class by calling on pairs to read aloud the questions and answer them.

Answers

Answers will vary. Sample answers:

1. A phobia is an intense, irrational fear of something that doesn't pose any true danger.
2. A sufferer might experience shaking, rapid heartbeat, difficulty breathing, sweating, chest pains, dizziness, or a feeling of overwhelming anxiety.
3. Claustrophobia is a fear of small, confined spaces. Arachnophobia is a fear of spiders.
4. People might learn phobias from their parents, or they might develop them as a reaction to a frightening experience.
5. People with phobias can take medication or undergo counseling to help them overcome their fear.

Discussion

- Arrange students in groups of three or four to discuss and answer the questions.
- Assign one student in each group the role of reporter. This student will report back to the class about the group discussion.
- Monitor as groups discuss, making sure that all students are participating.
- Open the group discussions to a class discussion. Call on the group reporters for their answers to each question. For question 3, ask students if they know of any phobias that are prevalent in their culture or specific to their culture.

Workbook

Assign pages 34–35 for additional writing practice at word and sentence level.

Although no one knows for sure how phobias develop, some researchers believe that phobias are passed from parents to children in one of two ways: either by inheriting the gene for a phobia, or by observing a parent's phobic reaction to something and learning to react in the same way. Another possibility is that phobias are a reaction to something frightening a person may have previously experienced. For example, John Dickson could have developed his fear of animals (zoophobia) when, as a child, he saw an animal bite another child.

However, there are treatments that can help people with phobias. While some people take medication to alleviate their phobias, many others go to counseling where they learn techniques to overcome their phobias permanently. For example, learning simple relaxation exercises can help people feel more in control when confronted with feared objects and situations. People can also be taught to overcome their fear through gradual exposure to it. For example, a person with a fear of heights might be encouraged to imagine being in a tall building. Once capable of doing this without having a panic attack, the person might be brought into the ground floor of a tall building. After becoming comfortable there, the person would be brought to the second floor. Eventually, the phobic person would reach the top floor of the building and the end of their fear.

There is a Japanese proverb that says, "Fear is only as deep as the imagination allows." People who have learned to overcome phobias understand how true this is.

After Reading

A. Write each word next to its antonym.

alleviate	confined	devastating	distress	irrational

1. improving _____
2. intensify _____
3. comfort _____
4. released _____
5. logical _____

B. Answer the questions.

1. What is a phobia?
2. What are some physical symptoms that a person with a phobia might experience?
3. Name two phobias and describe them.
4. Why do people develop phobias?
5. Explain some of the treatments available to people with phobias.

Discussion

1. Imagine you know someone who has a fear of cats. How might you try to help that person?
2. Do you think phobias are genetic, learned, or both? Explain.
3. Do you think people of different cultures are more likely to have different phobias? Explain.

3 Language Plus

Read the sentences. Then match the idioms with the pictures.

a. When the burglar broke into my house, I was ***scared to death***.
b. That book of scary stories is so spooky it will ***make your hair stand on end***.
c. I was ***scared stiff*** while watching that horror film on TV.
d. You will ***scare the living daylights out of*** her if you sneak up behind her.
e. Before giving a presentation, I often ***get goose bumps***.
f. I ***shake like a leaf*** every time I pass that big, abandoned house.

1. scare the living daylights out of

2. _____

3. _____

4. _____

5. _____

6. _____

4 Writing

Tools for Writing: Sentence Fragments

A sentence fragment is a dependent clause that is incorrectly treated as a complete sentence.

Incorrect: Because he's so intelligent.

Sentence fragments can often be fixed by either adding the fragment to an independent clause, or by removing the introductory word from the fragment.

Correct: I like listening to his lectures because he's so intelligent.
Correct: He's so intelligent.

Correct these sentence fragments.

1. After the news report was over.
2. If I go shopping.
3. Unless the weather is nice.
4. Because we eat too much fast food.

3 Language Plus

- Read aloud the directions. Point out that the words in italics in the sentences are idioms. All of the idioms in this exercise are related to fear.
- Do this activity as a class. Call on a student to read aloud each sentence. Ask the class to match the sentence with one of the pictures below. Have students write the idioms beneath the appropriate pictures.
- Ask additional questions about each picture to elicit and clarify the meaning of the idiom. For example:

1. scare the living daylights out of
Ask: ***How does the woman look?*** (very scared) Explain that the word *daylights* was once used to mean *eyes*. So, at one time, this phrase meant that someone was frightened so badly that they lost the power of sight. This meaning of *daylights* is not commonly used or known these days, but the expression has remained.

2. shake like a leaf
Ask: ***When you are afraid, does your body ever shake or tremble?*** Elicit that shaking is a natural physical response to fear. ***What does the boy's body look like?*** (a leaf) Explain that this expression likely refers to the fragile nature of a leaf that moves and shakes with the wind.

3. make your hair stand on end
Ask: ***What is happening to this man?*** (He is very scared and his hair is standing straight up.) Ask: ***When you are afraid, does the hair on your arms and the back of your neck ever stand up?*** Elicit that this too is a natural physical response to fear or cold. Explain that we often use this expression as a reaction to a mental fear, such as a spooky story, rather than a physical fear.

4. scared stiff
Ask: ***How does this man look?*** (He is frozen in position, unable to move.) Elicit that *scared stiff* means to be so scared that a person is unable to move.

5. scared to death
Ask: ***What is this man thinking about?*** (a gravestone) Ask: ***Is it possible to be literally so scared that it causes death?*** Elicit that this is unlikely but the expression means that the person is as frightened as it is possible to be.

6. get goose bumps
Ask: ***What is all over this man?*** (goose bumps; the hair all over his body is standing up and his skin has little bumps on it) Ask: ***When do you get goose bumps?*** (when you are nervous, afraid, or cold) Elicit examples from students of things that have given them goose bumps.

Answers

1. scare the living daylights out of
2. shake like a leaf
3. make your hair stand on end
4. scared stiff
5. scared to death
6. get goose bumps

4 Writing

Tools for Writing: Sentence Fragments

- Read aloud the explanation of sentence fragments.
- Give students a few minutes to correct each sentence, either by removing the introductory word or adding the fragment to an independent clause.
- Call on students to read aloud their corrected sentences. Elicit different ways to correct each. Ask students to confirm whether their classmates' sentences are correct.

Answers

Answers will vary. Sample answers:

1. The news report was over.
2. If I go shopping, I'll call you.
3. Unless the weather is nice, we'll have to cancel.
4. We eat too much fast food.

Writing Prompt

- Read aloud the writing prompt. Tell students that they will choose a condition or disorder to write about and research it for their essay.

Developing Your Writing

- Focus students' attention on the box *Developing Your Writing: Avoiding Plagiarism*. Ask students to read the text in the box silently.
- Ask: ***What is* plagiarism?** Elicit that plagiarism is copying someone else's ideas and pretending that they are one's own. Ask: ***When using someone else's research or opinion in your writing, how do you avoid plagiarism?*** (by crediting the person or source where you obtained the information) ***What are two ways to present information from another source?*** (quoting exact words and paraphrasing) Ask: ***Who has discussed plagiarism before in another class?*** Find out through discussion how familiar students are with plagiarism and plan your presentation accordingly. It may be a good idea to provide students with samples of essays that include paraphrased and quoted information with a list of sources at the end. The best way for students to learn to use researched information in their writing is through following good examples.
- Ask a student to read aloud the beginning of the example essay *Stuttering*.
- Point out the credit in parentheses in the last line. Ask: ***What does this refer to?*** Show that it refers to the bibliographical entry at the bottom of the page. NIDOCD is an acronym for the National Institute of Deafness and Other Communication Disorders.
- Prepare a handout for students with examples of how to correctly cite sources in a bibliography. Your school may have a preferred style. Bibliography formats can be found through key word searches on the Internet or with the help of a librarian.

Write Your Essay

- Direct students back to Write Your Essay. Call on a student to read aloud step 1. Elicit the meaning of the possible subjects given. (Insomnia is the inability to sleep; dyslexia is a reading disability, involving difficulty processing letters and symbols; anxiety is an unnecessary feeling of worry or fear in certain situations; attention deficit disorder is a condition involving restlessness or lack of attention span; eating disorders include such conditions as anorexia and bulimia.) As a class, discuss these disorders briefly and brainstorm other possible topics.
- Have a student read aloud steps 2–5. Ask students to copy the note-taking chart from their books into their notebooks. Tell them that they will fill in the second column of the chart with notes they take as they research the disorder or condition that they choose to write about.
- Ask students to research their topics outside of class and complete their charts.
- Have students work individually to write a draft of their essay, being careful to avoid plagiarism of their sources. Then they exchange drafts with their partner and comment on each other's essays.
- Finally, have students reread their essays and revise them. Tell them to check to see if they used any of the grammar points from Units 1, 2, and 3. Write these points on the board for reference:

  ***Modals in the past:* might have, could have, must have, should have, *and* was/were supposed to**

  Passive modals in the past

  Such…that / so…that

  Reducing adverb clauses

  Noun clauses after verbs

  Noun clauses after adjectives

  Noun clauses as subjects of sentences

  If no points are included, have students include at least two or three different grammar points from the units as they revise the essay. They don't have to use them all. Students might do this as homework.
- Collect students' essays, bibliographies, and note-taking charts for assessment.

Workbook

Assign page 36 for additional writing practice above word and sentence level.

Writing Prompt

Write an informational essay about a psychological condition or disorder. Include grammar points from Units 1, 2, and 3.

Write Your Essay

1. Decide what condition you want to write about. Some possible subjects include stuttering, insomnia, dyslexia, anxiety, attention deficit disorder, and eating disorders.
2. Research the disorder to answer the following questions: What is this disorder? What causes it? What are the symptoms? What are some example cases? How is the disorder treated?
3. Use a chart to record information and organize your ideas.
4. Write a draft of your essay. Be sure to avoid plagiarism. Paraphrase and cite sources when necessary.
5. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Disorder: _____	
Definition	
Causes	
Symptoms	
Example cases	
Treatment	

Developing Your Writing: Avoiding Plagiarism

Plagiarizing means copying ideas and words from another writer without giving credit to the writer. When you gather information for your essays, be careful to note any information you take directly from another source. When using this information, avoid plagiarism by doing the following things:

Quote exact words: Place exact words from another source in quotation marks. This clearly indicates that the words in quotations are not your own.

Paraphrase: Summarize and put ideas from another source into your own words.

Whether you use exact quotes or paraphrase, be sure to give credit to the original source after the quote or paraphrase. Then include a list of your sources at the end of your essay.

Stuttering

James has to give a speech in front of his class, and he doesn't want to. He is afraid that he will embarrass himself in front of his classmates. In fact, he is so scared of embarrassing himself that he would rather accept a failing grade for the assignment than take the risk.

James is a stutterer. Stuttering is a common speech disorder that affects a little less than one percent of the population. People who stutter repeat or prolong sounds and words, which disrupts the normal flow of speech. (NIDOCD, 2009)

National Institute of Deafness and Other Communication Disorders. September 3, 2009. <http://www.nidcd.nih.gov/health/voice/stutter.asp>

4 They Said, We Said

1 Listen and Discuss

1. What is gossip?
2. Do rumors circulate quickly? Why or why not?
3. Do you think gossiping is wrong? Why or why not?

Unit Goals

Vocabulary
Gossip and rumors
Praise and criticism

Functions
Promise to keep a secret

Grammar
Noun Clauses as Reported Speech versus Quoted Speech
Rules and Exceptions to the Sequence of Tenses
Noun Clauses Beginning with *Whether* or *If*

Listening
Listen for specific details

Pronunciation
Question intonation

Reading
Psst. Pass It On. (Why We Gossip)

Writing
Write a summary of an article about gossip

Form, Meaning and Function
Words Connected to Parts of the Body
Modals and Giving Advice in the Present and Future

Warm Up

- With students' books closed, discuss the first introductory question: ***What is gossip?*** (talk or rumors about the personal affairs of other people) Point out that the word *gossip* is both a noun and a verb.
- Ask students to open their books and discuss the remaining two introductory questions with a partner.
- Call on a few volunteer pairs to read aloud and answer these questions for the class.

1 Listen and Discuss

- Direct students' attention to the scene on pages 54 and 55. Ask: ***What kind of place is this?*** (a café) ***What is it called?*** (The Gossip Café) ***What are all of the people doing?*** (gossiping or talking about other people)
- Play the audio. Tell students to listen to the quotes and read along in their books.
- Have students work with a partner, taking turns reading aloud each quote and discussing its meaning. Ask students to try to explain each quote to each other using their own words.
- As a class, discuss each quote. Call on a student to explain each in his or her own words. For example, say: ***Number 1. Will Rogers said that the only time people disliked gossip was when the gossip was about them. What does this quote mean?*** Elicit: *He meant that everyone likes to gossip about other people, but no one likes it when other people gossip about them.*
- Continue discussing each quote in this manner. Ask students to help each other understand the quotes rather than explaining them yourself.

Culture Note

Will Rogers
(1879–1935) was a well-known and social commentator.

George Bernard Shaw
(1856–1950) was an Irish writer. One of his most famous works is *Pygmalion*.

Benjamin Franklin
(1706–1790) was an important figure in the founding of the United States and its independence from England.

Bertrand Russell
(1872–1970) was a British philosopher. In 1950, he was awarded the Nobel Prize in Literature for his many writings.

Eleanor Roosevelt
(1884–1962) was the wife of American president Franklin Delano Roosevelt who served from 1933 to 1945. Throughout her lifetime, she was an important civil rights activist.

Oscar Wilde
(1854–1900) was an Irish writer whose plays continue to be performed today. One of his most famous works is *The Importance of Being Earnest*.

Blaise Pascal
(1823–1962) was a French scientist and philosopher. He made significant contributions to the fields of mathematics, science, and literature.

Quick Check

A

- Read aloud the directions and the list of vocabulary words in the left column, modeling correct pronunciation for students.
- Ask students to find each word in the quotes and underline it. Tell them to study the context of the word in order to guess its meaning.
- Have students work individually to match the words with their meanings, and then compare answers with a partner.
- To check answers as a class, call on volunteers to read aloud the words and their meanings.

Answers

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

B

- Arrange students in pairs to ask and answer the comprehension questions. Tell them to refer to the quotes as necessary to find the answers.
- To check answers, have each pair of students join another pair to form a group. Have groups compare and discuss their answers.
- If there are any questions that groups are not sure about, discuss the answers as a class.

Answers

Answers will vary. Sample answers:

1. Will Rogers does not like being gossiped about. Oscar Wilde does.
2. The fact that people are interested in talking about others' faults, not their virtues; that friends cannot be trusted not to talk behind one's back; that nothing remains private.
3. If you have a friend who likes to gossip about other people, that friend probably gossips about you to others.
4. I agree with the George Bernard Shaw quote. People always want to know about other people's secrets.
5. I disagree with the Spanish proverb. I think that true friends would not gossip about each other even though they enjoy gossiping about other people together.

2 Pair Work

- Have a student read aloud the directions.
- First, ask students to work in pairs to write a rumor. Tell students that the rumor should be about a famous person or event, and not about a classmate. Emphasize that the rumor should be humorous rather than malicious.
- Then ask one student from each pair to go to the front of the room, and the other student to go to the back of the room. Arrange the two groups of students into lines with pairs facing each other.
- The first pair whispers their rumor to the next person in line, who continues to whisper it to the next person. When the rumor has traveled to the last student in both lines, ask those students to say it aloud. Did the rumor stay the same as it traveled through each line? Which line kept the rumor closest to the original?

Workbook

Assign page 37 for practice with the vocabulary of the unit.

Teaching Tip

It can be intimidating for students to be called on for answers when they are unprepared. Give students time to think about and formulate an answer or response to a question before calling on them. If a student seems confused by a question, try to rephrase it with simpler language, or give a clue as to the answer you are looking for.

Additional Activity

Ask students to draw a picture story that is related to the unit theme of gossip. Have each student show his or her drawing and explain the story around it, using at least three words from the vocabulary list in exercise **A**.

fun facts

- In recent years, celebrity gossip magazines have become more popular than news or public interest magazines.
- In the 1700s, obituary columns were similar to today's gossip columns. Obituaries told bits about a person's life and the way that the person died as a way of showing whether the person led a good or bad life and how he or she was rewarded or punished for it.

10 In an interview I saw recently, a celebrity asked if it was possible for a famous person to live without hearing rumors about himself.

11 Someone once said that a gossip is one who talks to you about others; a bore is one who talks to you about himself; and a brilliant conversationalist is one who talks to you about yourself.

12 I read an interview with a famous celebrity. He said that he thought that the hardest part about being a teenager wasn't dealing with the gossip in the scandal magazines, but dealing with the criticism, ridicule, and gossip of other teenagers.

Quick Check ☑

A. Vocabulary. Match each word to its definition.

1. _____ brilliant
2. _____ circulate
3. _____ criticism
4. _____ praise
5. _____ ridicule
6. _____ rumor
7. _____ scandal
8. _____ virtues

a. pointing out bad points about something or someone
b. making fun of
c. say complimentary things
d. move around
e. gossip that follows an embarrassing event
f. morally good characteristics
g. information that comes from gossip rather than a reliable source
h. exceptional

B. Comprehension. Answer the questions.

1. Who doesn't like being the subject of gossip? Who does?
2. What are some of the frustrations celebrities have expressed about gossip?
3. Explain the meaning of the Spanish proverb in your own words.
4. Which quote do you most strongly agree with? Why?
5. Do you disagree with any of the quotes? If so, which one and why?

2 Pair Work

Play a game of "telephone" with your class. Work with your partner to think of a rumor to spread about a famous person. Whisper the rumor to the person next to you. That person whispers it to someone else. Continue to pass the message around the classroom, trying to keep the exact wording. The last person says the rumor out loud. How close is it to the original rumor?

3 Grammar

Noun Clauses as Reported Speech versus Quoted Speech

Quoted speech repeats the exact words that someone said. A comma follows the verb in the main clause, and the quoted speech is placed inside quotation marks.

Reported speech uses a noun clause to paraphrase what someone said. It is not necessary to repeat the exact words, and quotation marks are not used.

Quoted Speech	Reported Speech
My mother said, "Gossiping is a bad habit."	My mother said (that) gossiping was a bad habit.
He said, "Mark cheated on the test."	He said (that) Mark had cheated on the test.

Rules and Exceptions to the Sequence of Tenses

In reported speech, if the reporting verb in the main clause is in the past tense, the tense of the verb in the noun clause generally moves back one tense.

Quoted Speech	Reported Speech
They said, "He **likes** gossip."	They said (that) he **liked** gossip.
They said, "He **is gossiping**."	They said (that) he **was gossiping**.
They said, "He **was gossiping** all day."	They said (that) he **had been gossiping** all day.

However, there are some exceptions to the rule of the sequence of tenses:

1. If the reporting verb is in the present tense, present perfect, or future, the noun clause verb does not change tense.
   She **says** (that) gossiping *is* mean.
2. If the noun clause states a fact or general truth, the present tense can (but doesn't have to) be retained.
   The psychologist said that it **is** (or **was**) human nature to enjoy hearing about scandal.
3. When the action that the reported speech refers to has not happened yet, either *will* or *would* can be used.
   Our teacher said that the mid-term exam **will** (or **would**) be given next week.
4. The modals *should, might, should have, could have,* and *must have* do not change form in reported speech.
   "Tim **should** keep his mouth closed." ⟶ He said that Tim **should** keep his mouth closed.
5. An imperative is changed to an infinitive, and *tell* is used as the reporting verb.
   "Don't spread that rumor." ⟶ My friend **told** me not to spread that rumor.

Noun Clauses Beginning with *Whether* or *If*

To report *yes/no* questions, *whether* or *if* is used to introduce the noun clause. *Ask* (not *say* or *tell*) is used as the reporting verb.

Jane asked, "Is the rumor true?" ⟶ Jane asked her friend **if** the rumor was true.
He asked, "Are they spreading rumors?" ⟶ He asked **whether** they were spreading rumors.

A. Write sentences that quote the speaker's exact words. Use ***said*** along with correct punctuation and capitalization.

Professor Jin: There will be no written exams. — Professor Jin said, "There will be no written exams."

1. Rebecca: They should mind their own business.
2. Albert: Can I have the check, please?
3. Me: He deserves praise for all of his accomplishments.
4. You: I promise that I won't tell your secret.
5. Mark Twain: The rumors of my death have been greatly exaggerated.

3 Grammar

Noun Clauses as Reported Speech versus Quoted Speech

- Read aloud the explanation and examples.
- Point out that reported speech always uses a noun clause when paraphrasing the quoted speech.
- Direct students to exercise **A** for practice with quoted speech.

Rules and Exceptions to the Sequence of Tenses

- Read aloud the explanation for the general rule for reported speech. Ask students to study the chart of examples. Show them that in reported speech, there are often two verbs: the reporting verb and the verb in the noun clause. The verb in the noun clause usually moves back one tense from the quoted speech. In other words, present tense becomes past, past becomes past perfect. Explain to students that this is the general rule to follow when reporting quoted speech.
- Once students understand the rule for reporting quoted speech, present the exceptions. Read aloud each exception and discuss the examples.
- Write additional examples of quoted speech on the board. Ask students to change them to reported speech, using the guidelines for exceptions. For example:

  Joe: Rumors can be harmful.
  (Joe says that rumors can be harmful.)

  Peter: Water freezes at 32 degrees Fahrenheit.
  (Peter said that water freezes at 32 degrees Fahrenheit.)

  Lara: The school will be closed over the summer.
  (Lara said that the school would be closed over the summer.)

  Teacher: You should study every night.
  (The teacher said that you should study every night.)

  Boss: Arrive on time for work.
  (Our boss told us to arrive on time for work.)
- Direct students to exercises **B** and **C** for practice.

Noun Clauses Beginning with *Whether* or *If*

- Present the explanation and examples.
- Write another direct speech question on the board, for example:

  Jim asked, "Will you go to the lake with us?"
  (Jim asked whether/if I would go to the lake with them.)

  Call on a student to go to the board and write the reported speech sentence with *whether* or *if*.
- Explain that *whether* and *if* are interchangeable in sentences like these and have the same meaning. However, *whether* is considered more formal and is used more commonly in writing.
- Direct students to exercise **D** for practice.

A

- Ask a student to read aloud the directions and the example.
- Have students work individually to rewrite the sentences as quoted speech, and then compare their answers with a partner.
- To check answers as a class, have students write their sentences on the board. Ask the class whether each is correct, and if not, how to correct it.

Answers

1. Rebecca said, "They should mind their own business."
2. Albert said, "Can I have the check, please?"
3. I said, "He deserves praise for all of his accomplishments."
4. You said, "I promise that I won't tell your secret."
5. Mark Twain said, "The rumors of my death have been greatly exaggerated."

B

- Have a student read aloud the directions and example.
- Have students work individually to rewrite the sentences as quoted speech, and then compare answers with a partner. Have them discuss any answers that are different and decide which is correct.
- To check answers as a class, have students write their sentences on the board. Ask the class if each is correct and, if not, how to correct it.

Answers

1. Mrs. Jackson said (that) she had taught at this school for 15 years.
2. He said (that) his cell phone wasn't working.
3. The teacher asked John why he was late.
4. My brother said (that) he thought he was going to grow a beard.
5. They said (that) they didn't want to go out tonight.
6. My sister promised (that) she would tell you her secret later.
7. Peter said (that) there is a brilliant lecturer speaking tonight.
8. We said (that) we would/will help them move into their new apartment.
9. The waiter said (that) there would/will be a 20-minute wait for a table.
10. Pedro said (that) he was watching TV when the earthquake began.

C

- Have students work individually to choose the correct form of the verb in each sentence, and then compare answers with a partner. Have them discuss any answers that are different and try to decide which is correct.
- To check answers as a class, call on students to read aloud their completed sentences.

Answers

1. might
2. likes
3. will/would
4. is
5. should
6. appears
7. has been/had been
8. to call
9. will/would
10. would

D

- Have students work individually to rewrite the sentences, using *whether* or *if*, and then compare their answers with a partner.
- To check answers as a class, call on students to read aloud their completed sentences. Elicit each sentence using both *if* and *whether*.

Answers

1. We asked him if/whether the rumor was true.
2. My sister asked me if/whether I was going to tell her my secret.
3. The waiter asked the customer if/whether he wanted milk for his coffee.
4. I asked him if/whether he voted in the last election.
5. They asked us if/whether we needed directions.
6. She asked her sister if/whether she could get some groceries from the supermarket.

E

- Read aloud the directions. Explain that Tom and Faisal are the people shown having a conversation over the phone.
- Ask students to work with a partner to write six to eight more lines of direct speech in the conversation.
- Then have pairs exchange their dialogues with another pair to change the dialogues to reported speech. Monitor as pairs work, assisting as necessary.

Workbook

Assign pages 38–40 for practice with the grammar of the unit.

Teaching Tip

Create an atmosphere in the classroom where students are not afraid to make mistakes. Students should not feel anxiety about giving incorrect answers.

Additional Activity

With a partner, have students ask and answer questions, taking notes on their partner's answers. Sample questions may include:

What are your plans for next weekend?

What were you doing yesterday at this time?

What advice do you have for students learning English?

Then have students change partners and tell their new partners about their first partner's answers, using reported speech.

B. Change the quoted speech to reported speech.

Taro said, "Albert and I are going to form a writers' group."
Taro said that he and Albert were going to form a writers' group.

1. Mrs. Jackson said, "I have taught at this school for 15 years."
2. He said, "My cell phone isn't working."
3. The teacher asked John, "Why are you late?"
4. My brother said, "I think I'm going to grow a beard."
5. They said, "We don't want to go out tonight."
6. My sister promised, "I'll tell you my secret later."
7. Peter said, "There's a brilliant lecturer speaking tonight."
8. We said, "We'll help them move into their new apartment."
9. The waiter said, "There will be a 20-minute wait for a table."
10. Pedro said, "I was watching TV when the earthquake began."

C. Circle the correct verb to complete each sentence. If both verbs are possible, circle both.

1. They said that they (might / might have) join us later.
2. She says that she (likes / liked) her classes.
3. The weatherman said that there (will / would) be a storm tonight.
4. He said that criticism (is / was) hurtful.
5. My aunt said that I (should / should have) call her this week.
6. The teacher said that a full moon (appears / appeared) once a month.
7. He said that he (has been / had been) to both London and Paris.
8. He asked his friends not (call / to call) him at work.
9. He said that he (will / would) try to come to the meeting.
10. Her friend warned that she (will / would) get in trouble.

D. Change each sentence to reported speech with ***if*** or ***whether***.

My friend asked me, "Will you buy a laptop soon?"
My friend asked me if I would buy a laptop soon.
My friend asked me whether I would buy a laptop soon.

1. They asked him, "Is the rumor true?"
2. My sister asked me, "Are you going to tell me your secret?"
3. The waiter asked the customer, "Do you want milk for your coffee?"
4. I asked him, "Did you vote in the last election?"
5. They asked us, "Do you need directions?"
6. She asked her sister, "Can you get some groceries from the supermarket?"

E. Write 6 to 8 more lines of dialogue for the phone conversation.
Then change each line of dialogue to reported speech.

Tom: I heard that Ahmed and his wife are flying to Jeddah this week.

Tom said he heard that Ahmed and his wife were flying to Jeddah this week.

Faisal: I thought Ahmed didn't like flying.

Faisal said that he thought Ahmed didn't like flying.

4 Conversation

Anna: Hello.
Farah: Anna, I'm so glad I found you. You'll never believe what I just heard. Ella and Susan had a huge argument and split up.
Anna: Again? That's a real on again, off again friendship!
Farah: Yes, but this time I hear it's for good.
Anna: What happened?
Farah: Rumor has it that Ella told Susan she was tired of her talking about herself and her problems and never wanting to listen to her. But the real reason was that she was really upset because she found out that Susan had been talking about her behind her back.
Anna: But she hadn't, had she?
Farah: No. But Stacy told Ella that she had heard Susan talking about her.
Anna: I thought Stacy was supposed to be Susan's friend. What a backstabber! Why would she bad-mouth Susan like that?
Farah: Isn't it obvious? She said it because she wants to become Ella's friend. But that'll never happen because we'll set things right!
Anna: We will? How are we going to do that?
Farah: We're going to talk to Ella and tell her that Stacy was lying. And we'll do it in front of Stacy.
Anna: Oh, no. I don't want to do that. You're better at this sort of thing. I hate confrontation.
Farah: But we need to confront Stacy with this. If we don't, she'll do it again. And it's not right for Ella and Susan to fall out over a lie. They'd have gotten over that other issue about listening to each other but not this. Would you forgive me if you found out I had talked about you behind your back?
Anna: Absolutely not. Have you?
Farah: Anna! This is not about us. It's about Ella and Susan; they've been friends since kindergarten.
Anna: Well, so have we. OK, OK, Let's do it!
Farah: Great! I'll call you back later with more details.

About the Conversation

1. What news does Farah give Anna?
2. Why is Anna surprised at Stacy?
3. What is Anna's response to Farah's suggestion?

Your Turn

Role-play with a partner. Make up some gossip to tell your partner. Discuss the gossip, using the phrases for telling a secret and promising to keep a secret.

Real Talk

split up = stopped being friends
on again, off again = something that is not stable
for good = permanently
behind (someone's) back = without (someone) knowing
backstabber = a person who says bad things about another person behind his/her back
bad-mouth = to criticize someone to other people

Telling a Secret	Promising to Keep a Secret
Can you keep a secret?	I promise I won't tell anyone.
Please don't tell anyone I told you this, but…	I won't say a word about it.
You'll never believe what I heard.	My lips are sealed.
You're not going to believe this, but…	You can trust me.

4 Conversation

- Ask students to open their books to page 58 and look at the picture of the two girls. Ask: ***What do you think the woman is doing?*** (She is dialing a number) Ask: ***Who do you think she is calling?*** (maybe her best friend)
- Tell students to close their books.
- Write on the board: ***Who does Susan like?*** (one of the girls who is talking, Anna) Ask students to listen to the conversation for the answer to this question.
- Play the audio. Have students listen with the conversation covered or their books closed.
- Ask for the answer to the question on the board. Tell students to open their books.
- Play the audio again. Have students listen and read along in their books.
- Ask: ***Does this sound like a common conversation between two young people?*** Elicit students' opinions.

Real Talk

- Model the expressions in the **Real Talk** box for students to repeat. Then ask who said each one and why. Possible answers include the following:

  split up (Farah says this, meaning that Ella and Susan are not friends anymore.)

  on again, off again (Anna says this to describe Ella and Susan's friendship, meaning that they often split up and then become friends again.)

  for good (Farah says this, meaning that this time Ella and Susan will not be friends again.)

  behind her back (Farah says this, meaning that Susan had been talking about Ella, without her knowing.)

  backstabber (Anna says this, meaning that Stacy said unkind things about Susan when she was supposed to be Susan's best friend.)

  bad-mouth (Anna says this, meaning that Stacy said bad and untrue things about Susan to Ella.)

- Ask students some questions to elicit use of the expressions. Allow students to answer the questions with a partner. For example, ask:

  Do you know friends who have split up recently?

  Do you know friends who have an on again, off again friendship?

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

About the Conversation

- Have students work in pairs to ask and answer the questions.
- Check answers as a class by calling on pairs to answer the questions. Ask other students to confirm whether the answers are correct.

Answers

Answers will vary. Sample answers:

1. Farah told Anna that Ella and Susan had split up.
2. She thought that Stacy was Susan's best friend.
3. She is skeptical about it, because she doesn't like confrontation.

Your Turn

- Call on a student to read the directions aloud.
- Focus students' attention on the list of phrases for *Telling a Secret*. Ask a student to read the phrases aloud. Explain that these expressions are commonly used before divulging something that a person should not be telling.
- Call on another student to read aloud the list of phrases for *Promising to Keep a Secret*. Explain that people often use these phrases to persuade someone else to tell them a secret, regardless of whether or not they intend to keep the secret.
- Tell students to try to use some of the Real Talk expressions in their role play.
- Ask a few pairs to act out their conversations for the class.

Language Builder

The word *backstabber* can be understood by thinking about its parts. A *backstabber* is a person who metaphorically stabs another person in the back. In other words, the backstabber pretends to be a friend when the other person can see, but when the person doesn't see, the backstabber does mean or deceitful things to him or her.

5 Listening

- Read aloud the directions. Have students study the chart to understand what information to listen for.
- Play the audio twice. The first time students just listen. The second time they complete the chart.
- Play the audio a third time for students to verify and complete their answers.

Answers

	Rumor	Truth
1.	They crashed their father's van into a delivery van.	It was a hoax set up by their father and the police.
2.	They were going to be hospitalized for at least a week.	It was filmed as part of a series on sensible driving for young drivers.
3.	Their father was going to send them to a boarding school.	It was a hoax set up by their father to scare them into being more careful.

Audioscript

Ryan: Mike, did you hear what happened with Mat and Jake yesterday?
Mike: No, Ryan. What?
Ryan: They got into a lot of trouble. Apparently, they were driving their father's car and crashed into a delivery van that was parked near the school.
Mike: Was anyone hurt?
Ryan: Yes! Mat hurt his arm and Jake hit his head on the dashboard. I saw an ambulance that was on the way there and two police cars with sirens on.
Mike: Wow. So what do you think is going to happen?
Ryan: Someone said that they heard the police say that Mat and Jake were going to be hospitalized for at least a week. And their father is going to send them off to a boarding school to keep them out of trouble.
Mike: Wow. Isn't that a bit harsh?
Ryan: Yeah…Don't tell anyone what I told you.
Mike: I won't.

Mike: Hey, Saeed. Did you hear the news about Mat and Jake?
Saeed: No! What's going on?
Mike: Well, yesterday Ryan saw them crash into a van. They were both badly injured. They had to be taken to hospital in an ambulance.
Saeed: I can't believe it. I know Mat; he is a friend of mine. He is a good driver.
Mike: What can I say? I'm just telling you the facts.
Saeed: That must be why I didn't see Mat after school yesterday!

Saeed: Hey Mat! What are you doing here? I heard about all the trouble you got into yesterday.
Mat: What are you talking about?
Saeed: I heard about Ryan seeing you and Jake crash into a van. He said you had been injured pretty badly and would have to spend a long time in hospital.
Mat: Don't you know that expression, "Don't believe everything you hear."?
Saeed: Huh? But didn't all that happen?
Mat: Yes. But it was all a hoax, set up by our father to scare us into being more careful. It was also filmed as part of a series on sensible driving for young drivers. The police were involved too to make it look more real.
Saeed: A hoax?
Mat: Yes, Saeed, a hoax. Jake and I believed it for a while until we saw our dad standing nearby, filming and watching, along with the police and the paramedics. But I tell you, it did the trick. I will think twice before speeding or anything like that. Make believe was enough to drive the message home for good!

6 Pronunciation

- Play the audio twice. The first time, students just listen. The second time, they listen and repeat, or speak along with the recording.
- Call on students to read the questions aloud with appropriate rising or falling intonation.

7 Vocabulary Building

A

- Have students work individually to match the words with their meanings.

Answers

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

B

- Have students compare answers with a partner.

Workbook

Assign page 41 for additional reading practice.

Teaching Tip

Encourage students to use dramatic expression and props when role playing. Create an atmosphere in which students feel comfortable acting dramatically.

Additional Activity

Make copies of the listening script. Arrange students in groups of four to role-play the script. Ask one group to perform the role play for the class.

fun facts

A study done by the Social Issues Research Centre in the U.K. found that 33 percent of men take part in gossiping every day, compared with only 26 percent of women.

5 Listening

Listen to a rumor as it is spread from student to student at a high school. Then complete the chart.

		Rumor	Truth
1.	What were Matt and Jake doing?		
2.	Why did Ryan think they had gotten into serious trouble?		
3.	What was their father doing at the scene of the accident?		

6 Pronunciation

Questions usually serve one of two purposes:

1. To find out information that you don't already know. This kind of question usually ends with falling intonation.
2. To confirm that information you believe to be true is correct. This kind of question usually ends with rising intonation.

Listen and practice.

1. What do you think is going to happen?
2. What's going on?
3. Isn't that a bit harsh?
4. What are you talking about?
5. Didn't all that happen?

7 Vocabulary Building

A. You will see the following words in the reading on pages 60 and 61. Match the words with their meanings.

1. _____ confidential	a. better than others
2. _____ derogatory	b. not vulnerable to being affected by something
3. _____ divulge	c. done or communicated in secret
4. _____ excluding	d. deliberately harmful
5. _____ immune	e. showing lack of respect
6. _____ malicious	f. leaving out
7. _____ superior	g. tell something that was secret

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

8 Reading

Before Reading

Why do you think people gossip?

Psst. Pass It On. (Why We Gossip)

Almost everyone has indulged in gossiping about other people at some time. Gossiping seems to be part of human nature. Gossip is spread in classrooms, in offices, at restaurants, in hallways, on the street, over the phone, and on the Internet. No one is immune to gossiping or being gossiped about. But just why is it that people gossip?

There are many reasons people gossip. Some people gossip because it makes them feel like they are part of a group. The people spreading the gossip feel like they are in on a secret and that they are accepted by the people listening to the gossip. By excluding the person they are gossiping about, the gossipers feel included.

David Jardel has experienced this first hand. David recalls, "When I first graduated from college, I was hired along with a few other graduates to be an assistant at a news station. It was a really competitive job, and at first, it was difficult to make friends. We worked long hours and weren't paid very much. We were all really struggling. Or at least that's what I thought. But one day I overheard one of the other assistants, Rick, on the phone with his father. He asked his father if he could send more money to cover his rent. He also asked him whether he could increase the limit on the credit card he had given him. I got the feeling from the conversation that his parents were basically supporting him. I ended up gossiping about it to the other assistants. I knew I was wrong to do it, but at the time, I couldn't resist. We all had a good laugh about it, and it helped us bond as a group. But there was a price to be paid for that, and Rick paid it. We used to tease him quite a bit. For example, if we were ordering a pizza, we would say, "Oh Rick, wouldn't you prefer to have a nice meal at a restaurant and charge it to your daddy?" We meant it in good fun, but looking back, I can see how it might have seemed malicious to Rick. He ended up quitting. I've always felt bad about the part I played in his decision to leave."

Other common causes of gossip are insecurity and a need to feel superior. When you spread rumors about someone, it reduces that person's status in other people's eyes. Judging other people negatively can make insecure people feel better about themselves, at least temporarily. Jim Lyle recalls having been guilty of this himself: "When I had been at my first job for about a year, I was hoping for a promotion. Instead, they hired a new guy for the job that I had wanted. About six months later, a friend who worked in human resources told me that the new guy had been given a really bad performance review. My friend said that if his performance didn't improve, he would be in danger of being fired. I knew that this was confidential information, but each time I was having a conversation with someone in the office, I somehow found myself gossiping about it." Gossiping also made Jim feel powerful, important, and like the center of attention—at least for the few minutes it took to divulge the gossip. However, Jim adds, "His performance improved, and he's very good at his job now. Also, I've gotten to know him, and he's really a nice person. Now I'm always worried someone will tell him that I used to gossip about him!"

Interestingly though, the number one reason most young people gossip is not insecurity or a need for attention or acceptance. According to polls, most young people say they gossip out of boredom. Some people feel that when there is no conflict or drama in their social circle, life is too dull. For them, spreading rumors shakes things up and makes life more interesting. In essence, for many people gossip is a form of entertainment. Cindy LaMott, a 19-year-old student at a community college admits to being a big gossiper. Explains Cindy, "The truth is too boring. Gossip is fun. Though, I don't know whether I'd feel that way if the gossip was about me!"

8 Reading

- Ask students to open their books to pages 60 and 61. Read aloud the **Before Reading** question and discuss it as a class. Encourage students to give reasons and examples for why people gossip. Possible answers might include the following: People like to know about other people's lives. Other people are an interesting topic of conversation.
- Direct students' attention to the pictures of the group of people pointing at the boy. Ask: ***How do you think the boy feels?*** (surprised) ***What is the other boy doing?*** (He is gossiping about someone they both know.)

Play the audio. Have students listen to the entire article and read along in their books.

READING STRATEGY Questioning the author

- Explain to students that forming questions about a text and to the author while reading can help them understand the text better. Tell students that you will play the audio of the article again, stopping after each paragraph to ask and answer questions.

Play the audio while students listen and follow along in their books.

- Stop the recording after the first paragraph. Ask questions about the paragraph for students to answer. For example:

  What is the author trying to say? (Everyone gossips.)

  Why is the author telling you this? (to illustrate that gossiping is a part of human nature)

  Does the author say it clearly? (Answers will vary.)

  Is there any part that you don't understand? (Answers will vary.)
- Listen to the second paragraph, then stop the recording. This time, have a student ask a few questions about the paragraph to the class. The student leads the discussion, calling on classmates to answer his or her questions.
- Continue in this manner, stopping the recording after each paragraph and having a different student pose questions to his or her classmates. If students have difficulty thinking of questions, write the sample questions that you asked after the first paragraph on the board as reference.
- As an alternative, this activity can also be done in pairs or small groups.
- For vocabulary practice, refer students back to the Vocabulary Building exercise on page 59. Have students find and underline each of the words in the left column in the article.
- Tell students to study the context of each word to better understand its meaning.
- Arrange students in pairs. Have pairs discuss the meaning of each word and take turns explaining in their own words how it is used in the article. Sample answers include the following:

  The man gossiped about his co-worker and told others *confidential* information that he shouldn't have known.

  Derogatory gossip is talk about another person that is mean or disrespectful to the person.

  To *divulge* gossip means to spread a rumor to another person.

  When gossiping, you are creating a bond between you and the person you are talking to and *excluding* the person that you are gossiping about.

  There isn't anyone who is *immune*, or protected from, being gossiped about.

  When you gossip about another person, you may not mean any harm, but it could seem *malicious* to that person.

  When you can gossip about another person, it makes you feel *superior* to, or better than, that person.

After Reading

- Have students work individually to answer *true* or *false* for each statement.
- Check answers by calling on students to read the statements and their answers. If the statement is false, have them correct it and point to the place in the text that supports the answer.

Answers

1. true
2. false (need for attention, acceptance, insecurity, feel superior, powerful, important)
3. false (Gossipers are only accepted for the short period of time it takes to spread the gossip.)
4. true
5. false (Most young people gossip because they are bored.)

9 Speaking

- Discuss the meaning of the proverbs in class. Elicit examples from real life.
- Arrange students in pairs to discuss the question.
- Each student should answer and explain his or her opinion about the situation. Have students copy the chart in the notebook and write their ideas.
- Then form groups of four by putting two pairs together.
- Have the pairs explain to each other their opinion and about the question.
- Open up the group discussions to a class discussion. Ask groups to share their answers with the class.

Workbook

Assign pages 42-43 for additional writing practice at word and sentence level.

Teaching Tip

Don't allow students to disrupt your lessons. If students are talking amongst themselves, ask one of them a question to get them back on track. Stopping a lesson to deal with a disruption wastes time and causes the whole class to lose focus.

Additional Activity

Play a variation of the telephone game, using reported speech. Arrange students in two lines. Whisper the same sentence to the first person in each line. That student reports it to the next student using reported speech. The last person in each line says the reported speech statement aloud.

fun facts

One analysis of sample human conversations found that about 60 percent of each conversation was spent gossiping about relationships and personal experiences.

Psst. Pass It On.
(Why We Gossip)

However, for all its potential to do harm, gossip is not always a negative thing. Some gossip is harmless talk that is part of how people communicate and stay connected with each other. When people gossip about minor things, gossip can strengthen bonds between people and within a community. The issue isn't so much with gossip itself, but with the content of the gossip. Gossip becomes a problem when it is derogatory and hurtful.

So the next time you hear a piece of gossip and feel the urge to pass it on, stop for a moment. Ask yourself whether the gossip will do harm to the person being gossiped about. If you think it might, it's a good time to keep your mouth closed!

"The one who spreads gossip will not enter paradise."

—Prophet Mohammed *(peace be upon him)*

After Reading

Answer ***true*** or ***false***. Rewrite the false statements to make them true.

1. ___ It is human nature to gossip.
2. ___ Disappointment and anger are common causes of gossip.
3. ___ Gossiping is usually an effective way of gaining acceptance into a group.
4. ___ Gossip usually reduces the status of the person being gossiped about.
5. ___ The number one reason most young people gossip is a need to feel superior.

"The Prophet (peace be upon him) told us 'Backbiting is to say something about someone that they wouldn't like to be said about them; if the bad thing you said about them is true then you have backbited, and if it is false then you have slandered them'."

—(From Muslim authentic narrations)

9 Speaking

If you heard harmful gossip about someone you knew, would you do anything to stop it? Why? Why not?

1. Work in pairs/groups. Think about the harm that can be done through spreading rumors and how you can stop them.
2. Use the chart to make notes. Then use your notes to discuss and compare ideas in class.

Examples of rumors	1. _____	2. _____	3. _____
Consequences/harm			
The way you would react upon being told the rumor			
The way you would stop it			
The reason you would not stop it			

10 Writing

A. 1. Read the title. Do you think gossip is boring? Why? Why not?
2. What do you talk about when you are with your friends?
3. Read the text and find out.
- What is the writer's viewpoint? Why?
- How does she react when someone starts gossiping?
- Is she in favor or against minding one's own business?

Why gossip is boring

I hate gossip. I find it boring and destructive. Yet, so much in the media, in publications, and on the Web is based on gossip. A lot of people have become so heavily conditioned to it that they fail to recognize it as gossip. They regard it as news; information for public consumption.

I met an older friend that I had not seen for some time. She proceeded to tell me all the "news" about people I knew, and people that I had never heard of. None of it was harmful on its own but it was infinitely boring and awkward. I honestly felt I was wasting my time and hers for no obvious reason. I also became very reluctant to share any of my "news" because I felt that it would very likely become public property.

At some point, she realized that I was not engaged in the conversation and attributed my attitude to my obsession with work. So she started lecturing me on the negative effects of not having some normal time off. She then told me about someone else who carried on like me—someone I knew—and how sick she had gotten through overwork that she had to be hospitalized for about four months. I started feeling physically sick.

What right does anyone have to upset someone to such an extent that they become sick? Why is it, that disaster draws so much attention? Why doesn't anyone tell stories or spread rumors about good days, successful endeavors, and happy people? Imminent calamity seems to sell a lot better than a happy development.

The trend has established itself quite well. Most news items are about threats, criminal behavior, destruction, bankruptcy, war, etc. The more dismal the news is, the larger the audience, the higher the ratings, and the more successful the program is.

"Mind your own business" is considered rude and aggressive. If you dare utter these words, you are summarily dismissed as a selfish, insensitive, and ungrateful. Somehow making others' business our own has become the norm rather than the exception. But I would still say it and take the risk in order to preserve some peace of mind and do my duty in a small way: reminding those who care to be reminded that we all have a right to privacy without being considered peculiar.

4. Read the text again and identify the main idea. Choose the best summary of the main idea from the list:
a. The writer gives her reasons why gossip is rude and unhelpful.
b. The writer gives her reasons why gossip is not boring and helpful.
c. The writer gives her reasons why gossip is harmful and upsetting.

10 Writing

A

- Direct students' attention to the title. Have them brainstorm in small groups and try to anticipate/ predict what the text is going to be about and what type of information and views are going to be expressed in it.
- Call on students to report their ideas for the class.
- Read directions for 1 and 2. Have students discuss in small groups. Circulate and monitor participation.
- Call on students to share their ideas in class. Ask them to compare and find out if most people talk about the same or different subjects with their friends. Have students move around the classroom and ask each other. Then go back to their groups to collate and combine findings. Call on a student from each group to report the group's findings for the class and write them on the board. Compare findings and comment.
- Call on a student to read directions for 3 aloud. Write "Mind your own business!" on the board and elicit situations from the students.
- Have students read the text individually and answer the questions. Then compare with a partner.
- Call on students to report their answers in class. Have the rest of the class listen and agree, disagree and make comments.

Answers:

- The writer hates gossip because she finds it boring and destructive.
- She feels bored and uncomfortable. She also becomes very reluctant to share any news for fear of having them passed on to a number of people who might or might not know her.
- She is definitely in favor of minding one's own business because she believes that everyone has the right to privacy without being considered antisocial or peculiar.

- Read the directions for 4 with the class. Ask students to highlight the key sentences (reasons) which summarize the main idea. Play the audio and let students listen and follow.
- Have students work in groups comparing answers. Call on a student from each group to report the group's answers in class.

Answers:

The best summary is c.

- Students should have underlined some or all of the following:

Paragraph 1: I hate gossip. / I find ... destructive. Yet, so much… gossip. / A lot of … consumption.

Paragraph 2: She proceeded … heard of. / None … property.

Paragraph 3: I started feeling physically sick.

Paragraph 4: Imminent calamity … development. / the preceding questions

Paragraph 5: The more dismal the news .. the more successful the program is

B

- Organize students in groups and have them read the directions for 1 and 2. Have them think about the question and answer it individually before they share with a partner.
- Have a class discussion /debate on the issue of gossip and what it means to different people. Ask groups to make notes on the views mentioned so they can use them in their essay.
- Give groups time to discuss, collate and edit their notes. Tell them to decide on the main points they want to make and examples that they want to use in order to support/illustrate their points.
- Focus students' attention on the Writing Corner. Read the first direction and give students time to discuss each point in turn.
- Call on volunteers to choose one main point they have identified and using their notes, ask them to write out that point in full sentences. Compare the sentence(s) written on the board with the original sentence(s) in the text. Explain that this is what paraphrase is. (Saying the same thing but in a different way using your own words.)
- Ask students to work in groups and do the same for all the points they have made notes on in their charts. Call on students to report and compare answers in class.
- Tell students that the next step in summary writing is to connect these main points using appropriate linkers. Write on the board:
  Introducing ideas, Adding ideas, Contrasting ideas, Expressing cause and effect, Making Comparisons, Concluding
- Tell students to work in groups and brainstorm as many connectors as they can under these categories.
  Introducing ideas: First of all, First off, To start with, etc
  Adding ideas (or Listing): In addition, Moreover, Additionally, What's more, Secondly, etc
  Contrasting ideas: however, On the other hand, Conversely, In contrast to, etc.
  Expressing cause and effect: As a result, Because of, Consequently, etc
  Making Comparisons: Similarly, In the same way, etc
  Concluding: To conclude, To sum up, In conclusion, etc
- Finally, talk a little bit about plagiarism and what it is (copying someone else's ideas or words) and how we can avoid it (through correct citation). Tell students to look back at page 53 if they need to.
- Have students write the first draft of their summary independently.. Circulate and monitor; help when necessary.
- Give students time to exchange their summaries, comment and suggest corrections.
- Have students edit and rewrite their summaries.
- Call on volunteers to read their corrected summaries in class.

Workbook

Assign page 44 for additional writing practice above word and sentence level.

B. **1.** Read the article on pages 60 and 61 again and identify the main reasons given by the writer on why gossip is an unhealthy and/or harmful practice.

2. Make notes on each main idea in the chart below. Then re-write each main point using your own words. Don't introduce anything new, paraphrase only the ideas given in the article.

3. Write a summary of the article. Use linking words. Include an introduction.

Main Idea	Paraphrase

Why Gossip is Boring

The article claims that gossip is not only boring but harmful and upsetting too. The reasons for this viewpoint are many and varied. First of all, . . .

Moreover, . . .

In addition, . . .

Writing Corner

When you write a summary:

- **You should first identify the main ideas by underlining them in the article and taking notes.**
- **You must use your own words and paraphrase the main ideas.**
- **Do not include examples.**
- **Do not introduce any new ideas of your own.**
- **Use appropriate linkers to connect your main points.**
- **Don't plagiarize. Remember to cite your source. Look back at page 53 and read about plagiarism and correct citation.**

11 Form, Meaning and Function

Words Connected to Parts of The Body

Look at the picture of candidate running for mayor and say which parts of the body you can see.

1. eye	**9. arm**
2. hand	**10. ear**
3. nose	**11. back**
4. throat	**12. foot**
5. head	**13. knee**
6. mouth	**14. shoulder**
7. leg	**15. teeth**
8. neck	**16. stomach**

Modals and Giving Advice in the Present and Future

Use *ought (not) to, had better,* and *should (not)* to give advice.

Ali: The candidate for mayor said he would build a sports complex and lower taxes. We **should vote** for him!

Majid: I don't agree. The news story says that he is not telling the truth. We **ought not to vote** for that candidate. We **had better** vote for someone else.

A. Match the problems with the advice. Complete the gaps with a modal verb. Then practice with your partner.

A: Ali is always making fun of my younger brother.

B: You **should** talk to Ali and explain how hurtful his behavior is.

Problem	**Advice**
1. ____ I heard a rumor about you.	**a.** You _____ take a rest.
2. ____ We're very tired.	**b.** He _____ go to the dentist.
3. ____ Miriam is always gossiping.	**c.** You _____ tell the teacher.
4. ____ Ahmed has a toothache.	**d.** You _____ tell me what you heard!
5. ____ The children have a sore throat.	**e.** She _____ about other people.
6. ____ Faisal cheated on the test.	**f.** They _____ drink warm liquids.

B. Imagine your friend has started a rumor which they now regret. Give your friend some advice and tell them what they ***should, shouldn't, had better*** and ***ought to do***.

A: I told Ali's brother that Omar had cheated on the text. But it wasn't true and I was only angry because he got a better mark than me. Now the whole school thinks Omar cheated and I'm afraid Ali's brother will tell Omar it was me that started the rumor. What **should** I do?

B: You **had better** tell Omar what you did and apologize. You **shouldn't** ....

11 Form, Meaning and Function

Words Connected to Parts of The Body

- Tell students to look at the picture of a candidate running for mayor and the list of words. Ask them to check those parts of the body they can see in the picture.
- Students complete the task individually and then compare with a partner.

Modals and Giving Advice in the Present and Future

- Go over the material in the grammar chart. Remind students that *shouldn't* is the contracted form of should not, and that there is no contracted form for *ought to*.
- Explain that the negative form of *ought to* is usually considered formal and is usually only used in formal speech and writing. However, we can also use it to place emphasis or make a point stronger.
- Ask two students to read out the conversation between Ali and Majid. Then ask students to work in pairs or groups of 3 to ask for and give advice using *should, ought to* and *had better*. Elicit or give some problems. Use the unit topic for ideas and write some prompts on the board to help direct the students' exchanges. For example,
  I've lost my voice. What should I do?
  My younger sister is always spreading rumors. What should I do? and so on.

A

- Tell students to work on the exercise individually and then compare their answers with a partner.
- Call on volunteers to read out their answers.

Answers

1. d You ought to/had better/should tell me what you heard.
2. a You ought to/ had better/ should take a rest.
3. e She shouldn't talk about other people.
4. b He ought to/had better/ should go to the dentist.
5. f They ought to/ had better/should drink warm liquids.
6. c You ought to/ had better/ should tell the teacher.

B

- Read the situation described in the directions and call on two students to role-play the example.
- Ask the class for ideas on how the conversation could be developed. Write key words on the board.
- Put students into pairs and set a time limit of 10 minutes for them to either continue the conversation in the example or start a new conversation.
- Tell students they should write their conversation in their notebooks. Monitor students as they do this and make a note of any errors you hear with modals or any other common error.
- Ask for volunteers to role-play their conversation for the class.
- Write up any language errors on the board and ask the class to correct them.

Answers

Students' own answers.

Language Builder

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

Modals Auxiliaries for the Present and Future

Language Builder

Can and *can't* is used to express ability or lack of ability in the present. *Could* and *couldn't* is used to express ability or lack of ability in the past.

Ability

- Write a sentence on the board about something you *can* do. Ask students if they can do this thing, too. For example, *I can keep a secret. Can you? (Yes, I can. OR No, I can't.)*
- Explain that this means that you have the ability (or lack of ability) to keep a secret. Elicit the other modal which can be used in place of *can/can't*. (able to/not able to)
- Read through the explanation in the presentation. Ask a few students to say two sentences, one with something they can do and the other with something they can't do. For example: *I can ride a horse. I can't drive.*

Permission

- Have volunteers read out the questions and affirmative and negative, and question replies.
- Explain that we can use the modals *can and may* to request and grant permission and *can't* and *may not* to refuse permission.

Requests

- Explain that we 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 read out the response.

Possibility

- Read the explanation and call on two students to read out the question and the answer with: *may, might, could*. Point out that we use these modal verbs to express uncertainty or possibility.

Obligation and Necessity

- Remind students that we use *should* and *ought to* to give advice. Point out that *must* and *have to* is also used to give advice but it is much stronger as a function. Therefore, we use these modal verbs to express necessity or obligation (external and internal obligation).
- Read through the example sentences to illustrate it. Point out our choice of modal for giving advice is also dependent on other factors such as the formality of the circumstances, and who is speaking to whom as well as the tone of our voice. For this reason, we can also use *should* to express internal obligation.

C

- Read out the example sentence with the correct modal verb. Elicit why both verbs are not possible in this sentence. (should is used for internal obligation, might is for possibility)
- Have students work to complete the exercise individually and then compare their answers with a partner.
- Check the answers as a class.

Answers

1. should
2. may, could
3. can, will be able to
4. could
5. shouldn't
6. may, might, ought to
7. may, might
8. can't
9. won't be able to, can't
10. can

Workbook

Assign pages 45-46 for more practice with the form, meaning and function of the structures in the unit.

Teaching Tip

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

Additional Activity

Write on the board the expression, *Don't put off until tomorrow what you can do today*. Discuss the meaning. Encourage students to use modals in their discussion.

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

Modals Auxiliaries for the Present and Future

Ability

Use *can* and *be able to* to express ability in the present.

Can you keep a secret	Yes I **can**. / No, I **can't**.
Is he **able to** discover who started the rumor?	Yes, he **is**. / No, he **isn't**.

Use *can* and *will be able to* to express ability in the future.

Will you **be able** to speak to the principal?	Yes, I **will**. / No, I **won't**.
Can you find out who started that rumor?	Yes, I **can**. / No, I **can't**.

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 I have the check, please?	Yes, of course./Certainly.
Can I speak with you	Sure. / Not now. I'm busy.

Possibility

Use *may, might,* and *could* to talk about possibility. Use *can't* to talk about impossibility.

Do you think he **might** give away the secret?	He **can't** tell. He doesn't know anything.

Obligation and Necessity

Use *must, need to* and *have to* to express obligation and necessity. Use *should* to give advice.

You **must** stop gossiping.	You **should** talk about events and not about people!
You **must not** spread rumors.	You **shouldn't** tell anyone what you know.

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

C. Circle the correct verb to complete each sentence. If both verbs are possible, circle both.

1. My grandmother said that we (should / might) call her this week.
2. The teacher told us we (may / could) have a test this week.
3. Ali said after he passes his test, he (can / will be able to) drive his father's car.
4. The news reporter said the missing helicopter (can / could) be in the Atlantic Ocean.
5. The teacher explained that students (have to / shouldn't) gossip about other students.
6. Faisal and Omar said they (may / might) play football later. We (ought to/must not) go and play, too.
7. My brother said he (may / might) go to Dubai on vacation this year.
8. That (can't / must) be the man we saw yesterday. The man we saw was much taller.
9. My father has to work late today and so he (won't be able to / can't) join us for dinner.
10. Excuse me, (can / need to) you help me find the accounts department?

12 Project

1. Work in pairs/groups. Think about or research a rumor that caused a lot of harm. Make notes about it in the chart.
2. Collect information and data from different sources. Include conflicting opinions on the truth or validity of the story.
3. Use your notes to prepare a PowerPoint presentation for your class. Remember to include photos or pictures.

	Source 1: _____	Source 2: _____	Source 3: _____
The rumor			
When and how it started			
Who was responsible			
How it was spread			
How it affected the life of a person / a group / an organization, etc.			
How the person or group responded/dealt with it			
Your view on what should/shouldn't have been done			

12 Project

- Organize students in groups. Tell them that they are going to make a PowerPoint presentation about a rumor.
- Read directions 1 and 2 with the class. Ask groups to brainstorm and exchange information about sources and stories that they have heard. Explain that they can use a rumor that was mentioned in the news or the Internet, or a rumor that they heard about from other people.
- Allow students to use a news item that was reported inaccurately if they wish instead of a rumor.
- Have groups use the chart to make notes on any information they can get from each other in each group. Tell them not to worry about blank boxes as they will have the opportunity to research and gather more information later.
- Allow time for groups to discuss and make notes. Call on individual students from each group to report in class.
- Point out that they will have to use at least 3 sources to validate the information.
- Let students research and find relevant information if there is access to the Internet or give them copies of material that you downloaded yourself, to help them. Alternatively, you may want to let them share out tasks among members of the group, research and collect information and do the presentation in the next lesson.
- Have students assign roles and tasks to members of their group. Explain that they have to think of what they need for their presentation. Use questions like these to help them:
  What kind of information do we need? Can we get names of people, places, times?
  Are we going to include any authentic material, for example, comments and quotes by different people?
  Which sources are we going to use? (Internet, books, menus, advertisements, leaflets etc.)
  Are we going to interview anyone we know? Are we going to include part of the interview or a recording?
  What kind of format are we going to use for our slides?
  Who is going to:
  Prepare the bullet points for the slides?
  Choose or design the PowerPoint presentation format?
  Find and scan photos?
  Design the poster?
  Write captions?
- Let groups organize themselves and get ready to rehearse. Make additional changes if necessary.
- Call on groups to present. Ask them to involve as many group members as possible.
- Ask the class to listen and choose the presentation that is the:
  1. best researched and presented
  2. most entertaining and humorous
  3. most interesting
- Add the presentations to the electronic version of the class portfolio.

Additional Activity

Have students think of a story to tell, interspersed with pieces of information or words that do not fit. Call on them to tell the story in as credible and straight-faced a way as possible to try and conceal the wrong bits. Ask the rest of the class to listen carefully and spot problems, unrelated information, redundant words.

13 Self Reflection

- Brainstorm *They Said, We Said*. 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:
  A gossip is one who talks to you about _____ _____, a bore is one who _____;
  and a brilliant conversationalist is one who _____ _____
  "The things most people _____ _____ are usually none of their business."
- 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 some questions. For example:
  Report the following:
  He said, " They never want to do overtime."
  _____
  She said, "You'll miss the plane if you don't hurry."
  _____
  The teacher said, "Don't waste time looking for your pen, use this one."
  _____
  Mark said, "We spent an hour looking for a new fan but they were out of stock."
  _____
- 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 58, 59. Call on volunteers to say what the conversation is about in this lesson and which expressions they remember.
- Have students say what they remember from this section and ask them to make notes in the chart.
- Write the title of the reading on the board and brainstorm on language and information that students remember. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
  Why do people gossip? Why do young people gossip?
  Is all gossip harmful?
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they know/remember about why gossip is boring. Ask them if they have ever been the target of gossip and how they felt about it?
- 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 aspects of project work on the board. For example:
  Personalization
  Creativity
  Natural language use
  Focus on meaning
  Research/ collecting information
  Using other knowledge
- Have students reflect on the work they did with their group and evaluate the activity. Identify the aspects 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.
discuss gossip and rumors			
tell a secret			
promise to keep a secret			
use noun clauses as reported speech versus quoted speech			
apply rules and exceptions to the sequence of tenses			
use noun clauses beginning with *whether* or *if*			
use a range of modal auxiliaries for the present and future: *must, should, ought to, may, might, can, could*			
Talk about parts of the body			

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 Express Yourself

1 Listen and Discuss

1. What languages do you speak?
2. Do you think English is a difficult language? Explain.
3. Why do you study English?

Fascinating Language Facts

1. The most widely spoken language in the world is Mandarin. There are 885 million people in China who speak it. English is the second most widely spoken language.

2. There are more people in China who speak English than there are in the United States.

3. There are 13 languages that 100 million people or more speak. These languages are Mandarin, English, Hindi, Spanish, Russian, Arabic, Bengali, Portuguese, Malay-Indonesian, French, Japanese, German, and Urdu.

福 Good fortune　禄 Prosperity　壽 Longevity　禧 Auspiciousness

4. There are about 7,000 languages spoken in the world today. However, about 2,000 of these languages have fewer than 1,000 speakers.

5. The language which has the world's largest alphabet is Cambodian. It has 74 letters. The language with the shortest alphabet is Rotokas, used in the Solomon Islands. It has only 11 letters.

6. It is believed that nearly half of the estimated 7,000 languages currently spoken in the world will have become extinct by 2050.

7. Some of the languages that people speak in Africa include a clicking sound. These languages sound different from and are not related to any other known language. It is believed that the click languages may be the earliest human languages. These languages can only be spoken properly by those who acquire the language in childhood.

8. Arabic has influenced many languages. Many words in English have been borrowed directly or indirectly from Arabic. Such words include admiral, adobe, alchemy, algebra, alkaline, amber, arsenal, candy, carat, coffee, cotton, hazard, jar, lemon, mattress, sofa and a lot more.

9. There are about 800,000 words in the English language. This is more words than any other language in the world. But people who speak English routinely use only about 1 percent of the immense number of words in the language.

10. Punctuation did not exist in English until the 15th century.

Unit Goals

Vocabulary
Languages
Characteristics of languages
Invented languages

Functions
Ask for someone to repeat something

Grammar
Adjective Clauses and Relative Pronouns
Relative Pronouns as Subjects of Adjective Clauses
Relative Pronouns as Objects of Adjective Clauses

Listening
Listen for specific details in stories

Pronunciation
Emphasizing different words in a sentence to convey different meanings

Reading
Invented Languages

Writing
Write an email giving news about language learning

Form, Meaning and Function
Future with *Will* or *Be Going To*
Future Progressive
Words Connected with Different Kinds of Vacations
Conditional Sentences for Imaginary Situations in the Present
Verb: *Wish/If only*

Warm Up

- Ask students to open their books and look at pages 68 and 69. Ask: ***What is the title of this unit?*** (Express Yourself) ***What do you think it will be about?*** (languages)
- Discuss the introductory questions as a class. Ask one student to lead the discussion. Sit at the back of the room and allow students to ask and answer each question while you listen and observe.

1 Listen and Discuss

Play the audio for the **Fascinating Language Facts** and **English Language Facts**. Have students listen and read along in their books.

- Ask: ***What is the most interesting fact you just heard?*** Elicit opinions from a few students.
- Check understanding of the phrase clicking sound, used in Fact 7. Elicit or make the sound yourself for students to hear.
- Bring a world map or globe to class. Find the countries and areas of the world where the different languages presented on these pages are spoken.
- Elicit any additional interesting information students know about the languages. See the Culture Note on this page for additional information.
- Have students read the language facts again in preparation for the Quick Check exercises.

Culture Note

Languages

Mandarin is the most widely spoken form of Chinese.

English is spoken as either a native or official language in over 50 countries around the world.

Hindi is one of India's official languages. It is most widely spoken in northern and central India. It is made up of many different dialects.

Spanish is an official language in 21 countries.

Russian is spoken primarily in Russia and in some surrounding countries that formerly comprised the Soviet Union.

Arabic is spoken primarily in the Middle East and North Africa.

Bengali is spoken in eastern South Asia, in Indian states, and in Bangladesh.

Portuguese is an official language in Portugal, Brazil, Cape Verde, Guinea-Bissau, São Tomé and Príncipe, and Mozambique.

Malay-Indonesian consists of a group of closely related languages spoken in Indonesia, Malaysia, Singapore, the Philippines, and Thailand.

French is an official language in 28 countries. Native speakers live in France, Canada, Switzerland, Luxembourg, Monaco, and 31 African countries.

Japanese is spoken almost exclusively in Japan.

German is spoken as a first language primarily in Germany, Austria, and Switzerland.

Urdu is an official language in both India and Pakistan. It is related to the Hindi language.

Cambodian is the official language of Cambodia and is also called Khmer.

Rotokas is spoken by about 4,000 people in Papua New Guinea.

Quick Check

A

- Ask a student to read aloud the vocabulary words in the left column. Correct and model pronunciation as necessary.
- Have students find and underline each vocabulary word in the language facts. Ask them to study the context of each word in order to guess its meaning.
- Have students work individually to match the vocabulary words with their synonyms.
- Check answers as a class by calling on students to read their answers aloud.

Answers

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

B

- Have students work individually to answer *true* or *false* for each statement and rewrite the false statements to be true.
- Have students compare answers with a partner. If their answers are different, have them refer back to the language facts to verify the answer.
- To check answers as a class, call on students to read aloud their answers.

Answers

Answers will vary. Sample answers:

1. false (Mandarin is the most widely spoken language in the world.)
2. true
3. false (The shortest complete sentence is "Go.")
4. false (More words in English have been borrowed from Arabic.)
5. true

fun facts

- The English letter that people use most often is *e*. The letter that is used least often is *q*.
- The longest commonly used word in the English language that has all the letters in alphabetical order is *almost*.

2 Pair Work

- Read the directions with the class. Tell students that they can use all of their knowledge about the English language to come up with their questions, not just the information on these pages.
- Ask the example questions and call on volunteers for the answers. (1. *Equivalent* means *equal*. 2. motion)
- Brainstorm one or two additional types of questions that students might include on their quizzes and write them on the board. For example:

  ***Say three synonyms of the word* language.**
  (tongue, speech, dialect, talk, etc.)

  ***Say two words that mean* to go fast.**
  (run, speed, fly, etc.)
- Ask students to write their quizzes individually, and then administer them to a partner.
- Have pairs join other pairs to form groups. Have them combine their individual quizzes to create one longer quiz. Have groups exchange quizzes to complete.

Workbook

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

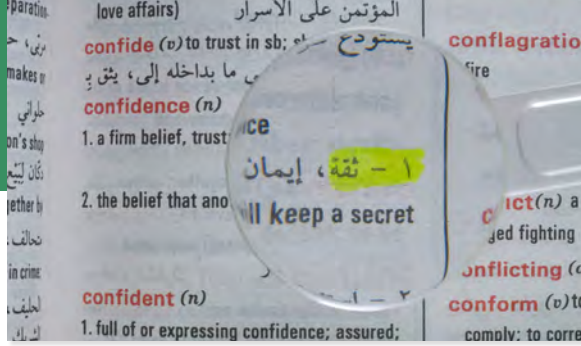
Teaching Tip

Connect lesson themes to students' lives as much as possible. In this unit, ask students to make deductions about their own language. For example, ask: ***Are there any words in your language that don't have words that rhyme with them?***

Additional Activity

Activity 1: With a partner, ask students to look up the word *set* in a dictionary. Have them count the number of definitions they find. Ask: ***Did you learn a new way to use this word?*** Elicit responses from a few students.

Activity 2: Write the following word on the board: ***THEREIN***. Tell students that they can make ten words out of this word without rearranging any of the letters. Give students one minute to try to write all ten words. (the, there, he, in, rein, her, here, ere, therein, herein)



English Language Facts

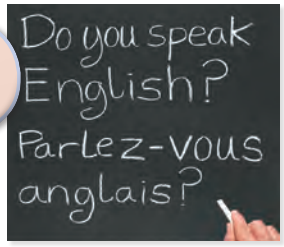
11 "*Go*" is the shortest complete sentence in the English language.

12 The English language has only one solitary word that ends in the letters *mt*. It is *dreamt*.

13 *Bookkeeper* is the only English word that has three consecutive doubled letters.

14 There is no word in the English language that rhymes with *month, orange, silver,* or *purple*.

15 The word that has more definitions in the English language than any other is *set*.



Quick Check ☑

A. Vocabulary. Match each word to its synonym.

1. _____ acquire	**a.** single
2. _____ consecutive	**b.** gigantic
3. _____ currently	**c.** learn
4. _____ extinct	**d.** regularly
5. _____ immense	**e.** dead
6. _____ routinely	**f.** presently
7. _____ solitary	**g.** continuous

B. Comprehension. Answer ***true*** or ***false***. Rewrite the false statements to be true.

1. _____ English is the most widely spoken language in the world.
2. _____ More people speak English in China than in the United States.
3. _____ The shortest complete sentence in the English language is "We go."
4. _____ A few words in English have been borrowed from Arabic.
5. _____ Punctuation was introduced to English in the 15th century.

2 Pair Work

Create a five-question quiz about the English language to give your partner. You might ask your partner to define certain words or to identify words based on clues. Ask each other your questions and discuss the answers.

1. *What does the word equivalent mean?*
2. *Say one English word that ends in the letters -tion.*

3 Grammar

Adjective Clauses and Relative Pronouns

An adjective clause is a dependent clause that describes or gives information about the noun that comes before it.

> I know a *person* **who speaks three languages**.
> The *language* **that he/she speaks at home** is Spanish.

Relative pronouns relate clauses to nouns in adjective clauses. Use the relative pronoun *who* for people, and *which* and *that* for things.

Note: The relative pronoun *that* can also be used when talking about people in general. However, when a particular person is being referred to, *who* is preferred.

> She is the kind of person **that** is always there for her friends.
> The tutor **who** helps me with my English is very kind.

Relative Pronouns as Subjects of Adjective Clauses

Relative pronouns can be the subject of an adjective clause. Relative pronouns that are followed by a verb are subject pronouns. Subject pronouns must always be included.

> I am someone **who** loves doing crossword puzzles.
> Words **that** have many meanings can be confusing.

Relative Pronouns as Objects of Adjective Clauses

Relative pronouns can also be the object of an adjective clause. Relative pronouns that are followed by a noun or pronoun are object pronouns. Object pronouns can be omitted.

> Spanish is a language **(that)** many people find easy to learn.
> There are many words **(which)** James mispronounces.

Note: *Whom* is considered more correct than *who* when used as the object of an adjective clause. However, *whom* is very formal. In casual speech, either *who* is used or the relative pronoun is simply left out.

> The teacher **(who[m])** I like best is my language professor.

A. Match the sentence halves. Rewrite the sentence, using a relative pronoun to join the two halves.

A photographer is someone who takes photographs.

1. __h__ A photographer is someone __who__
2. ____ A fashion designer is someone _____
3. ____ A flag is something _____
4. ____ A linguist is someone _____
5. ____ A hammer is something _____
6. ____ An exam is something _____
7. ____ An electronic reader is something _____
8. ____ A vegetarian is someone _____
9. ____ Synonyms are two words _____
10. ____ A dictionary is something _____

a. have the same meaning.
b. lets you read books on a screen.
c. tests a student's knowledge.
d. gives the meanings of words.
e. is a symbol of a nation.
f. doesn't eat meat.
g. creates clothing.
h. takes photographs.
i. is used to put nails in a wall.
j. studies languages.

3 Grammar

Adjective Clauses and Relative Pronouns

- Present the information in this section of the grammar chart. Students may be familiar with the use of *who, whom, which, that,* and *whose* as relative pronouns, although they may not have considered these words as the beginning markers of adjective clauses.
- Emphasize that adjective clauses must come directly after the noun they modify. For example, write on the board:

  CORRECT: The language that she speaks at home is Spanish.

  INCORRECT: The language is Spanish that she speaks at home.

  Point out that the incorrect sentence is unclear because the adjective clause does not have a direct noun to modify.
- Direct students to exercise **A** for practice.

Relative Pronouns as Subjects of Adjective Clauses
Relative Pronouns as Objects of Adjective Clauses

- Present the information in these sections together.
- Write additional examples on the board and ask students to say whether the relative pronouns are subjects or objects. If students have difficulty with this, remind them that when the word following the relative pronoun is a verb, the relative pronoun is a subject. When the word following the relative pronoun is a noun or pronoun, the relative pronoun is an object. For example:

  He smiled at the boy <u>who</u> sat next to him. (subject)

  The boy <u>who</u> he sat next to was very nice. (object)

  The jacket <u>that</u> cost a lot of money doesn't fit him. (subject)

  The jacket <u>that</u> he bought is too big for him. (object)
- Point out to students that another good way to tell if the relative pronoun is a subject or object is to try omitting it from the sentence. For example:

  CORRECT: The boy he sat next to was very nice.

  INCORRECT: He smiled at the boy sat next to him.
- Discuss the **Note**. Explain to students that *whom* is almost never used in speech, but is often used in writing.
- Direct students to exercises **B** and **C** for practice.

A

- Ask a student to read aloud the directions and the example.
- Have students work individually to first match the sentence halves, and then rewrite the complete sentences with a relative pronoun.
- Have students compare answers with a partner.
- To check answers as a class, call on volunteers to read aloud the complete sentences.

Answers

1. **h** A photographer is someone <u>who / that</u> takes photographs.
2. **g** A fashion designer is someone <u>who / that</u> creates clothing.
3. **e** A flag is something <u>which / that</u> is a symbol of a nation.
4. **j** A linguist is someone <u>who / that</u> studies languages.
5. **i** A hammer is something <u>which / that</u> is used to put nails in a wall.
6. **c** An exam is something <u>which / that</u> tests a student's knowledge.
7. **b** An electronic reader is something <u>which / that</u> lets you read books on a screen.
8. **f** A vegetarian is someone <u>who / that</u> doesn't eat meat.
9. **a** Synonyms are two words <u>which / that</u> have the same meaning.
10. **d** A dictionary is something <u>which / that</u> gives the meanings of words.

B

- Ask a student to read aloud the directions and the example.
- Have students work individually to complete the exercise, and then compare answers with a partner.
- To check answers as a class, call on volunteers to read aloud the sentences, omitting the relative pronouns when possible.

Answers

Answers will vary. Sample answers:

1. The bird they saw in the museum is extinct.
2. *no change*
3. That's not the book the teacher asked us to get.
4. Where is the food I brought home from the restaurant last night?
5. *no change*
6. *no change*
7. John is a person you can count on.
8. Do you have another pen you can lend me?
9. The book you bought me is interesting.
10. *no change*
11. *no change*

C

- Ask a volunteer to read aloud the directions and the example.
- Have students work individually to combine the sentences, and then compare answers with a partner.
- To check answers as a class, call on volunteers to read aloud their combined sentences.

Answers

Answers will vary. Sample answers:

1. I saw the man who/that stole her wallet.
2. The email which/that you sent me didn't make sense.
3. We saw a film on TV which/that was really depressing last night.
4. The man who asked for directions looked confused.
5. This is the restaurant which/that we have eaten at for three consecutive days.
6. The article which/that you want to read isn't in this newspaper.
7. She lost the necklace which/that she borrowed from her mother.
8. I know the neighbors who/that have ten children.
9. Do you like the textbook which/that you are using in that class?
10. Where can I find the supermarket which/that sells organic fruits and vegetables?
11. You need to write a research paper which/that cites at least three sources.

D

- Ask a student to read aloud the directions and the example.
- Have students work individually to complete the sentences with their own ideas.
- Arrange students in groups to read and check each other's sentences. Monitor and answer any questions groups have.

Answers

Answers will vary. Sample answers:

1. English is a language which is spoken in many countries.
2. I routinely eat foods that are easy to make.
3. I like people who don't talk too much.
4. Students usually like teachers who are friendly.
5. I sometimes worry that I won't get the job that I want.
6. I like books that are funny and light-hearted.
7. I have a friend who often borrows money from me.
8. I have a job that pays well.

Workbook

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

Teaching Tip

When presenting new grammar points, repetition is important. Try to have students hear and use the target grammar as much as possible throughout the lesson.

Additional Activity

Play *Taboo*. In this game, students must describe a person or thing without using certain words. Create sets of cards and hand them out to pairs. Pairs take turns describing the word on the card without using any of the taboo words. An example card might look like this:

Word: survive

Taboo words: live, die, disaster

A student might say: *It is a thing that you try to do when something very bad happens.* His or her partner guesses: *survive*.

B. Decide whether the relative pronoun can be omitted in each sentence. If it can, rewrite the sentence without it. If it cannot, write *no change*.

My sister never told me the reason that she called.
My sister never told me the reason she called.

1. The bird that they saw in the museum is extinct.
2. Melissa cooks dishes that are incredibly delicious.
3. That's not the book that the teacher asked us to get.
4. Where is the food that I brought home from the restaurant last night?
5. The goalkeeper that plays for that team is from my hometown.
6. The people who live next door are always very friendly.
7. John is a person who others can count on.
8. Do you have another pen that you can lend me?
9. The book that you bought me is interesting.
10. Do you know anyone who speaks Swahili?
11. Jane is a solitary person who prefers to be alone.

C. Combine each pair of sentences. Use the second sentence as the adjective clause.

I finally finished reading the book. You gave it to me.
I finally finished reading the book that you gave me.

1. I saw the man. He stole the wallet.
2. The email didn't make sense. You sent it to me.
3. We saw a film on TV last night. It was really depressing.
4. The man looked confused. He asked for directions.
5. This is the restaurant. We have eaten at this restaurant for three consecutive days.
6. The article isn't in this newspaper. You want to read an article.
7. She lost the necklace. She borrowed it from her mother.
8. I know the neighbors. They have ten children.
9. Do you like the textbook? You are using it in that class.
10. Where can I find the supermarket? It sells organic fruits and vegetables.
11. You need to write a research paper. The paper cites at least three sources.

D. Complete each sentence with an adjective clause. Use your own ideas.

I like to eat foods that are healthy.

1. English is a language _____.
2. I routinely eat foods _____.
3. I like people _____.
4. Students usually like teachers _____.
5. I sometimes worry _____.
6. I like books _____.
7. I have a friend _____.
8. I have a job _____.

4 Conversation

Jason: This restaurant is jam packed.

Badr: I know. I had to elbow my way through the crowd just to get to the buffet table for some munchies.

Jason: And the people's voices are way too loud.

Badr: I'm sorry, I didn't catch that. What did you say?

Jason: I said *the people's voices are way too loud!* Hey, did you see that guy in the blue suit? He seems to be familiar.

Badr: Oh, yeah, he's the captain of the football team.

Jason: What's his name?

Badr: Ian Ford.

Jason: Sorry you're bored, but I was asking you the name of that guy.

Badr: No, I said his name is Ian Ford!

Jason: Oh, sorry. The people's voices are ridiculously loud. So, what's he like?

Badr: He's OK. The only thing he's interested in is sports. I find him a bit boring.

Jason: Pardon? You found him snoring?

Badr: Oh, forget it. This is crazy.

Jason: Trying to talk over this noise is too difficult.

Badr: Yeah, I can't deal with it anymore. Do you want to leave?

Jason: What do you want to tell Steve?

Badr: No, I said *let's leave*. We can get a bite at the diner on the corner.

Jason: Yeah. Let's go.

About the Conversation

1. What problem are Badr and Jason having?
2. Who is Ian Ford, and what does Badr say about him?
3. At the end of the conversation, what do Badr and Jason decide to do?

Real Talk

jam packed = very crowded
elbow (one's) way = make one's way through a crowd using some physical force
munchies = crunchy junk foods
deal with = put up with
bite = snack

Your Turn

Role-play with a partner. Imagine you are in a noisy or crowded place, such as a shopping mall, a subway, or a city street. Discuss your English class, pretending that you can't hear each other clearly. Use the phrases for asking someone to repeat something.

Asking Someone to Repeat Something

Can/Could you repeat that, please?
Could/Would you say that again?
Excuse me, but I didn't catch the last part/the part about…
I'm sorry. I didn't catch that.
Pardon (me)?
What did you say?
What was that?
Would you mind repeating that?

4 Conversation

- Focus students' attention on the photo. Ask: ***What is wrong with this man?*** (He looks like he cannot hear something that another person is saying.) ***Where do you think he might be?*** Elicit guesses, such as: *in a noisy, crowded place or across the room from the person he is talking to.*

Play the audio of the conversation. Have students listen with their books closed.

- To check general comprehension, ask: ***Where are the two men?*** (at a restaurant) ***What is the problem?*** (They can't hear each other.) Ask: ***Have you ever had this problem? Where were you?*** Elicit answers from several students.

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

Real Talk

- Model the expressions in the Real Talk box for students to repeat. Then ask who says each one and why.

  jam packed (Jason says this, meaning that the restaurant is full to capacity with people.) Point out that this expression is also a verb. For example, say: ***I* jam packed *my backpack with books.*** To elicit use of the expression, ask students: ***Where is the last place you have been that was* jam packed *with people?***

  elbow (one's) way (Badr says this, meaning that he had to push his way through the crowd of people in order to move.) Ask: ***Have you ever been somewhere where you had to* elbow your way *through people? Where?***

  munchies (Badr says this, meaning snack foods, such as potato chips, popcorn, and pretzels.) Ask: ***What are your favorite* munchies*?***

  deal with (Badr says this, meaning that trying to talk in the crowded restaurant is difficult and annoying.) Ask: ***Do you like to be in crowded places, or do you find them difficult to* deal with*?***

  bite (Badr says this, meaning a small or quick meal or a snack.) Explain that a *bite* refers to a quick or small bit of food—not a regular meal like breakfast, lunch, or dinner.

- Arrange students in pairs to practice the conversation. Then ask one pair to act out the conversation for the class.

About the Conversation

- Discuss and answer the questions as a class. Ask a student to read aloud the first question and call on a classmate to answer it. That student answers the question and then reads aloud the next question, and so on.

Answers

Answers will vary. Sample answers:

1. The peoples voices are too loud, and they can't hear each other clearly.
2. He is the captain of the football team. Badr says that he finds him boring.
3. They decide to leave the restaurant and get a bite to eat at the diner on the corner.

Your Turn

- Ask a student to read aloud the directions.
- Focus students' attention on the phrases in the box for *Asking Someone to Repeat Something*. Explain that these phrases are polite expressions for asking someone to repeat something. They are more formal than simply saying *What?*
- Have students role-play their conversations. Remind them that this is a speaking activity. They might make a few notes to help them remember some ideas, but they shouldn't write the conversation.
- Ask one or two pairs to act out their conversation for the class. You might make a game of this by asking pairs to not explicitly say where they are, but provide clues. Then classmates must guess where the conversation is taking place.

5 Listening

- Read aloud the directions. Ask students to study the chart in preparation for the listening.
- Focus students' attention on the cartoons. Ask: ***Can you guess what the language mistakes were?*** Elicit guesses but do not confirm or deny the answers at this point.

Play the audio twice. After the first listening, give students time to make notes in the chart. After the second listening, students complete and change their notes as necessary.

Play the audio again for students to listen and check their answers.

Answers

		What He/She Said or Wrote	What He/She Meant to Say or Write
1.	Badria	She was preparing dinner for goats.	She was preparing dinner for guests.
2.	Paula	Her mother gave her an egg.	Her mother gave her a hug.
3.	Tina	A shower fell on her..	She got caught in a shower.
4.	Amira	Add two cups of flower.	Add two cups of flour.

Audioscript

Tina: You know one of the things that I find most difficult about acquiring a new language? I feel like sometimes I use the wrong word. Then I end up expressing something different than what I mean to say.

Badria: I know what you mean. Just last week my English teacher asked me what I was going to do on the weekend. I said, "I'm preparing dinner for several goats tonight." My teacher's eyes widened and I could tell she was trying to hold back a laugh. Then I realized that I had said goats instead of guests!

Paula: Oh, we've all had that kind of thing happen. Last year I was studying abroad. During the summer, my mother came out to visit for a few weeks. I was telling a classmate about meeting my mother at the airport and I said, "My mother gave me a big egg." My classmate looked surprised, and she said, "Is that a traditional gift in your country?" That's when I realized that I had said egg instead of hug!

Tina: Sometimes it's not a matter of using the wrong word. Sometimes the word can be right, but the way it's used can be wrong. One time I told a friend, "While I was walking to your house, a big shower suddenly fell on me." My friend said, "Ouch! That must have hurt!" I thought about it for a moment and realized my mistake. Of course, I had meant to say, "I got caught in a sudden shower."

Amira: Sometimes even a simple thing like spelling something wrong can lead to disaster. One time a friend tried a piece of cake I had baked. She loved it, and even though she had never baked anything before, she asked me for the recipe. The following week she told me she had baked the cake and it was terrible. I looked at the recipe I'd given her and realized that I had written, "Add two cups of flower." But instead of spelling flour F-L-O-U-R, I had spelled it F-L-O-W-E-R. And she had actually added flowers!

6 Pronunciation

Play the audio twice. The first time students just listen. The second time they repeat or speak along with the recording.

7 Vocabulary Building

A

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

Answers

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

B

- Have students compare answers with a partner.

Workbook

Assign page 51 for additional reading practice.

Teaching Tip

When monitoring group work, do not interfere with the conversation, simply watch and listen from afar. Otherwise, students will direct their speech to you.

Additional Activity

Write the following sentence on the board: ***I didn't say he stole the money***. Have students practice saying it in pairs, changing the word that is emphasized to change the sentence meaning. Elicit the change in meaning when each different word is stressed. Point out how important intonation is to meaning.

5 Listening

Listen to the students discuss making mistakes in English. Then complete the chart.

		What She Said or Wrote	What She Meant to Say or Write
1.	**Badria** (about her plans for the weekend)		
2.	**Paula** (about her mother's visit)		
3.	**Tina** (about getting caught in the rain)		
4.	**Amira** (about a recipe)		

6 Pronunciation

Different words in a sentence can be emphasized to convey different meanings. Listen to the sentences. How does the meaning change in each pair?

1. **a.** You know **ONE** of the things that I find most difficult about learning English?
   b. You know one of the things that **I** find most difficult about learning English?
2. **a.** I know what you **MEAN**.
   b. I know what **YOU** mean.
3. **a.** We've **ALL** had that kind of thing happen.
   b. We've all had **THAT** kind of thing happen.
4. **a.** Is **THAT** a traditional gift in your country?
   b. Is that a **TRADITIONAL** gift in your country?

7 Vocabulary Building

A. You will see the following words in the reading on pages 74 and 75. Match the words with their meanings.

1. _____ evolve	**a.** lack of ability
2. _____ exception	**b.** shown to have exclusive legal ownership
3. _____ fictitious	**c.** not favoring one side or the other
4. _____ humanitarian	**d.** develop and change
5. _____ limitations	**e.** honorable
6. _____ neutral	**f.** devoted to improving the lives of all people
7. _____ noble	**g.** make-believe, not real
8. _____ trademarked	**h.** something that is different from what is expected

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

8 Reading

Before Reading

What do you think an ***invented language*** is?
Do you think such a language could be successful?

INVENTED LANGUAGES

Every language has its flaws and limitations. Some people have been so frustrated with the imperfections of existing languages that they have actually tried to create better languages themselves! There have been more than 500 attempts at creating such languages. Each of these invented languages, complete with a vocabulary and grammar of its own, has had a specific goal. For example, some language inventors have wanted to invent a simple and easy-to-learn language, some have wanted to create a gender-neutral language, and some have wanted to make language more mathematical or scientific. While none of these invented languages has ever become widely spoken, there are a couple that have been learned and spoken by a surprisingly large number of people.

The invented language that has the most speakers is Esperanto. This language was created in 1887 by Ludwig Zamenhof, a Russian doctor. Zamenhof lived in an area populated by four different ethnic groups that spoke many different languages. There were a great number of problems between these groups. Zamenhof felt that the language difference between the groups was the root of the problems. This gave him the idea of creating a language that would not belong to any one country or culture, but instead, would belong equally to all people. The hope was that a neutral second language would break down language barriers and build a sense of equality and brotherhood between nations. The language which he created to fulfill this dream was called Esperanto, which means *hope* in the Esperanto language.

Because Zamenhof's goal was clearly a humanitarian one, he was not interested in making any money from Esperanto. He published a guide to speaking Esperanto, and gave up all rights of ownership to the guide. This way the guide could be freely circulated to all people interested in learning the language.

Zamenhof wanted as many people as possible to learn Esperanto, so he made the language extremely simple, with no irregularities or exceptions to the basic rules. For example, in Esperanto all nouns end with an *-o*. All nouns can be made plural by simply adding a *-j*. So the word for friend is *amiko*, and the plural is *amikoj*. All adjectives end with an *-a*. To create the opposite meaning, a speaker simply adds *mal-* to the beginning of the word. So, for example, the word for *big* is *granda*, and the word for *small* is *malgranda*. The rules for verbs are equally simple, with no irregular verbs and no conjugation.

For all Zamenhof's good intentions, Esperanto never became the unifying international language he had hoped it would become. People were not eager to spend time learning a new language which so few other people spoke. However, Esperanto has survived to this day and is spoken by at least 100,000 people around the world.

The second most successful invented language is called *Klingon*. Other than the fact that it is also an invented language, it shares almost no similarities with Esperanto. Klingon, which was invented over 25 years ago, was not created with the noble intention of promoting the peaceful coexistence of people from different cultures. Instead, it is a trademarked invention of a major television studio. It was created in 1984 by a linguist named Marc Okrand for use in the *Star Trek* series. The characters who speak this language are the Klingon, a fictitious race of people from outer space.

The *Klingon Dictionary*, which is copyrighted by the television studio, has sold more than 300,000 copies, and has made quite a bit of money. Unlike Esperanto, Klingon is an extremely complicated language with complex grammar, making it an immensely difficult language to learn. As a result, it is estimated that only a few thousand people can speak Klingon with any fluency. Yet interestingly, Okrand intentionally made Klingon difficult to learn. His goal for Klingon was almost the opposite

8 Reading

- Discuss the **Before Reading** question with the class. Elicit any examples of invented languages that students know and discuss them.
- Bring up the topic of simple invented languages, such as Back Slang. Using Back Slang is primarily a children's game where the first sound of a word is moved to the end of the word and followed by the sound *-ay*. For example: People like to play games. (eople-pay ike-lay oo-tay ay-play ames-gay.) There are variants of this language game in many languages. Ask if students know any language games like this played in their language.

READING STRATEGY Timed reading

- Discuss the importance of reading speed with the class. Ask: ***How can improving your reading speed in English help you?*** Elicit ideas. If students do not mention the following points, bring them up:
  1. Reading faster saves time, allowing you to read or study more material in a specific time period.
  2. Students who read faster tend to enjoy reading more, causing them to read more and perform better in their studies.
- Tell students that you are going to give them exactly five minutes to read the article. They should wait for you to give a signal before they start and when you call time, they close their books immediately. Tell them not to stop to look up words they don't understand, but to keep reading.
- When the five minutes are up, have students close their books. Read aloud the questions below and have students write short answers.
  1. ***How many attempts have there been to invent a language?*** (over 500)
  2. ***Have many of them been successful?*** (no)
  3. ***Which invented language has had the most speakers?*** (Esperanto)
  4. ***Who invented Esperanto?*** (Ludwig Zamenhof, a Russian doctor)
  5. ***What does Esperanto mean?*** (hope)
  6. ***How many people around the world speak Esperanto today?*** (at least 100,000)
  7. ***In which television series is Klingon used?*** (*Star Trek*)
  8. ***How many people speak Klingon?*** (a few thousand)
  9. ***Which invented language is more difficult to learn?*** (Klingon)
  10. ***Is it possible for invented languages to become widely spoken?*** (probably not)

Play the audio for the entire reading. Have students listen with their books closed.

- Repeat the questions above and have students check the answers that they wrote down. They may also compare answers with a partner. Ask: ***How many questions did you answer correctly after the timed reading?*** Congratulate students who got more than half of the questions correct.

Culture Note

Star Trek

Star Trek is an American science fiction entertainment franchise. It began as a television series in 1966 about humans who travel through space and interact with aliens. The original storyline was picked up again and again in additional TV series and films. This series has developed devoted fans around the world. These serious fans are sometimes called *Trekkies*.

Paramount Pictures

Paramount Pictures is an American film production company. It is located in Hollywood, California, and is a very successful film studio. It was founded in 1912 and continues to operate today.

After Reading

- Have students work in pairs to ask and answer the questions. Have them refer to the reading as necessary to find the answers, but emphasize that they should write their answers in their own words.
- Check answers by reading aloud the questions and calling on students to answer.

Answers

Answers will vary. Sample answers:

1. Some inventors have wanted to invent a simple and easy-to-learn language, some have wanted to create a gender-neutral language, and some have wanted to make language more mathematical or scientific.
2. Zamenhof lived close to four different ethnic groups that spoke four different languages and that didn't get along very well. He thought the language difference between the groups was the root of the problem, and that they would get along better if they spoke the same language.
3. *malbela*
4. People didn't want to spend too much time learning a new language that few people spoke.
5. Klingon is the language of the Klingons, a fictitious race of people from outer space. It was invented just for *Star Trek*.
6. Esperanto and Klingon are both invented languages. Klingon was invented exclusively for *Star Trek*, and its circulation has made the studio a lot of money. Esperanto was developed for a humanitarian goal of bringing people together through a common language.

9 Speaking

- Arrange students in small groups to discuss and answer the questions. Assign one member of each group the role of reporter.
- Have students copy the chart in the notebook and write their answers.
- Then form groups by putting two groups together.
- Have the groups present their answers.
- Open up the group discussions to a class discussion. Ask groups to share their answers with the class.

Workbook

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

Additional Activity

Refer students back to the Reading. Ask students to underline all of the words that they learned through the Reading. Have them choose three of the words and draw a picture to illustrate the meaning of each. Have students exchange their illustrations with a partner and try to guess the words.

Project: World Languages

In groups, have students choose one language that is spoken somewhere in the world to research. Make sure that all of the groups choose a different language. Ask students to find out information about their language, such as where it is spoken, how many people speak it, what languages it is related to, and what makes it unique. Ask groups to prepare a poster and present their findings to the class.

fun facts

- More than half of the world's technical and scientific periodicals are written in English.
- Eighty percent of the information stored on the world's computers is in English.

of Zamenhof's goal for Esperanto. Okrand did not want many people to be able to speak Klingon fluently. On the contrary, Klingon was designed to be an exclusive language that could only be spoken by the most committed *Star Trek* fans.

The vast majority of invented languages have disappeared almost as soon as they were created. While the most successful invented languages, like Esperanto and Klingon, have caught the imagination of a community of people, these languages are spoken more as a novelty than as a practical, everyday language. The fact that no invented language has ever become widely spoken seems to tell us something: It is only languages that evolve naturally and slowly over time that have the power to spread, to continue, and to become part of our identity.

After Reading

Answer the questions.

1. What are some reasons people have created invented languages?
2. How did where Zamenhof lived inspire him to create Esperanto?
3. If *bela* means beautiful in Esperanto, what is the word for *ugly*?
4. Why didn't Esperanto become an international second language?
5. What is *Klingon*, and why was it invented?
6. How are Esperanto and Klingon alike? How are they different?

9 Speaking

1. Work in pairs/groups. Think about the languages that you, your family, and relatives can speak and make notes in the chart.

2. Decide which language(s) you prefer and why. Think about the people who use it, the reason it is used, how easy or difficult it is, etc.

3. Which language would you like to learn well? Say why you want to learn it. Compare answers. Which is the most popular language in your class?

Languages	1 _____	2 _____	3 _____
People who use it			
Reasons/purpose of use			
Ease/difficulty of use and reasons			
Your preferred language of use and reasons			
Your choice of language to learn and reasons			

10 Writing

A. 1. Why do so many people learn English? What are some of the main purposes?
2. How important is it to have a "good accent" in English? Please define "good accent."
3. How easy is it for you to understand different speakers of English? Justify your answer.
4. Read the text and find out.
- How important is accent according to the writer?
- What should a learner develop to enhance understanding of spoken language?
- Why do native speakers of English attend courses in English for international communication?
- Why are features of intercultural communication important?
- Do you agree with the writer's views? Why? Why not?

English as an International Language

In language learning, most people believe that a native speaker-like accent is an asset that can be used to impress people. The question, however, is which variety of English? The language spoken by people in the North of England is different from the variety spoken by people in the South; and this only touches upon the two ends of the continuum. There is a multitude of regional varieties within. So, maybe, the first thing to consider is the reason why we learn the language and what we intend to do with it.

Is it important for a learner of English to imitate one or more varieties when speaking? No, not necessarily, although people who learn the language in its natural setting tend to adopt regional features in terms of pronunciation, vocabulary, and grammar. What is more useful is developing the ability to understand different speakers, including speakers of other languages as a primary need.

As more and more people use English as a common medium to communicate with people from other countries, they affect the language and develop their own variety in terms of accent, vocabulary, and other features. So much so, that special language courses are offered for native speakers who need to conduct business with people in different countries! So, for a change, native speakers have to attend courses that will familiarize them with new varieties of their language and help them develop the skills required to understand the people they communicate with. Naturally, intercultural communication and its requirements are a very important part of such courses and a prerequisite for successful communication with members of different cultures.

English as an international medium of communication is an evolving variety that is affected by the speakers of the language, whether they happen to be native or non-native. Therefore, our idea of a good user of the language has to be modified to accommodate characteristics that make one an effective communicator across cultures, over and above acquiring a prestigious native speaker accent and structurally accurate use of the language. If culture-specific variations will eventually be looked upon as varieties of the international medium remains to be seen. The fact, however, is that English is no longer the property of the English-speaking countries but of the whole world, and as such, it will inevitably reflect the culture and norms of different people.

10 Writing

A

- Write English as an International Language on the board and have students brainstorm. Elicit ideas from the class.
- Direct students to A 1. Have them list reasons and purposes in pairs. Call on pairs to report for the class.
- Call on a student to read questions 2 and 3 aloud. Have students answer individually and then compare with a partner.
- Discuss students' views in class. Have students compare their ideas.
- Ask students to read the directions for 4 and try to predict possible answers in pairs.
- Call on a student from each pair to report their ideas in class.
- Play the audio and have students listen and follow in their book.
- Give students some time to read through the text and check their answers in pairs. Call on a student from each pair to present one or more of their answers in class.
- If there is disagreement, refer students back to the text and encourage them to provide clues/ justification for their answers.

Answers:

- Not as important as many people think. At least not as important in speaking as it is in listening.
- The writer feels that it is important for learners to be able to understand different speakers of the language.
- In order to become familiar with international varieties of English, spoken by people of different nationalities. This is necessary for them to communicate with speakers of other languages in order to conduct business or socialize.
- Because they are a prerequisite of successful communication with members of different cultures.

Answers will vary.

B

- Tell students that they will write an email to an international e-pal and explain how their first language, Arabic, is similar or different to English.
- Read directions for task 1 and have students work in small groups comparing and identifying similarities and differences. Write some of the factors on the board and elicit more factors from students. For example:
  Grammar
  Pronunciation
  Vocabulary
  Speaking
  Writing
  Expressiveness – expressing thoughts/ feelings/ ideas/ attitude
  Style
  Appropriacy – how to address seniors/ teachers/ parents/ professionals as opposed to friends, siblings, classmates
- Draw the chart on the board or word-process and hand it out to students. Make sure you leave blank cells/boxes for students to suggest factors/aspects they would like to compare. Circulate and monitor to make sure that students are making notes and gathering data for their emails.

	Arabic	English	Similarities	Differences
Grammar				
Pronunciation				
Vocabulary				
Spoken language/ speaking				
Written language/ writing				
Expressiveness – expressing thoughts/ feelings/ ideas/ attitude				
Appropriacy – how to address seniors/ friends, siblings, classmates				
Other				

- Read the directions for task 2 and direct students towards the model text on page 77. Have students talk about the questions in their groups or in pairs. Go through the answers together as a class:
  Who is writing? (Josie)
  Why are they writing? (To give news to her friend and talk about her experiences at school with learning French)
  How do they start the email? (friendly tone, asking after her friend)
  How do they end the email? (friendly tone, asking her friend to send her news soon)
  Are there any interesting features typical of an email to a friend? What are they? (lots of questions, informal word and phrases such as: great, OK, Guess what?, Isn't that cool?, chat, bye for now; smiley face)
- Read the directions for task 3 and tell them to use their notes and the information in the Writing Corner to complete the task independently.
- Give the students time to plan and draft their emails. Then ask them to exchange, read each other's drafts and comment or suggest corrections.
- Have students rewrite their drafts making changes and corrections.
- Call on some students to read their emails aloud in class. Then have all the students post their emails on the board or the wall for the rest of the class to read.
- Ask students to choose the emails they like best and say why they like them.

Workbook

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

B. **1.** Compare your first language with English. How is it similar? How is it different? Compare things like the pronunciation, grammar, and expressiveness of the languages. Make notes on your ideas in your notebook.

2. Read the email below and answer the questions:

- Who is writing? Why are they writing?
- How do they start the email? How do they end the email?
- Are there any interesting features typical of an email to a friend? What are they?

Print Delete

To: Badria
Cc:
Subject: Back to school
Attachment: 789.jpg

Hi Badria,

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 for all of us!

This is my first week back at high school. It has been an exciting week! I have made lots of new friends and we have a new French teacher, Miss Brown. She is a great teacher but I must admit that I am finding French very difficult.

There are so many grammar rules to learn. I thought I knew them all and then Miss Brown gives us another one. I can't keep up! And there are many new words which I can't pronounce properly. But Miss Brown says that it is OK if I don't say them perfectly, just as long as people can understand me. She told me that what's important is that I try to communicate.

That made me feel a bit better but I still think French is much harder than English. English has lots more words but the grammar is so easy in comparison. Oh well, I must keep trying hard to learn French, I suppose, and one day I will be able to speak as well as you 🙂

Guess what? My parents have given me their permission to come and stay with you during the school holidays! Isn't that cool? We should chat soon and make plans!

Well, time to go and study my French homework! I've attached a photo of me with on my summer vacation. Do you have any photos from your summer vacation?

Well, bye for now and send me all your news soon.

Your friend,

Josie

3. Write an email to an international e-pal and explain how your language is similar or different to English.

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 want to compare two or more entities:

- **identify different aspects/components of the entities that you are comparing, e.g. language: spoken vs. written language, varieties and speakers, appropriateness (i.e. formal or informal language); vocabulary: words, phrases, expressions, idioms, etc.**
- **if you are not sure, look up the topic or entities that you are required to compare and find out which parts they consist of; then choose the parts/aspects that you want to focus on.**
- **think of examples and consider similarities and differences, e.g. with language; think of a situation and consider what people might want to convey to each other and what kind of language they would use, for example:** *Two students are talking about a football game they watched the previous evening. They are running over incidents in the game and arguing whether the referee was right or wrong in different cases. Each student supports a different team.*

11 Form, Meaning and Function

Future with *Will* or *Be Going To*

Use *will* or *be going to* to make predictions about the future.

Questions (?)
Will people **speak** Arabic?
Are we **going to learn** Chinese at school?

Answers (Opinions)
I guess so. / I don't think so.
I think so. / I hope so. / I hope not.

Will versus *Be Going To*

Use *will* to make an on-the-spot offer, request or decision. Use *be going to* to express a plan that is already made or decided.

Ali **is going to have** his work professionally translated, but I can't afford it. I**'ll translate** it using machine translation software on the Internet.

Future Progressive

Use the future progressive (*will* + be + present participle) for continuous actions in the future.
Or use *be going to* + *be* + present participle.

Affirmative (+)
Free machine translation services on the Internet are going to get better and better. By 2030, most people around the world **will be translating** foreign languages through machines. They **will** no longer **be learning** the lingua franca (the common global language) to communicate in business and trade.

Questions (?)	Short Answers (+)	Short Answers (–)
Will you **be working** on the weekend?	Yes, I **will**.	No, I **won't**.
Are they **going to be taking** the test, too?	Yes, they **are**.	No, they **aren't**.

A. Complete the predictions about the future with the correct form of the verb. More than one answer is possible.

1. In the next couple of years, speech recognition applications _____ (translate) foreign languages at business meetings in real time.
2. Someday soon, we _____ (use) our smartphones to translate printed text by using the camera function.
3. Cars _____ on gasoline. They will run on electricity. (not run)
4. Robots _____ (not/ be able to) make autonomous decisions. They _____ (do) what they are programmed to do.
5. In 50 years time, no-one _____ (use) the lingua franca to communicate. We will all use machine translation software.

B. Work with a partner. Ask and answer. Which of the following do you think people ***will still be using*** in 50 years?

A: Do you think we **will still be using** ballpoint pens?
B: No, I don't. I think that we **won't use** pens for anything in 50 years and all communication **will be** digital.

ballpoint pens DVD players magazines cell phones
flat screen TVs microwave ovens books vacuum cleaners
washing machines dishwashers cars planes

11 Form, Meaning and Function

Future with *Will* or *Be Going To*

- Present that *will* and *be going to* are used to make predictions about the future. Remind students that English has no future tense and no special verb form for the future.
- Have volunteers read the examples in the presentation. Ask students to make their own predictions about the future, both affirmative and negative. Have other students say *Yes* to agree or *No* to disagree. For example:
  A: Everyone will soon own a Driverless Car.
  B: Yes, I agree. Self-driving cars will soon be commonplace on the roads.
  C: No, I think people are still going to want to drive their own cars.

Will versus *Be Going To*

- Go over the information in the presentation. Have each student make a list of five things he or she is going to study when they go to college, or something else they are going to do at another time in the future. Then have students read their lists to the class.

Future Progressive

- Present to the class when the future progressive is used. Explain that both *will* and *be going* to can be used to talk about a continuous action that will occur in the future.
- Go over the affirmative statements and the questions. Point out that in conversation, the short answers are enough. It's not necessary to repeat everything because the meaning is clear.
- Have students work in pairs to ask each other about their plans for the week. They should reply with short answers. For example:
  A: Will you be studying at the library tomorrow?
  B: Yes. I will.
- Write on the board: *What are you going to be doing...? / What will you be doing...?* Then write future time cues on the board. For example: *next year, at this time tomorrow, a week from today, in five years, a month from now, next weekend, next school vacation.*
- Have students ask and answer questions using the cues. For example:
  A: What are you going to be doing next weekend?
  B: I'm going to go to my friend's graduation

A

- Have students work individually to complete each prediction with the correct verb form. Remind them that more than one answer is possible.
- Call on students to read their completed sentences for the class. Ask the class if they agree or disagree with the statement.

Answers

1. will translate OR are going to translate
2. will use OR are going to use
3. won't run on OR aren't going to run on
4. won't be able to, will do
5. will use

B

- Arrange students in groups to look at the items in the box and circle any items that they are no familiar with. Write the words they have circled on the board and have other students in the class explain the meaning.
- Call on two students to role-play the example. Have students discuss the items in the box in a similar way and encourage them to give reasons for their opinions.
- Call on volunteers to role-play their exchanges for the class. Ask the class to respond to the exchange. *Do they agree with the prediction? Why? Why not?*

Answers

Students' own answers

Teaching Tip

Sometimes it's difficult to know whether to use be going to or will. Point out that in most situations the difference in meaning is very slight, and they will be understood regardless of which they use. Tell students to pay attention to what they see and hear, and try to come up with their own conclusions about which to use.

Words Connected with Different Kinds of Vacations

- Tell students to read through the vocabulary items in the chart and circle any words or phrases 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.
- Tell students to think of a memorable vacation and underline words in the box that describe it. Tell them to use their underlined words to tell their partner about their vacation.
- Call on students to share their experiences with the class.

Conditional Sentences with *If*-Clause: Imaginary Situations for the Present

- Go over the material in the presentation. 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.
- 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.
- 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.

Verb: *Wish/If only* for Unreal Situations

- Go over the material in the presentation. Call on one student to read from the left column, and another from the right for the present and the future.
- 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*. Point out that there is no change in meaning if we substitute *I wish* with *If only*. *If only* adds emphasis only.

C

- Have students read the 4 short texts and say what they all have in common. (They all describe a kind of vacation.)
- Match each text to a heading as a class and ask students to complete the gaps individually.
- Students check their answers with a partner and then as a class.
- Call on four students to read out one completed text each.

Answers

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

1. visit
2. ancient
3. explore
4. archaeological
5. tombs
6. dive
7. reef
8. marine
9. hike
10. plants
11. animals
12. amazing
13. learn
14. desert
15. spectacular

D

- Have students work in pairs to discuss how they would end each sentence.
- Students complete each statement in their own way. Ask students to stand up and to walk around the class and ask and answer about each other's statements. For example,
  A: If you could choose any destination, where would you go?
  B: I'd go to Cairo and see the pyramids. How about you?
- Call on students to share what they found out about their classmates with the class.

Answers

1. I would go to the Red Sea in Egypt.
2. I would buy a new laptop.
3. I could surf.
4. he would lend me his textbook.
5. I would feel less anxious.
6. I would be an astronaut.

Workbook

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

Additional Activity

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

Words Connected with Different Kinds of Vacations

Some words we connect with vacations are:

Adjectives		Nouns		Verbs	
amazing	exciting/thrilling	marine life	rocks	visit	travel
spectacular	luxurious	rain forest	adventure	see	hike
magnificent	exotic	plants	wildlife	learn	
wonderful	awesome	animals	coral reef	explore	
ancient		city	desert oasis	dive	
peaceful/relaxing		archaeological site	museums	experience	
inexpensive		buildings	art galleries	trek	
popular		tombs			

Conditional Sentences with *If*-Clause: Imaginary Situations for the Present

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

If I **didn't** know foreign languages, I wouldn't travel around Europe alone this summer.
(But I do know foreign languages, so I'm going to travel around Europe alone.)

Verb: *Wish/If only* for Unreal Situations

Use *wish* for things you want to happen but probably won't. We can also use *If only* in place of wish to add emphasis.

in the present

I don't know many foreign languages. I **wish/If only** I knew more foreign languages.

in the future

My parents won't let me go on vacation with my friends. I **wish/If only** my parents **would let** me go.

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

C. Match the headings (a—d) to each text (1—4). Complete the gaps with a vocabulary word from the chart above.

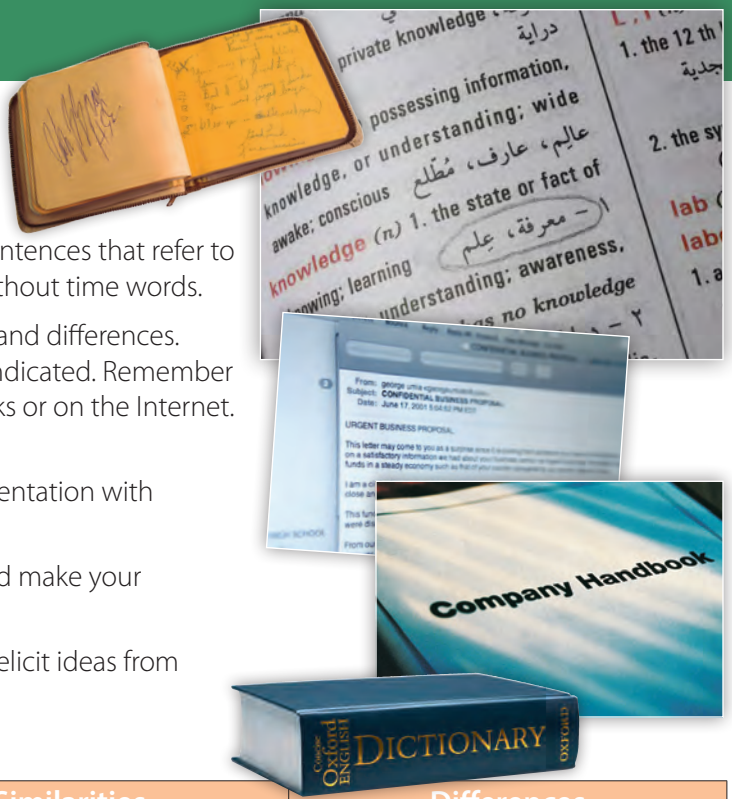
a. _____ Scuba Diving in the Red Sea, Saudi Arabia
b _____ Trekking in Oman
c _____ Ecotourism in the Malaysian rain forest
d _____ Desert Tour, Jordan

1	2	3	4
(1.) Visit the spectacular (2.) _____ city of Petra. You're going to (3.) _____ this magnificent (4.) _____ site and see the wonderful buildings and (5.) _____ carved out in the rock.	(6.) _____ in the peaceful coral (7.) _____ of the Red Sea. You're going to see some of the most awesome and colorful (8.) _____ life! Come face to face with sea turtles, lionfish, manta rays, and dolphins.	(9.) _____ through the rain forest at Kinabalu Park and learn about one of the world's unique ecosystems. You're going to come into contact with thousands of different species of (10.) _____ and (11.) _____, including an (12.) _____ variety of orchids.	Follow the Frankincense Trail from Muscat to Salalah and (13.) _____ the secrets of the ancient perfume. You're going to visit a (14.) _____ oasis and see (15.) _____ views of mountains, coastal villages, and archaeological sites.

D. Work with a partner. Read the sentences below and end with your own ideas.

1. If I could choose any destination, _____
2. If I had some extra money, _____
3. My friend asked me to go surfing. I wish _____
4. He won't lend me his textbook. I wish _____
5. If we had more time, _____
6. If I could be anyone in the world, _____

12 Project



1. Compare English and Arabic. Find or write sentences that refer to specific time, i.e. past, present, and future, without time words.
2. Study the sentences and identify similarities and differences. Compare word order and ways that time is indicated. Remember to look for relevant data and analyses in books or on the Internet. Make notes in the chart.
3. Use your notes to prepare a PowerPoint presentation with additional examples, data, and sources.
4. Use questions to address your classmates and make your presentation more interactive.
5. Use illustrations to support meaning and/or elicit ideas from your audience.

English and Arabic sentences	Similarities (word order/time)	Differences (word order/time)
1a.		
1b.		
2a.		
2b.		
3a.		
3b.		
4a.		
4b.		
5a.		
5b.		

12 Project

- Tell students that they will be working on a PowerPoint presentation comparing English and Arabic.
- Organize students in groups and have them summarize some of the information and comments that they wrote about in the previous lesson.
- Call on a student from each group to present the group's ideas.
- Read directions for tasks 1 and 2. Discuss where students can find information.
- Remind them to use the Internet, look up dictionaries and other books and talk to adults that can help them. Have them make notes and if possible record interviews.
- Have students study the chart and make notes in the right space. Point out that they will have to think of meaning and consider time reference.
- Tell the class to include cultural information and to indicate if some of the sentences cannot be transferred closely because they would not be acceptable or meaningful.
- Give groups some time to discuss and make decisions. Remind them to assign tasks to different group members and to make sure there is at least one person making notes.
- Have students work in groups and discuss the information they have. Remind them to make notes in the chart. Encourage them to be as creative as possible.
- Call on a student from each group to present some of their ideas for the class. Ask students to listen carefully and discuss or comment on the ideas that are presented.
- Give the class some tips about interactive presentations. Demonstrate how they can use:
  1. pictures to elicit information, ideas, impressions, questions
  2. questions to elicit ideas, expectations, attitude etc.

  Tell them to organize their presentation in such a way so that they can show a visual or minimal bullet points or a question and elicit and then show the actual information or comment. Explain that this way the audience can be involved and engaged throughout and feel that they are actually contributing to the presentation.
- Have groups plan and prepare their PowerPoint presentation. Encourage them to add their own ideas. Remind groups to assign tasks and responsibilities to group members depending on their skills and abilities. Tell each group to appoint a chairperson that can control the discussion and make sure everyone has a chance to express their opinion and make suggestions. Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- If there isn't internet access, tell students that they will have to do some of the work for their presentation in class and some after class.

  In-class tasks: assign research and design tasks, assign responsibilities, share the work among members of the group

  Discuss and draft presentation, plan slides, collect and organize available information.

  Out-of-class tasks: Research the Internet for information.
- Explain to students that after they have collected all the information and designed their presentation, they will spend some time in class coordinating before their presentation in the next or the following lesson.

13 Self Reflection

- Write 'Express Yourself' on the board and elicit as many ideas and words as possible from the class. List the words on the board. Ask students to comment on the unit title and say how they interpret it.
  What does it mean to each one of them?
  What do they usually want to express?
- Elicit answers from volunteers.
- 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 is the most widely spoken language in the world?
  Which languages include a clicking sound? What are the main features of such languages?
  How many words are there in English?
  Which English word has the most definitions?
- 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 the sentences:
  I know a man who _____
  The car that I like is _____
  There are many _____ which the students _____
- Have volunteers answer the questions. Elicit more examples from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 72, 73. Call on volunteers to say what the conversation is about and which are their favorite expressions.
- Have students say what they remember from this section and make notes in the chart.
- Write 'INVENTED LANGUAGES' on the board and brainstorm on language and information that students remember. Call on volunteers to list as many words as they can on the board. Encourage the rest of the class to make suggestions.
- Have a class discussion about invented languages.
- 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 English as an International Language. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 76 and 77 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work and research. Elicit ideas from the students and have them present their experiences for the class.
  Did they have difficulty making decisions in their group? Why? Why not?
  Did they feel that they had the chance to present their ideas?
  Was it difficult or easy to access different sources and collect information? Why? Why not?
  Where did they find information? Where did they find photos?
  Did they enjoy preparing their presentation?
  Would they change anything if they had the chance to do it again? What?
  Was there room for originality and creativity? Why? Why not?
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

13 Self Reflection

Things that I liked about Unit 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.
discuss world languages			
talk about the English language			
ask someone to repeat something			
use adjective clauses and relative pronouns			
use relative pronouns as subjects of adjective clauses			
use relative pronouns as objects of adjective clauses			
use future forms with *will* and *be going to*			
use conditional sentences with if-clauses (present); and *wish/ If only*			
talk about different kinds of vacations			

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 Lost and Found

1 Listen and Discuss

1. Talk about the most valuable thing you have ever lost.
2. Talk about the most valuable thing you have ever found.

Amazing Lost Treasures

Moctezuma's Treasure

Moctezuma II was an Aztec emperor who ruled from 1502 to 1520. This was a time when the Aztecs controlled most of what is now Mexico and Central America. In 1520, the notorious Spanish invader Hernán Cortés kidnapped and killed Moctezuma. Cortés and his men then collected all of Moctezuma's dazzling treasures and tried to escape with them. But the Aztecs, who refused to surrender, caught up with the Spanish and fought them. Cortés and a few of his men escaped empty-handed, but eventually returned to take revenge and to attempt to steal the treasure again. However, the Aztecs hid the treasure somewhere around Lake Texcoco, and Cortés never found it.

One of Mexico's former presidents actually drained Lake Texcoco in an attempt to find the treasure, but he failed to find any trace of it. Today it is believed that Moctezuma's treasure is hidden somewhere near Mexico City, but no one knows exactly where.

Tutankhamun's Treasure

King Tutankhamun of Egypt, the boy pharaoh, succeeded his father to the throne when he was barely 9 or 10 years old. He died in his late teens. According to speculation, he was either assassinated or died of infection after an accident.

Tutankhamun's tomb, in the Valley of the Kings in Egypt, is the best preserved royal tomb ever discovered. Theodore M. Davis, an American businessman, was the first person to find clues that led to the discovery of the tomb. Howard Carter, an Egyptologist, confirmed, upon examining the clues, that the tomb lay inside the Valley of the Kings, the royal necropolis of the time.

Carter persuaded his friend Carnarvon to finance his search for the tomb. They had nearly given up when they finally noticed some steps buried under an ancient hut, leading to the sealed door of the tomb. They dug an opening that allowed entry to the tomb, where they found the most amazing artifacts: gold masks and furniture, stunning jewelry, exquisite paintings and inlaid boxes, and other objects of astonishing beauty and craftsmanship. It took Carter many years of his life to study and record all the findings. Everything was photographed and itemized. King Tut's treasure toured the world for the first time in the 70s. The second tour began in 2004.

The Amber Room

The Amber Room was a 180-square-foot (17-square-meter) room, whose four walls were made of six tons of amber, decorated with jewels. The room, which was constructed by Prussian King Friedrich Wilhelm I, took over eight years to build. It was completed in 1716, at which time it was given to Tsar Peter the Great of the Russian Empire as a gift.

Unit Goals

Vocabulary
Valuable objects and treasures
Lost and found objects
Accidental discoveries

Functions
Conduct an interview
Express regret
Express understanding

Grammar
Using *Where* and *When* in Adjective Clauses
Using *Whose* in Adjective Clauses

Listening
Listen for specific details in stories about lost and found items

Pronunciation
The dropped *h* sound at the beginning of pronouns and auxiliary verbs

Reading
Look What I Found!

Writing
Write a personal narrative describing a time that you have lost and/or found something important

Form, Meaning and Function
Conditional Sentences for Imaginary Situations in the Past
As if/As Though for Unreal Situations
It's High Time/ It's About Time

Warm Up

- With students' books closed, write the title of the unit on the board: ***Lost and Found***. Ask: ***What do you think this unit will be about?*** Elicit guesses and opinions without confirming or denying answers at this point.
- Write the introductory activities on the board:
  1. *Tell about the most valuable thing you have ever lost.*
  2. *Tell about the most valuable thing you have ever found.*
- Arrange students in small groups to discuss them. As a follow-up, ask a few students to share stories of interest with the class.

1 Listen and Discuss

- Have students open their books to pages 82 and 83. Ask them to preview the pages, looking at the pictures and the titles of the stories. Ask: ***What is the title of this presentation?*** (Amazing Lost Treasures) ***What is the title of the first story?*** (Moctezuma's Treasure) ***Does anyone know who Moctezuma is?*** Elicit any previous knowledge students have about Moctezuma. (This emperor is also known by the name Montezuma.)
- Repeat this procedure with the other two stories. Ask what the title of each story is and elicit any prior knowledge students have about Tutankhamun's Treasure and The Amber Room.

Play the audio as students listen and read along.

- Pause the recording after each story to ask a few general comprehension questions. For example:
  (Moctezuma's Treasure)
  Who was Moctezuma? (an Aztec emperor)
  What area of the world did he rule? (Mexico and Central America)
  Where is his treasure supposed to be? (near Mexico City)
  (Tutankhamun's Treasure)
  Who was Tutankhamun? (The king of Egypt)
  How old was he when he died? (He was in his late teens.)
  Who was the first person to find clues regarding Tutankhamun's tomb? (Theodore M. Davis)
  (The Amber Room)
  What is the Amber Room? (a room made of amber and decorated with jewels)
  Who was the room built for? (Tsar Peter the Great of the Russian Empire)
  What is its value estimated to be? ($142 million)
- Make sure that students understand important key words in the stories. If students do not know them, allow them to look them up in a dictionary and write down their definitions. Elicit the meaning of each of the following words: Aztec, tomb, necropolis, amber, crates, salt mines, shelter.
- Allow students time to read the stories again in preparation for the Quick Check exercises.

Culture Note

Lake Texcoco

Lake Texcoco was a natural lake that existed in the area of present-day Mexico City. The lake caused persistent flooding within the city until 1967, when it was completely drained. The draining of the lake caused significant consequences to the area, including water shortages to this day in Mexico City and the formation of desert in the surrounding area.

Quick Check

A

- Read aloud the words in the box for students to repeat.
- Have students work individually to complete each sentence with a word from the box, and then compare answers with a partner.
- Using the context given in the stories and in the exercise, have partners guess at the meaning of the words and write down definitions for them. Then allow them to look up the words in an English dictionary and check their guesses.
- To check answers as a class, call on students to read the completed sentences aloud.

Answers

1. preserve
2. surrender
3. theory
4. notorious
5. treasure
6. revenge
7. invaluable

B

- Have students work with a partner to ask and answer the questions.
- Call on pairs to read aloud the questions and answer them, using their own words. Ask the class to confirm whether the answers are correct.

Answers

Answers will vary. Sample answers:

1. Because the Aztecs fought Cortés and his men.
2. He drained Lake Texcoco.
3. He was a king of Egypt.
4. It is the best preserved royal tomb ever discovered.
5. The Amber Room took eight years to construct and has been called the eighth wonder of the world.
6. The Amber Room could have been on a passenger ship that was sunk by a Soviet submarine. It could have been buried in salt mines in the Ore Mountains. It might be hidden in a lost underground shelter in Konigsberg, Germany.

2 Pair Work

- Have a student read aloud the directions.
- Arrange students in pairs to create their role play. Tell pairs to choose their roles: one will be a reporter and the other will be a character from one of the stories.
- Tell students who are playing Moctezuma, Tutankhamun, and Peter the Great to use what they know from the stories to answer the questions. They can elaborate on what they know and invent additional information to make their answers interesting.
- Remind students that role plays should not be written down. They should be practiced a few times so that students know generally what to say.
- Ask a few pairs to perform their role plays for the class. Encourage students to use their acting abilities to look and sound like the characters they are playing.

Workbook

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

Teaching Tip

When role-playing in the classroom, students should not write out or try to memorize their dialogue. They simply practice it orally a few times, focusing on key words to help them remember important points to make. It is OK for the role play to be slightly different each time students practice it. This is authentic use of language.

Additional Activity

Write on the board a coded secret message about a treasure. Use a letter code that students can work to decipher. For example:

Sgd sqdzrtqd bzm ad dntmc hm sgd qdc anw.

(The treasure can be found in the red box.)

In this code, each letter represents the letter that comes before it in the alphabet. See who can decipher the message first and find the treasure. (If you use this message, hide small treats for students in a red box somewhere in the classroom.)

fun facts

According to legend, Moctezuma's treasure was too large to have been moved out of Mexico City. Among other things, it was said to have included two gold collars, a large alligator's head made of gold, one hundred ounces of gold, birds and other sculptures embedded with precious gems, and wheels of gold and silver in different sizes.

During World War II, the Nazis found the invaluable room, tore it down, packed it in hundreds of crates, and took it to a destination that has never been discovered. One theory is that it was loaded onto a passenger ship that was sunk by a Soviet submarine. Another possible destination was the Ore Mountains in Germany, where the Amber Room may have been buried in salt mines. The most popular theory, however, is that the Amber Room was hidden in a lost, underground shelter somewhere in the city of Konigsberg, Germany. The beautiful room has been called the eighth wonder of the world, and historians estimate that its value today would be around $142 million. The search for the Amber Room continues to this day.

Quick Check ☑

A. Vocabulary. Complete each sentence with a word from the box.

preserve	notorious	surrender	treasure
invaluable	revenge	theory	

1. We should do whatever we can to _____ our historic monuments.
2. The burglars tried to steal the woman's jewelry, but she wouldn't _____ without a fight.
3. My _____ is that people search for gold not because they want to get rich, but because it is exciting.
4. The police were finally able to catch the _____ bank robbers.
5. The explorers found a _____ worth millions of dollars that had been buried for hundreds of years.
6. Even though Lisa borrowed and lost her favorite earrings, Beth knew it was an accident and so she didn't try to get _____.
7. The collection of the Egyptian Museum in Cairo is _____.

B. Comprehension. Answer the questions.

1. Why didn't Cortés escape with Moctezuma's treasure?
2. What did one of Mexico's former presidents do in an effort to find Moctezuma's treasure?
3. Who was Tutankhamun?
4. What is so special about King Tutankhamun's tomb?
5. What is special about the Amber Room?
6. What are three theories about the location of the Amber Room?

2 Pair Work

Conduct an interview with a partner. One of you will be Moctezuma, Tutankhamun, or Peter the Great, and the other will be a reporter. Discuss the treasure each person is associated with. For example: *What did the treasure contain? What do you think happened to the treasure? Will the treasure ever be found? Why or why not?*

3 Grammar

Using *Where* and *When* in Adjective Clauses

Where is used to modify a place in an adjective clause. *Where* cannot be omitted.

Last year I visited the city **where** Moctezuma's treasure is said to be buried.

There are alternatives to using *where* in an adjective clause. *Where* can be replaced by:

1. preposition + *which*

Last year I visited the city **in which** Moctezuma's treasure is said to be buried.

2. *that/which* + preposition

Last year I visited the city **that** Moctezuma's treasure is said to be buried **in**.

When is used to modify a noun or time in an adjective clause. *When* can be omitted.

Last Monday was the day **(when)** I found a SR 100 bill on the street.

There are alternatives to using *when* in an adjective clause. *When* can be replaced by:

1. *that* (*that* can also be omitted)

Last Monday was the day **(that)** I found a SR 100 bill on the street.

2. preposition + *which*

Last Monday was the day **on which** I found a SR 100 bill on the street.

Using *Whose* in Adjective Clauses

Whose is the possessive form of *who*. It can stand for *his, her, its,* and *their*, and is always used before a noun. *Whose* cannot be omitted.

There are people **whose** lives are spent looking for ancient objects.

Whose can be either the subject or the object of an adjective clause.

Tutankhamun was a pharaoh. **His story** is the most interesting to me.
Tutankhamun was the pharaoh **whose story** is the most interesting to me.

The man was very happy. I found **his wallet**.
The man **whose wallet** I found was very happy. (*Whose* is the subject.)

Note: Don't confuse *whose* with *who's*, which is the contraction for *who is* or *who has*.

The woman **who's** coming over tonight lost her watch.
She is the woman **who's** lost her watch.
She is the woman **whose** watch disappeared.

A. Combine each pair of highlighted sentences using ***where*** or ***when***. Use the second sentence as the adjective clause.

The King's Palace in Riyadh is the palace. King Salman lives.
The King's Palace in Riyadh is the palace where King Salman lives.

1. September 23rd is the day. People in Saudi Arabia celebrate National Day.
2. 1918 was the year. World War I ended.
3. There are websites. You can buy used textbooks.
4. 11:07 is the time. My train arrives.
5. Do you know a place? I can buy an electronic reader.
6. Dubai is a city. Many towers have been built.

B. Rewrite your answers for exercise **A** with an alternative way of expressing ***where*** and ***when*** clauses.

The King's Palace in Riyadh is the palace in which King Salman lives.
The King's Palace in Riyadh is the palace that King Salman lives in.

3 Grammar

Using *Where* and *When* in Adjective Clauses

- Present the explanation and examples for the word *where*.
- Write the examples on the board:

  Last year I visited the city where Moctezuma's treasure is said to be buried.

  Last year I visited the city in which Moctezuma's treasure is said to be buried.

  Last year I visited the city that Moctezuma's treasure is said to be buried in.

  Emphasize to students that all of the sentences on the board have the same meaning. These are simply different ways to express the meaning.
- Write the following sentence on the board:

  The city where we live is beautiful.

  Ask students to reword the adjective clause in two ways. (The city in which we live is beautiful. / The city that we live in is beautiful.)
- Repeat this procedure with the explanation and example for the word *when*. Write the examples on the board, emphasizing that these sentences have the same meaning. Point out that *when*, *that*, and *on which* can all be omitted without changing the meaning of the sentence.
- For practice, write the following sentence on the board:

  I will always remember the day when we moved here.

  Ask students to rewrite this sentence in two ways. (I will always remember the day that we moved here. / I will always remember the day on which we moved here.)
- Direct students to exercises **A**, **B**, and **C** for practice.

Using *Whose* in Adjective Clauses

- Present the information and examples.
- Emphasize that *whose* can refer to both a singular and a plural subject, as shown in the examples.
- Discuss the **Note**. Explain to students that an easy way to decide whether *whose* or *who's* is correct is to replace *who's* with the full form *who is*. For example:

  Daniel, ___ a good friend, let me borrow his watch. (who is)

  Daniel, ___ watch I borrowed, is a good friend. (whose)

  Elicit the correct word to go in each blank.
- Direct students to exercises **D**, **E**, and **F** for practice.

A

- Have students work individually to combine the sentences, and then compare answers with a partner.
- Check answers as a class by calling on students to read aloud their combined sentences.

Answers

Answers will vary. Sample answers:

1. September 23rd is the day when people in Saudi Arabia celebrate National Day.
2. 1918 was the year when World War I ended.
3. There are websites where you can buy used textbooks.
4. 11:07 is the time that my train arrives.
5. Do you know a place where I can buy an electronic reader?
6. Dubai is a city in which many towers have been built.

B

- Have students work individually to rewrite their sentences from exercise **A** in a different way. Then have them compare answers with a partner.
- Check answers as a class by calling on students to read aloud their sentences.

Answers

Answers will vary. Sample answers:

1. September 23rd is the day on which people in Saudi Arabia celebrate National Day.
2. 1918 was the year in which World War I ended.
3. There are websites that you can buy used textbooks from.
4. 11:07 is the time at which my train arrives.
5. Do you know a place from which I can buy an electronic reader?
6. Dubai is a city where many towers have been built.

C

- Ask a volunteer to read aloud the directions and the example.
- Have students complete the sentences with information that is true about them, using adjective clauses. Then have them compare answers with a partner.
- Since answers will vary, elicit complete sentences from a few students for each item.

Answers

Answers will vary. Sample answers:

1. I'll always remember the day when I bought my first car.
2. I like to visit places where you can learn new things.
3. 2009 was the year when I went to China.
4. I'd like to attend a university where the standards are high.
5. I felt nervous the time when I had to give a presentation in front of the class.
6. I usually eat in restaurants where the food is inexpensive.
7. I like to go to parks where I can have a picnic.
8. I sometimes have days when I don't want to get out of bed.

D

- Have students work individually to combine the sentences, and then compare answers with a partner.
- Check answers as a class by calling on students to read aloud their combined sentences.

Answers

Answers will vary. Sample answers:

1. I have neighbors whose son has the TV on loud day and night.
2. Is he the author whose books are so popular?
3. The teacher whose course I'm taking next semester is fantastic.
4. I have a friend whose father is a doctor.
5. He is the chef whose restaurant is notorious for causing food poisoning.
6. Who is the person whose moldy sandwich is in the refrigerator?

E

- Have students work with a partner to complete the sentences. Remind them that there are multiple ways to complete the sentences.
- Since answers will vary, elicit complete sentences from a few students for each item.

Answers

Answers will vary. Sample answers:

1. whose behavior
2. whose clothes
3. whose books
4. whose meaning
5. whose drawing

F

- Have students work individually to choose the correct word, and then compare answers with a partner.
- To check answers, ask volunteers to write the complete sentences on the board.

Answers

1. who's
2. who's
3. whose
4. who's
5. who's
6. whose
7. whose
8. whose
9. who's

Workbook

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

Teaching Tip

When presenting grammar, try to balance emphasis on correct form as well as authentic usage. Both are important for communication.

Additional Activity

Arrange students in pairs. Pretend that one student does not know anyone in the room. That student's partner describes each person using an adjective clause. For example: *That is the student whose notebook I often borrow. That is the girl whose father works at the bank*, etc. Then have students switch roles and create new sentences.

fun facts

When Tutankhamen's tomb was discovered in 1922, it was discovered that pharaohs were traditionally buried with riches. However, none of the previously discovered pharaohs' tombs contained treasure. While it is likely that grave robbers stole some of the treasure, it would not have been possible for them to steal all of it. The world may never know what happened to the treasure of the pharaohs.

C. Finish each sentence with an adjective clause beginning with ***where*** or ***when***.

When I was a child, I lived in a home ___*where there was a lot of love*___.

1. I'll always remember the day _____.
2. I like to visit places _____.
3. 2009 was the year _____.
4. I'd like to attend a university _____.
5. I felt nervous the time _____.
6. I usually eat in restaurants _____.
7. I like to go to parks _____.
8. I sometimes have days _____.

D. Combine each pair of sentences with ***whose***. Use the second sentence as the adjective clause.

I need to thank the classmate. I borrowed my classmate's cell phone.
I need to thank the classmate whose cell phone I borrowed.

1. I have neighbors. Their son has the TV on loud day and night.
2. Is he the author? His books are so popular.
3. The teacher is fantastic. I'm taking the teacher's course next semester.
4. I have a friend. My friend's father is a doctor.
5. He is the chef. His restaurant is notorious for causing food poisoning.
6. Who is the person? Their moldy sandwich is in the refrigerator.

E. Fill in the blanks with ***whose*** + a logical noun.

I have a friend ___*whose*___ ___*parents*___ are very demanding.

1. Last night I saw a celebrity on TV _____ _____ was annoying.
2. John is a man _____ _____ are always very stylish.
3. They are popular writers _____ _____ are well-known.
4. It is a poem _____ _____ is very difficult.
5. The student _____ _____ won first prize was very proud.

F. Circle ***who's*** or ***whose***.

1. Do you know the person (who's / whose) standing at the back of the class?
2. He's the guy (who's / whose) notorious for borrowing money that he never repays.
3. Al-Kwarizmi is the mathematician (who's / whose) ten-digit numbering system had a great impact on mathematics and arithmetic worldwide.
4. They want to find a secretary (who's / whose) responsible and efficient.
5. Professor Blake is the one (who's / whose) taught us math for two years.
6. We have a friend (who's / whose) brother is in Australia.
7. Is she the woman (who's / whose) wallet was lost?
8. Amin is a poet (who's / whose) poetry both my father and I enjoy.
9. I'd like to find out (who's / whose) eaten everyone's food.

4 Conversation

Abdullah: Hey, Mohammed. How was your day?

Mohammed: Leave me alone.

Abdullah: What's eating you?

Mohammed: Sorry. I'm just really aggravated. I lost the watch that my parents got me for my graduation. I'm really down in the dumps. I loved that watch. And, of course, my parents are going to hit the roof when they find out. If only I'd been more careful with it.

Abdullah: What a shame. Do you know where you left it?

Mohammed: If I knew where I left it, then it wouldn't be lost!

Abdullah: OK. OK. Don't get bent out of shape. When did you realize it was gone?

Mohammed: When I got to work this morning. I looked all over the office and here at home. It seems to have vanished into thin air.

Abdullah: And when's the last time you remember seeing it?

Mohammed: I was running late this morning. I remember taking the watch off my nightstand and looking at it right before I went into the bathroom to shave.

Abdullah: Did you put it on after you looked at it?

Mohammed: No. I didn't want it to get wet, so I put it on top of the medicine cabinet. Hold on. Let me take a look… Here it is! Abdullah, you're a genius!

Abdullah: I keep trying to tell you that!

About the Conversation

1. Why is Mohammed aggravated?
2. When did Mohammed realize that his watch was missing?
3. Where did Mohammed leave his watch? How did he realize this?

Real Talk

eating = bothering
down in the dumps = feeling sad and disappointed
hit the roof = be very angry
bent out of shape = upset, agitated
vanished into thin air = disappeared without a trace

Your Turn

Role-play with a partner. Tell your partner about something you lost. Use phrases from the box to express regret about the thing you lost. Your partner will express understanding and sympathy about the loss.

Expressing Regret	Expressing Understanding
I regret (not) having…	How awful/upsetting that must have been!
I regret *verb* + *-ing*…	I know how that feels.
I will/would never do that again!	I'm sorry that happened.
I wish I had(n't)…	That's too bad.
I'm really annoyed that…	What a shame!
I'm sorry I ever…	
If only I…	
Looking back, I would have…	

4 Conversation

- With books closed, tell students that they will listen to a conversation between two friends about a lost item. Write on the board: ***What did he lose?*** (his watch) ***Why is this object special to him?*** (He loves it and his parents gave it to him.)
- Play the audio. Tell students to listen with their books closed.
- Elicit answers to the questions on the board.
- Play the audio again. This time, have students open their books and read along as they listen.
- Arrange students in pairs to practice the conversation, switching roles. Then ask one pair to act out the conversation for the class.

Real Talk

- Model the expressions in the Real Talk box for students to repeat. Remind students that, with the exception of *vanished into thin air*, these are informal words and expressions, suitable for use in casual speech, but not in writing.
- Provide additional examples of the words and phrases and ask questions to elicit use of them from students. For example, say: ***(Ahmed) looks like he is in a bad mood today. I wonder what's eating him.*** Ask: ***(Ahmed) What's eating you?***
- Say: ***I am really down in the dumps that this class will be over soon. I will miss having you as students.*** Ask: ***Is there anything that you are down in the dumps about right now?***
- Say: ***I love going to my grandparents' house for dinner. My grandmother cooks delicious meals and my grandfather does the cleaning up.*** Ask: ***What do you enjoy doing with your grandparents?***
- Say: ***Last week I got really bent out of shape when I noticed that someone had scratched the side of my car. I was angry because it will be expensive to fix.*** Ask: ***When is the last time that you were bent out of shape? What made you angry?***
- Say: ***Once, I lost my keys while I was out shopping. They seemed to have vanished into thin air. I looked everywhere but never found them.*** Ask: ***Have you ever lost something that seemed to have vanished into thin air?*** Explain to students that this expression is acceptable in both informal and formal speech and writing.

About the Conversation

- Have students work with a partner to ask and answer the questions.
- Call on pairs to read aloud the questions and answer them.

Answers

Answers will vary. Sample answers:

1. He lost his watch.
2. He realized it was missing when he got to work.
3. He left his watch on top of the medicine cabinet in the bathroom. Abdullah helped him remember this.

Your Turn

- Ask a student to read aloud the directions.
- Focus students' attention on the phrases in the box for *Expressing Regret*. Explain that these expressions indicate the speaker wishes something in the past had not happened. Elicit a few regrets from students, using phrases from the box. For example: *I regret staying up so late last night. I'm very tired today.* Or *If only I had studied harder, I might not have failed that test.*
- Focus students' attention on the phrases in the box for *Expressing Understanding*. Explain that these are common phrases used when listening to another person talk about his or her regrets. These expressions simply indicate compassion and sympathy for the other person.
- Have students create and practice their role plays with a partner.
- If pairs finish early, ask them to switch roles and create another role play with a different lost item.
- Monitor pairs as they practice, making sure they are using phrases from the box.
- Ask a few pairs to act out their role plays for the class.

5 Listening

- Read the directions aloud. Have students study the chart in preparation for the listening.
- Play the audio twice. After the first listening, give students time to write what they remember in the chart. Then have them listen again to complete any missing information.
- Play the audio a third time to confirm and check answers.

Answers

	David	Mariella
1.	Max, the parrot	Mariella's cell phone
2.	Max opened the wire enclosure and got out of the yard.	Mariella dropped it on the beach.
3.	Max came home when he heard the cell phone ringing.	A woman found it, recognized a bridesmaid in the photos, and returned it to Mariella's sister's friend.
4.	David had a computer chip put inside Max for identification.	She will tie it to her pants with a string.

Audioscript

David

The most important thing I have ever lost was my six-month-old parrot, Max. Max is always getting into trouble. He loves pecking at my hat and my cell phone when it rings. He's also notorious for snatching fruit or a sandwich that someone might be holding. So we built a wire enclosure over and around our backyard to keep him in. One day Max somehow managed to get out. By the time I came outside to check on him, he was gone. I spent an hour looking for him around the neighborhood, but couldn't find him. When I got home, I had an idea. I asked my neighbor to keep calling my cell phone, and I let it ring every time. Within minutes, Max flew into the yard! I never want to lose Max again! So after talking to my veterinarian, we had a small computer chip attached to Max. Now, if he ever flies away or gets lost, I know I'll be able to find him again.

Mariella

The most important thing I have ever lost was my cell phone. It was an expensive phone with all kind of features along with Internet access. But most importantly, I had all my photos from my sister's wedding in it. One day I lost my phone at the beach, and didn't realize it until the next day. I was worried that it might be buried in the sand or damaged by water, so I gave up hope of finding it. I spoke with my sister that night and told her about having lost the phone.

The next day, my sister called me at home and told me she had my cell phone! She said a woman had found it on the beach. While looking for clues as to who owned the phone, she came across the photos of the wedding. One photo showed a bridesmaid whose face looked familiar to her. It was a woman in one of her classes. She brought the phone to class and showed it to the classmate. The classmate was my sister's best friend, Donna! The woman gave the phone to Donna, who gave it to my sister. From now on, I'm going to attach my phone to a chain or ribbon around my neck. That way I know I will never lose it again.

6 Pronunciation

- Play the audio while students listen and read along.
- Play the audio of the sentences again for students to listen and repeat.
- The goal of this exercise is not for students to practice leaving out the *h* sound, but to understand words with a dropped *h* when they hear them.

7 Vocabulary Building

A

- Have students work individually to match the words with their meanings.

Answers

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

B

- Have students compare answers with a partner.

Workbook

Assign page 61 for additional reading practice.

Teaching Tip

Dictation activities offer valuable practice with listening, writing, grammar, vocabulary, and pronunciation.

Additional Activity

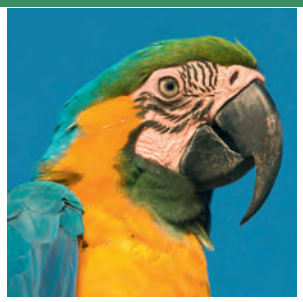
Choose one of the stories in the Listening activity and do a dictation activity. Read aloud the script three times. The first time, read at a natural pace and have students listen. The second time, pause between each sentence for students to write. The third time, read again at a natural pace. Distribute copies of the audioscript for students to check their work.

fun facts

In 2006, a study in the Washington, DC, area found that over a six-month period, 8,701 mobile devices were left behind in taxis.

5 Listening

Listen to two people talking about things they have lost. Then complete the chart.



		David	Mariella
1.	What was lost?		
2.	How did it get lost?		
3.	How was it found?		
4.	How will the person avoid losing it again?		

6 Pronunciation

The ***h*** sound is often left out at the beginning of:

- the pronouns ***he***, ***her***, ***him***, and ***his***;
- the auxiliary verbs ***have***, ***has***, and ***had***.

Listen and practice.

1. By the time I came outside to check on **h**im, **h**e was gone.

2. I spent an hour looking for **h**im around the neighborhood, but couldn't find **h**im.

3. It was a woman in one of **h**er classes.

4. The most important thing I **h**ave ever lost was my cell phone.

5. She said a woman **h**ad found it on the beach.

7 Vocabulary Building

A. You will see the following words in the reading on pages 88 and 89. Match the words with their meanings.

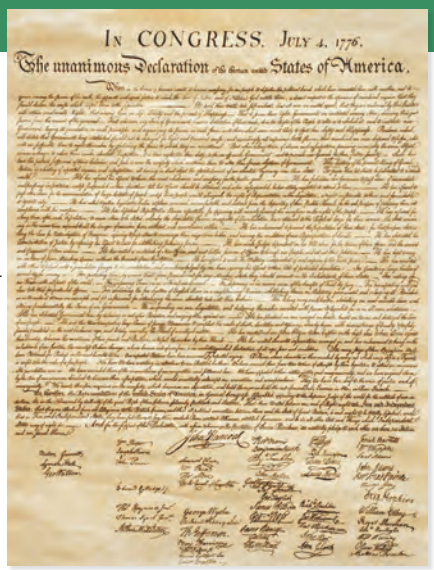
1. _____ accustomed	**a.** someone who determines the value of something
2. _____ appraiser	**b.** real
3. _____ astronomer	**c.** stuck between two things
4. _____ authentic	**d.** used to
5. _____ stumble upon	**e.** find something by chance
6. _____ wedged	**f.** scientist who studies outer space

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

8 Reading

Before Reading

Where are some places that people might find valuable items? Have you ever looked for treasures in these places? If so, what have you found?


IN CONGRESS, JULY 4, 1776.
The unanimous Declaration of the States of America.

LOOK WHAT I FOUND!

We are accustomed to hearing announcements of important discoveries made by experts. For example, no one was surprised that it was an archaeologist who discovered Tutankhamun's tomb or an astronomer who spotted Neptune. But every once in a while, the most astonishing discoveries are made by ordinary people.

Take, for example, the story of the Philadelphia man who, in 1989, made a historic discovery in a flea market. The man, whose identity was never made known, bought an old painting at the flea market for $4. He did not like the painting, but bought it because he liked the frame. When he got the painting home and took it out of the frame, he was surprised to discover a folded-up document wedged between the painting and the backing of the frame. The document appeared to be an old copy of the American Declaration of Independence. Taking a friend's advice, the man took the document to a professional appraiser where he received incredible news. The document was one of the original copies from the first printing of the Declaration of Independence in 1776. There were only 24 other such copies known to be in existence. The man put this incredibly rare document up for sale and found a buyer for $2.42 million!

Teri Horton had a similar experience in 1987. Horton was looking through a thrift shop one day when she came across a painting that she thought was one of the ugliest things she had ever seen. She decided to buy it for a friend as a joke gift. She bargained the $8 price of the painting down to $5 and dragged the huge painting to her friend's home. However, the friend refused to take the painting because she thought it was too big and ugly. Horton took the painting home and organized a garage sale where she hoped to get rid of it.

A local art teacher happened to be passing by and saw the painting. She told Horton that the painting looked like it had been painted by Jackson Pollock, a famous 20th century painter whose paintings sell for millions of dollars. Horton had the painting evaluated by experts, many of whom agreed with the art teacher. Since then, Horton has devoted herself to proving that her painting is authentic. She has gained many supporters along the way, including a powerful art dealer. She has had numerous offers to buy the painting, including one for $9 million, but has refused each one. Horton is confident that eventually the art world will accept the painting as an authentic Pollock. If and when this happens, the painting could be worth over $50 million!

Perhaps the single most historic discovery made by a non-expert in recent years was made by an unemployed British man named Terry Herbert. Herbert is an amateur treasure hunter who searched fields and back lots with his metal detector for over 18 years. In all those years, Herbert had never found anything of significant value. But it is a good thing he was so persistent. In September of 2009, while using his metal detector on the land of a friend's farm, the detector started beeping wildly. Herbert started digging and soon discovered that he had struck gold—literally: He had stumbled upon the largest Anglo-Saxon treasure ever found. The treasure consisted of 11 pounds of gold and 5 pounds of silver in the form of over 1,500 ornaments, swords, and other weapons. Experts believe this find will give us a much greater understanding of the Anglo-Saxons, the rulers of England from the 5th century until 1106. They also believe that this discovery will be considered one of the most important discoveries in British archaeological history.

8 Reading

- Arrange students in small groups. Have them discuss the **Before Reading** questions with their books closed. Write the questions on the board for students to refer to.

  Where are some places that regular people might find valuable items? Have you ever looked for treasures in these places? If so, what have you found?
- Elicit places that regular people look for treasures, such as in old houses, in rocks and caves, and in antique stores. Ask volunteers to share any personal experiences or stories they know about finding treasures.
- If applicable, discuss any treasures that have been found in the students' country or other countries in recent years.

READING STRATEGY 3-2-1

- Write the following on the board:

  3 (Write 3 amazing discoveries.)

  2 (Write 2 things the discoveries have in common.)

  1 (Write 1 question you have.)
- Ask students to close their books. Tell them to listen to the text in order to write down the 3-2-1 information that you wrote on the board.

Play the audio. Ask students to listen to complete the 3-2-1 activity.

- Ask: ***Who was able to complete the 3-2-1 activity?*** Elicit answers from a few volunteers. Answers might include the following:

  Write 3 amazing discoveries.
  (an original copy of the American Declaration of Independence, a possible Jackson Pollock painting, an Anglo-Saxon treasure)

  Write 2 things the discoveries have in common.
  (They are all very valuable both monetarily and historically. They were all found by accident. They were all found by regular people, not experts.)

  Write 1 question you have.
  (Questions will vary.)
- Elicit the questions that students wrote down. Ask classmates if they can answer any of the questions. If there are any that no one in the class can answer, write them on the board.
- Tell students to open their books and follow along with the recording. Ask them to check their answers to the 3-2-1 activity and listen for the answers to any questions that are written on the board.

Play the audio. Ask students to listen and follow along in their books.

- Ask the questions on the board and elicit answers from students.
- For vocabulary practice, refer students back to the Vocabulary Building exercise on page 87. Ask them to find and underline the vocabulary words in the reading.
- Have students work with a partner, taking turns explaining each word in the context of the reading, in his or her own words. Sample answers include:

  accustomed (We are accustomed to, or used to, hearing about experts who make amazing discoveries, not regular people.)

  appraiser (An appraiser looked at the copy of the Declaration of Independence and certified that it was an original.)

  wedged (The man found the Declaration of Independence wedged, or stuck, inside the frame of the old painting.)

  astronomer (An astronomer is someone who studies outer space. Naturally, it was an astronomer who discovered the planet Neptune.)

  authentic (If Horton is able to prove that her painting is an authentic Jackson Pollock, it could be worth over $50 million.)

Culture Note

The Declaration of Independence

The American Declaration of Independence was a document written primarily by Thomas Jefferson in 1776, while the American colonies were at war with Great Britain. It stated that the colonies were now independent and no longer a part of Great Britain. The Declaration of Independence was signed on July 4th, the day on which the United States now celebrates its Independence Day.

After Reading

- Have students work individually to answer *true* or *false* for each statement.
- Check answers by calling on students to read the statements and their answers. If the statement is false, have them correct it and indicate the place in the text that supports the answer.

Answers

1. true
2. false (Jackson Pollock was a famous 20th century painter.)
3. true
4. false (The Anglo-Saxons ruled England from the 5th century until 1106.)
5. true
6. false (The treasure consisted of gold and silver in the form of crosses, ornaments, swords, and weapons.)

9 Speaking

- Arrange students in groups of three or four to discuss and answer the questions.
- Have students copy the chart in the notebook and write their answers.
- Then form groups by putting two groups together.
- Have the groups present their answers.
- Open up the group discussions to a class discussion. Ask groups to share their answers with the class.

Workbook

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

Teaching Tip

A good number of students to group together for a discussion or project is three—or four at the most. If groups are larger, some students may not get a chance to participate.

Additional Activity

Create a treasure (or scavenger) hunt for your students. Hide treasures around the school or simply ask for information. Write a list of clues directing students to the treasures, such as the following:

1. Where do you go when you need help with computer skills? Get a signature from the person who works there.
2. Where do you go when you are hungry? Find the snacks waiting for you there.
3. Find five English language books in the library. Write down their titles.

Have students work in groups to complete the hunt. Award prizes to groups who finish first.

An alternative idea is to create an Internet treasure hunt where students have to find certain information on the Web.

Project: Found Treasures

Working in groups, have students choose a significant archaeological find or treasure that was found somewhere in the world in the last century. Have groups research the find and prepare a poster and presentation to present to the class. For possible research topics, see the Fun Facts below.

fun facts

Some of the most valuable treasures found in the 20th century include the following:

- Tutankhamen's treasure (Egypt, 1922)
- Preslav treasure (Bulgaria, 1978)
- Tillia Tepe treasure (Afghanistan, 1979)
- Środa treasure (Poland, 1985)
- Panagyuriste treasure (Bulgaria, 1985)
- Shipwreck treasure off Java (Indonesia, 2004)

A portion of the Anglo-Saxon treasure found

The treasure, the value of which will be determined by a committee of experts, will be sold to a museum. The money from this sale will be split evenly between Herbert and the friend who owns the field where Herbert made the discovery. Herbert says that this experience has been "more fun than winning a prize."

So the next time you pass a garage sale or thrift store, or are clearing out "junk" from your attic, take a careful look. Who knows what unimagined treasures you may discover!

After Reading

Answer ***true*** or ***false***. Rewrite the false statements to be true.

1. _____ An original copy of the American Declaration of Independence was once bought for $4.

2. _____ Jackson Pollock was a famous 19th century painter.

3. _____ Teri Horton owns a painting that may be an original Jackson Pollock.

4. _____ The Anglo-Saxons ruled England in the 1600s.

5. _____ The largest Anglo-Saxon treasure ever found was found with an ordinary metal detector.

6. _____ The Anglo-Saxon treasure found by Herbert consisted entirely of jewels.

9 Speaking

1. Choose a historical place in Saudi Arabia and talk about it. Think about what you might find there.

2. What would you do if you discovered a treasure there, like the people in the reading and didn't know it was valuable? Would you get rid of it, keep it, sell it, or have it appraised by an expert?

3. What would you do if you knew it was valuable? Make notes in the chart and compare ideas in groups.

What would you do if you found a…	1. valuable document	2. valuable object	3. buried treasure
Describe the…			
How would you feel if you found a…?			
What would you do with the…?			
Reasons for your choice			

10 Writing

A. 1. Have you ever lost a piece of luggage during or after a trip? What would you do if you discovered that you had lost your suitcase?

2. Do you think lost luggage is eventually found or not? Please give reasons.

3. What would you do to avoid losing it?

4. Read the title of the text below. It does not tell you what happened but raises some questions.
- When do you think someone might be thinking or saying this?
- What kind of story do you expect to read about?

5. Read the personal narrative below and find out.
- What is the writer's occupation?
- Do you know anything about his age or appearance?
- What kind of person do you imagine he is?
- Where did the incident take place?
- What kind of state do you think the writer was in? How do you know?
- Could you predict the ending before you got to it? Why? Why not?
- How do you think the writer felt at the end?

6. What would you have done? Why?

Had I really lost it?

I had just gotten back from a business trip in China. I had been working very hard for a week, trying to make the most of my time there; I had meetings every day, wrote proposals and reports, discussed options with my associates, and so on. In other words, I was exhausted!

I had had a long but comfortable flight, during which I had been unable to relax because I kept thinking of the backlog waiting for me at work. All kinds of pending issues surged into my mind and started swirling about. I tried to push them back, but with little success. When we landed, I made up my mind to drive to the office first, deal with any urgent matters, and then go home.

I headed for the carousel to wait for my luggage. I just followed the crowd and stood by with a trolley, waiting for my suitcase to appear. People kept on picking up their luggage and walking away, and I kept on waiting and getting more and more stressed. Eventually, the carousel stopped. I was told that there was no more luggage. I could not believe it! I had even packed a new laptop in my suitcase to avoid carrying it. I rushed to the information desk, all worked up, ready for a fight!

The person in charge was used to dealing with upset passengers, so he explained what the procedure was and offered to take me to the service that dealt with lost items, where I would have to fill out a form with all my details. He assured me that, in most cases, the luggage was eventually recovered. On the way, we walked passed another carousel with some suitcases lined up alongside it. I caught a glimpse of a familiar sticker through the corner of my eye. When I stopped to check, I realized that I had found my suitcase. I had been waiting at the wrong carousel!

7. Read the personal narrative again and identify:
- statements that provide factual information about what the writer and other people did
- statements that provide access to the narrator's thoughts and feelings
- sections that convey slower motion and faster motion, and how this is achieved

10 Writing

A

- Direct students' attention to the title and the picture. Elicit ideas from them about the picture. Ask them questions like these to help them:
  Who are the people in the pictures?
  Where are they?
  What are they doing? How do you know?
  What does "it" refer to in the title?
- Have students read and think about questions 1, 2 and 3 individually. Organize them in small groups and ask them to compare and combine ideas. Call on a student from each group to report their ideas in class.
- Hold a class discussion on the issue. You might want to extend it to losing luggage at the train station, on a boat trip, on the bus, in a taxi etc.
- Have students read the directions for task 4. Call on volunteers to say what they think. Ask students to move around the classroom and find out what other students think.
- Tell students that they are going to read a personal narrative. Ask them to read directions for 5 and suggest possible answers. Call on volunteers to report ideas in class.
- Play the audio and have students listen and read.
- Have students answer the questions individually and then check with a partner.
- Discuss answers in class.

Answers:

- He is a businessman, or consultant or some related profession and often has to travel on business.
- No, not really. He could be the man in the suit in the picture in which case he might be in his forties or fifties or he might be younger in his mid to late thirties. We have no clues on his appearance.
- A very busy, preoccupied person.
- At the airport.
- The writer was stressed because he needed his luggage and had packed a new laptop in it as well. (paragraphs 3 and 4)
- Answers will vary.
- The writer must have felt very embarrassed at the end .

- Read question 6 with the class and elicit answers from students.
- Call on a student to read 7 aloud. Work on part of the text with the class to demonstrate what is required. Then ask students to work in small groups to identify and highlight the required sections.

Answers:

Paragraph 1
Factual information: I had just … for a week, / I had meetings every day, …so on.
Thoughts and feelings: …, trying to make most of my time there;/ In other words, I was exhausted!

Paragraph 2
Thoughts and feelings: the whole paragraph

Paragraph 3
Factual information: I headed …I kept on waiting / Eventually, the carousel stopped …luggage. I had even packed … to the information desk,
Thoughts and feelings: and getting more and more stressed/ I could not believe it/ …all worked up ready for a fight!

Paragraph 4
Factual information: …, so he explained …my suitcase
Thoughts and feelings: The person in charge was used to dealing with upset passengers,/ I had been waiting at the wrong carousel

Sections that convey slower motion: Paragraph 2, Paragraph 3, progressive forms, thoughts/ reflection, conjunctions.

Sections that convey faster motion: Paragraph 1, Paragraph 4 [second half], simple forms e.g. past simple, listing as in paragraph 1 of actions that are time consuming but are presented within restricted space in a condensed manner.

- Call on a student from each group to report the group's answers to the class. Ask the rest of the class to listen and agree or disagree.

Teaching Tip

When asking students to analyze texts and identify certain features, we try to raise learner awareness of pertinent points and have learners notice them. In other words, our aim is not to train learners to become expert interpreters or discourse analysts but to notice that the use of certain forms or types of organization can create certain effects.

Should a student insist that he/she perceives of a particular section as fact rather than thought or both, allow them to justify it. Accept their answer if it is well argued because the fact of the matter is that these strands are often integrated, making it very difficult to classify content/statements as fact or thought/feeling.

B

- Tell students that they are going to write a personal narrative about something important that they have lost and/or found.
- Ask them if they have ever lost anything by leaving it behind. Call on volunteers to answer.
- Go through directions for tasks 1 and 2. Organize students in small groups and ask them to think individually and make notes in the chart. Encourage students to comment on each other's ideas and make suggestions.
- Call on one student from each group to present their idea to make sure that everyone is on the right track.
- Focus students' attention on the Writing Corner. Explain that they will be writing a personal narrative, so they need to think about all the points outlined. Explain that it is important for the story to be vivid so they need to use devices such as direct speech, thought, questions, adjectives etc.
- Refer them back to the text they have read and stress the need for them to "speak" to the reader and let him/her know what is on their mind, so the reader can follow the story more effectively.
- Varying the pace can indicate feelings as well as fast or slow action and accompanying feelings such as boredom, stress etc.
- Stress the need to avoid explicitly stating the obvious. It often feels as if you are underestimating the reader's intelligence.
- Direct students' attention to the second part of the Writing Corner which focuses on implied meaning/information. Have students work in pairs writing the implied information.

Sample Answer

1. I stopped walking towards the service desk where I was going to fill out a form for my lost luggage. I walked toward the suitcases that someone had lined alongside the carousel. I stopped to check the sticker on one. It was my sticker which meant that the suitcase was mine.
2. The reader gets bored and can see very little purpose in the reading.

- Have students use their notes to draft an essay. Remind them to organize their information, views and feelings and separate or combine them depending on what they want to convey.
- Direct students to the model essay and have them draft their essays. Circulate and monitor; help when necessary.
- Give students time to read their essays and make comments and corrections individually before they exchange with other students.
- Have students exchange drafts and comment/correct each other's texts. Then ask them to edit and rewrite.
- Call on volunteers to read their essays in class. Have the rest of the students listen and make a note of the way feelings and attitudes are presented along with factual information in different essays.

Workbook

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

B. **1.** Write a personal narrative about something important that you have lost and/or found.
2. Before you begin writing, use a chart to outline the events of the story in the order that they happened.
3. Write your personal narrative describing what happened. Gives as many details as you can about the experience.

Topic of Narrative: _____		Feelings/attitude
First		
Next		
Next		
Then		
Finally		

How Did You Lose *That?*

The story I am about to tell is an embarrassing one. It happened in 2009, which I will always remember as the year when I lost my laptop. That's right. I lost my 17-inch laptop. It was not stolen. I lost it.

My story begins at a large university library where I had gone to study and do some research. I used my membership card to get in and had to wait for almost an hour for a spot to become vacant at one of the tables where I could plug in my laptop. I was so excited about my new membership and just being there, that I left everything on the table and walked away towards the journals section. When I tried to get back to the table, where I'd left my laptop, I could not find it . I had forgotten the number next to the outlet…

Writing Corner

When you write a personal narrative:

- **use devices that can make your story more vivid.**
- **include parts where you are thinking aloud and revealing your thoughts or predicament.**
- **address direct questions to the reader, such as:** *Who would think of such a thing?*
- **vary the pace of your story depending on the events and the feelings/mood involved.**
- **notice that you don't need to state everything explicitly; some developments or thoughts are naturally understood by the reader.**

1. **Identify all the acts and/or thoughts that are implied and understood by the reader in the last lines of the model essay and write them.**
   I stopped walking toward the service desk where I was going to fill out a form for my lost luggage. I walked toward the suitcases that… _____

   _____

2. **What is the effect on the reader when everything is stated or even restated explicitly?**

   _____

11 Form, Meaning and Function

Conditional Sentences with *If*-Clause: Imaginary Situations for the Past

We use past hypothetical conditionals to talk about things that did not happen in the past. They are often used to express regret or criticism. The past perfect is used in the *if*-clause.

If Howard Carter **hadn't persuaded** his friend, Carnarvon, to fund the search for Tutankhamun's tomb, he **would never have discovered** King Tut's treasure.

As If/As Though for Unreal Situations

We can use *as if* and *as though* + a past or past perfect verb to suggest that something is unreal or untrue.

He talks **as if** he **were** an expert in the field. They act **as though** they **had not cheated** on the test.

It's High Time/It's About Time for Unreal Situations

Use *It's high/about time* + past simple to talk express criticism that something should have happened, or should already have been done.

It's high time you **found** a job and earned a wage. **It's about time** you **thought** about the future.

A. Read the situations and speculate on how things might have turned out differently. Rewrite the situation using hypothetical *If*-clauses for the present and the past. Compare your ideas with a partner.

Carter did not give up the search for Tutankhamen's tomb. Carter's team discovered the most amazing artifacts. The artifacts were moved to The Egyptian Museum in Cairo. Many people have enjoyed visiting the exhibition.
If Carter had given up the search for Tutankhamen's tomb, he wouldn't have discovered the most amazing artifacts. The treasures wouldn't have been dug up and exhibited in The Egyptian Museum in Cairo. Many people would not have been able to see the incredible display.

1. A Philadelphia man visited a flea market. He purchased an old painting. Inside the painting was a valuable and rare document.
2. Teri Horton was having a garage sale. A local art teacher was passing and saw a painting. The teacher told Mrs. Horton that the painting looked like a valuable piece of art by a very famous painter.
3. Terry Herbert bought a metal detector. He used the metal detector to search for treasure for more than 18 years. He didn't give up. He visited a friend's farm and used his metal detector on his friend's land. He found a lot of gold. Archaeologists and historians learned a lot about England in the 5th century as a result of Terry Herbert's discovery.

B. Use the cue words to write a new sentence with ***It's high/about time, as though*** and ***as if***.

1. Terry Herbert was not dreaming when he found 11 pounds of gold! (feel / as though / be)
   Terry Herbert felt as though he were dreaming when he found 11 pounds of gold!
2. We are not rich. (spending money / as though) _____
3. You should stop gossiping. (It's high time) _____
4. You did not see something scary. (look / as if) _____
5. Adel is not an old man. (walks / as though) _____
6. You don't own this house. (behaving / as if) _____
7. He didn't take lessons in public speaking. (speaks / as if) _____
8. Faris needs this job. (talking / as though) _____
9. My brother ought to take better care of himself. (It's about time) _____
10. She started the rumor. (pretends / as though) _____

11 Form, Meaning and Function

Conditional Sentences with *If*-Clause: Imaginary Situations for the Past

- Write this sentence on the board: *If I had wanted to go downtown, I would have taken the bus*. Ask: *Did I actually want to go downtown?* (no) Explain that this is a hypothetical or imaginary situation. You're saying that if something had been true, this is what would have happened as a result.
- Have students read the explanations and the examples in the chart. Explain that in these sentences the if-clause presents a condition or situation, and the main clause presents a possible result. Therefore, the main clause is often referred to as a result clause.
- Write sentence starters on the board and have students complete them with their own ideas. For example: *If I had had more time yesterday,* _____.
- Emphasize that although these sentences refer to past situations. Ask: *What verb form do we use in the if-clause?* (past perfect) *What verb form is used in the result clause?* (would have, could have, or might have + past participle)

As If/As Though for Unreal Situations

- Read the explanation and the examples in the presentation. As an additional example, tell students about a situation like the following: *I saw a friend on the street the other day, but he didn't say hello. He acted* ***as if*** *he hadn't seen me. But I know he did.*
- Ask students to respond: *If he had seen you, he would have ….*

It's High Time/It's About Time for Unreal Situations

- Write the example sentence on the board and ask students to restate it using conditional structures. For example, *If you had found a job, you would earn a wage; If you found a job, I wouldn't be broke; It would be better if you had found a job…* and so on.
- Explain that *It's high time/ It's about time* is used to express criticism.

A

- Read out the directions with students and go through the first example as a class. Point out that when we speculate about hypothetical events it is important that we are clear about the time reference (imagined present or past). Elicit the form and function of the conditional structures in the example to illustrate this.
- Put students into pairs and given them a situation form 1 to 3 to speculate about. They should write their answer in their notebooks.
- In their pairs, ask students to form groups of 6 so that each pair has dealt with a different situation from 1 to 3. Ask them to share their speculations with the group. The rest of the group should listen carefully and say if they agree or disagree. Encourage peer correction with form.
- Have representatives from each group report to the group on the discussion for each situation.

Answers

Answers will vary. Possible answers.

If a Philadelphia man hadn't visited a flea market, he wouldn't have purchased an old painting and he wouldn't have found a valuable and rare document.

If Teri Horton hadn't been having a garage sale, a local art teacher would not have seen the painting. The teacher would not have told Mrs. Horton that the painting looked like a valuable piece of art by a very famous painter.

If Terry Herbert hadn't bought a metal detector, he wouldn't have found a lot of gold.

B

- Ask students to complete this exercise alone and then compare their answers with a partner.
- Check the answers as a class.

Answers

1. Terry Herbert felt as though he were dreaming when he found 11 pounds of gold!
2. We are spending money as though we were rich.
3. It's high time you stopped gossiping.
4. You look as if you had seen something scary.
5. Adel walks as though he were an old man.
6. You're behaving as if you owned this house.
7. He speaks as if he had taken lessons in public speaking.
8. Faris is talking as though he didn't need this job.
9. It's about time my brother took better care of himself.
10. She pretends as though she didn't start the rumor.

Words Connected With Historical Monuments

- Tell students to read through the vocabulary items in the chart and circle any words or phrases with which they are unfamiliar.
- Ask volunteers to read out the words they have circled and write them on the board. Have another student in the class demonstrate the meaning by putting the word in a sentence of his/her own.
- Tell students to either add a word or phrase of their own to the vocabulary chart. Ask students to recall a memorable visit to a museum and use words and phrases from the chart to talk about it with a partner.
- Call on students to share their experiences with the class.

Inversions

- Go through the examples in the presentation and point out the inversion of the auxiliary verb and subject in each.
- Write the expressions on the board and tell students to work in pairs to form examples of their own: *Not only, No sooner, Little, Not until* and so on.

C

- Ask students to look at the titles of the two short texts. Ask if anyone has ever visited either of these places. Ask students what they know about these two museums and write key words on the board.
- Tell students to read the two short texts and underline any words in the text that appear on the board.
- Have students work alone to complete the gaps and then compare with a partner.
- If there is time, have students write another similar text about another museum they know well.

Answers

1. historic
2. breathtaking/astonishing/incredible
3. exhibits
4. artifacts
5. extraordinary/ incredible/astonishing
6. ethnographic
7. treasures
8. king
9. exquisite
10. breathtaking/astonishing/incredible
11. monuments
12. ancient
13. queens

D

- Refer students back to the examples given in the presentation and ask them to work together to rewrite the sentences.
- Emphasize that the meaning must stay the same.
- Ask students to share their answers with the class and correct any errors with form.

Answers

1. Under no circumstances can you take photographs of any rooms or exhibits.
2. Seldom do I go to museums and art galleries these days.
3. No sooner had Ali and Ahmed arrived than the seminar finished.
4. Not only did the ancient Egyptians know about the medicinal use of oils but they also knew about kohl.
5. On no account must you touch anything.

Workbook

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

Teaching Tip

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

Words Connected With Historical Monuments

Some words we often use to talk about historical monuments are:

ancient	tomb	archaeologists	discover
ethnographic	exhibits	historians	preserve
exquisite	artifacts	Egyptologist	photograph
extraordinary	lost treasures	king	record
priceless	museum	queen	search
breathtaking	art gallery	pharaoh	exhibit
legendary	monuments		reveal

Inversions

Use the following expressions at the beginning of a sentence + auxiliary + subject to show emphasis:

Not only *did they* find exquisite paintings, **but** they **also** found furniture when they opened up the tomb.
No sooner *had they* decided to give up **than** they saw a sealed door leading to the tomb.
Little *did they* know that they would find some steps buried under an ancient hut.
Not until I heard their story *did I* understand the hardships they must have suffered.
On no account/ Under no circumstances *should they* give up the search.
Seldom *have I* been so lost for words.
Never *have I* seen something so remarkable.

C. Read each review of museum exhibits in a city. Complete the gaps with a vocabulary word from the chart above. There may be one more than one possible answer for some gaps.

Jeddah Regional Museum of Archaeology and Ethnography	**The Egyptian Museum of Antiquities, Cairo**
The museum can be found in the (1.) _____ Khuzam Palace in the Al-Nuzlah al-Yamaniyah in the south of Jeddah. The building, which was originally a royal palace, is (2.) _____. There are artifacts dating from the stone age period, and more (3.) _____ and (4.) _____ which show the rise of Islam. There is also an (5.) _____ collection of (6.) _____ items which illustrate the culture of the region in more recent times.	The first section of the museum houses the lost (7.) _____ of Tutankhamun, the boy pharaoh of Egypt who became a (8.) _____ when he was only nine or ten years old. There are gold masks, stunning jewelry, (9.) _____ paintings and inlaid boxes, and other objects of (10.) _____ beauty and craftsmanship. The next sections of the museum take you through a tour of history, including (11.) _____ from the pre-dynasty and the Old Kingdom and monuments from more recent times. In other rooms you can see (12.) _____ coins and papyrus. There is also a hall for mummies, housing eleven (13.) _____ and kings.

D. Rewrite the sentences in your notebooks using the words in parentheses. Use inversions.

You can see ancient coins and papyrus. (not only)
Not only can you see ancient coins, but you can also see papyrus.

1. You can't take photographs of any rooms or exhibits. (circumstances)
2. I don't go to museums and art galleries very much these days. (seldom)
3. Ali and Ahmed had just arrived when the seminar finished. (sooner)
4. The ancient Egyptians knew about the medicinal use of oils and kohl. (not only)
5. You are not allowed to touch anything. (account)

12 Project

1. Work in pairs/groups. Think about and research 2 discoveries that were made by ordinary people by accident. If you choose to use real stories of your family, interview people who can give you more information about what happened and the people involved.
2. Make notes about the story in the chart. Include, your own comments.
3. Use your notes to prepare a PowerPoint or a poster presentation of the discovery story in class. Remember to use photos and/or illustrations.

Discoveries Made by Ordinary People		
What was discovered?	**1.**	**2.**
Where was the discovery made?		
Who made the discovery? How?		
What did the finder do?		
What was the outcome?		
Your views and comments		

12 Project

- Have students look at the photos and identify what is in them. Ask them to give reasons for their answers. Elicit answers from volunteers and list ideas on the board.
- Read directions for 1 and 2.
- Organize students in groups and have them brainstorm about discoveries that they have heard or read about.
- Give students time to make notes in the chart individually. Then ask them to discuss their ideas in their group.
- Have students talk about the stories and choose the ones that they are going to work on. Remind them to decide which sources they are going to use to get information. Suggest that they interview family members if possible and record and /or make notes as they interview people.
- Ask students to download and print information that they find on the Internet. Allow them to use source material in Arabic if necessary. Explain, however, that the information will need to be transferred to English.
- Call on a student to read the directions for task 3 aloud. Discuss each point and clarify what the students are required to do.
- Direct students' attention to the chart. Ask them to read through the headings and elicit examples from students, to demonstrate what is required. .
- Elicit ideas and guidelines about PowerPoint presentations from volunteers.
- Call on a student from each group to present the group's research 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.
- Allow time for research. This means that if students don't have access to the internet or would like to take photos or do interviews they will need time after class. 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 their PowerPoint presentation for the next lesson.
- Call on each group to present. Suggest that they take turns presenting each item that they have researched and collected information about.

13 Self Reflection

- Write Lost and Found 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:
  Who was Moctezuma and how did he die?
  Where do people think Moctezuma's treasure is hidden?
  When was King Tutankhamun's tomb discovered? Who discovered it?
- 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 to complete some sentences. For example:
  This is the man whose job _____
  Last Tuesday was the day that _____
  Last Sunday was the day on which _____
  Have volunteers complete the sentences. Elicit more examples from students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 86, 87. Call on volunteers to say what the conversation is about in this lesson, for example: dealing with problems, facing a predicament.
- Have students say what they remember from this section and make notes in the chart.
- Write LOOK WHAT I FOUND! 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 discovery was made in a flea market?
  What did Horton discover?
- 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 which feelings they associate with losing and/or discovering something. 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 collect information? 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 Point/Poster 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. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

13 Self Reflection

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

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

Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
conduct an interview			
express regret			
express understanding			
use *where* and *when* in adjective clauses			
use *whose* in adjective clauses			
use conditional sentences with *If*-clauses (past time)			
use: *as if/ as though*			
use a range of inversions			
talk about historical monuments			

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. Change the quoted speech to reported speech. In some cases, more than one answer is possible.

Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great. —Mark Twain

Mark Twain advised people to keep away from people who try to belittle their ambitions. He said that small people always did that, but the really great made you feel that you, too, could become great.

1. We have to be always ready and fit. I train my own children to walk barefoot, to rise two hours before dawn, to eat but little, to ride horses bareback – sometimes we have not a moment to saddle a horse, leap to his back and go. —King Abdul-Aziz
2. I will be father to the young, brother to the elderly. I am but one of you; whatever troubles you, troubles me; whatever pleases you, pleases me. —King Fahd bin Abdul-Aziz
3. A man who views the world the same at fifty as he did at twenty has wasted thirty years of his life. —Muhammad Ali
4. I will praise any man that will praise me. —William Shakespeare
5. He who obeys the Almighty has no difficulty in exacting obedience to himself. —King Abdul-Aziz
6. …every Muslim should work on some endowments that could benefit him in the life after death. Likewise, I prefer for my children to work on developing the wealth, that they would normally inherit after my death, while I am still alive, rather than keep it and continue working to increase it myself. —Sulaiman Al-Rajhi

King Abdul-Aziz (Ibn Saud)

B. Complete each sentence with a relative pronoun and your own idea.

I am accustomed to wearing clothes *that are baggy and comfortable*.

1. The most ridiculous rumor _____ I ever heard was _____.
2. The virtues _____ I think are the most important are _____.
3. Makkah is a city _____.
4. I am someone _____ always _____.
5. I think _____ is the person _____ has had the biggest impact on my country.
6. The language _____ I would most like to acquire is _____.
7. _____ is a person _____ I admire so much because _____.
8. I am accustomed to having friends _____.
9. The object _____ is my greatest treasure is _____.
10. _____ is something _____ really intimidates me.

Unit Goals

- **Language Review**
- **Reading**
  It's a Mystery
- **Language Plus**
  Idioms about strange or mysterious events
- **Writing**
  Write an essay about an unexplained mystery

1 Language Review

A

- This exercise reviews quoted and reported speech, which were presented in Unit 4. Refer students to the grammar chart on page 56 for review.
- Have students go around the room, reading aloud each quote. Elicit from students a brief explanation of who each quoted person is and why he or she is famous. Sample answers include:
- Mark Twain was an American author. His most well-known novels are The Adventures of Tom Sawyer, and Adventures of Huckleberry Finn.

1. King Abdul-Aziz (1876-1953) was a gifted leader and founder of the Kingdom of Saudi Arabia. He united the Arab tribes and officially established the Kingdom of Saudi Arabia, on September 23, 1932. King Abdul-Aziz initiated the building of infrastructure and set Saudi Arabia on the road to modernization.
2. Fahd bin Abdul-Aziz Al Saud, Custodian of the Two Holy Mosques, was King of Saudi Arabia from 1982 to 2005. He was the eighth son of King Abdul-Aziz, and a witness of the founding of the Kingdom of Saudi Arabia at the age of 11.
3. Muhammad Ali is an American former boxer, a three-time World Heavyweight Champion, and one of the greatest heavyweight boxers of all time. He also won a gold medal in the light heavyweight division at the 1960 Summer Olympics in Rome.
4. William Shakespeare was a 16th century writer in England.
5. Sheikh Sulaiman Al-Rajhi is a prominent businessman and philanthropist. He is the man behind the largest Islamic bank in the world. Devoted to social development, the Sulaiman Al-Rajhi Charitable Foundation has set up a world-class, non-profit university with main focus on health sciences. Al-Rajhi is known for his generous donations to support hospitals, orphanages and the disabled. He was awarded the 2012 King Faisal International Prize for Service to Islam.

- Have students work individually to change the quotes to reported speech, and then compare answers with a partner.

Answers

Answers will vary. Sample answers:

1. King Abdul-Aziz said that they had to always be ready and fit. He said that he trained his own children to walk barefoot, to rise two hours before dawn, to eat but little, to ride horses bareback - he said/added that sometimes they didn't have a moment to saddle a horse, leap to his back and go.
2. King Fahd bin Abdul-Aziz promised/said that he would be father to the young, brother to the elderly. He said that he was but one of them; whatever troubled them, troubled him; whatever pleased them, pleased him.
3. Muhammed Ali said that a man who viewed the world the same at fifty as he had at twenty had wasted thirty years of his life.
4. William Shakespeare said that he would praise any man that would praise him.
5. King Abdul-Aziz said that he who obeyed the Almighty had no difficulty in exacting obedience to himself.
6. Sulaiman Al-Rajhi said that every Muslim had to work on some endowments that could benefit him in the life after death. Likewise, he preferred for his children to work on developing the wealth, that they would normally inherit after his death, while he was still alive, rather than keep it and continue working to increase it himself.

B

- This exercise reviews the use of adjective clauses and relative pronouns, presented in Unit 5. Refer students to the grammar chart on page 70 for review as necessary.
- Have students complete the sentences, and then compare them with a partner.

Answers

Answers will vary. Sample answers:

1. The most ridiculous rumor which / that I ever heard was that a famous football player was going to play for our local team.
2. The virtues which / that I think are most important are honesty and integrity.
3. Makkah is a city which / that more than 13 million Muslims visit every year.
4. I am someone who / that always locks the doors at night.
5. I think (Answers will vary) is the person who has had the biggest impact on my country.
6. The language which / that I would most like to acquire is Spanish.
7. Picasso is a person who / that I admire so much because he was a great artist.
8. I am accustomed to having friends who / that are fun and easygoing.
9. The object which / that is my greatest treasure is a box that belonged to my grandfather.
10. Lightning is something which / that really intimidates me.

C

- This exercise reviews adjective clauses and relative pronouns, which were presented in both Unit 5 and Unit 6. Refer students to the grammar charts on pages 70 and 84 for review as necessary.
- Have students work individually to circle the correct pronouns, and then compare answers with a partner.
- To check answers as a class, call on students to read aloud the complete sentences.

Answers

1. whose
2. which
3. when
4. who
5. who
6. when
7. where
8. whose

D

- This exercise also reviews adjective clauses, which were presented in both Unit 5 and Unit 6. Refer students to the grammar charts on pages 70 and 84 for review as necessary.
- Ask a volunteer to read aloud the directions and the example.
- Have students work with a partner to first identify the photos, and then write a sentence about each.
- Call on students to give sentences about each photo. Ask classmates to identify and explain any photos that students are not sure about.

  The following is a list of the photos:

  the Mosque in Madinah, the Pyramid of Khafre at Giza and the Great Sphinx, the Taj Mahal, the Eiffel Tower, the Kingdom Tower, Machu Picchu, the *Titanic*.

Answers

Answers will vary. Sample answers:

1. The year 2010 was the year when I got my University degree.
2. September 23 is the day that Saudi Arabia celebrates its official establishment as a unified Arab state.
3. Machu Picchu is the city where the ancient Incas used to live.
4. The Giza pyramid is the monument where the pharaoh Khafre was entombed.
5. Mada'in Saleh is the place that became Saudi Arabia's first World Heritage Site.
6. The Eiffel Tower is a destination that many tourists visit every year.
7. Kingdom Center, which is the tallest building in Riyadh, is located in the business district of Al-Olaya.
8. The *Titanic* was the ship which was supposed to be unsinkable.

Workbook

Assign pages 67-69 for review of vocabulary and grammar presented in Units 4-6.

Additional Activity

Have a spelling bee. Create a list of target vocabulary words from all of the units in this book. (See the Vocabulary at the back of the book.) Distribute the list of words to students for them to study outside of class.

In class, line students up at the front of the room. Go down the line, giving each student a word to spell orally. If the student makes a mistake, he or she must sit down and the next student in line tries to spell the word.

Continue until there are either no more words, or only one student is left standing. This student is the winner. Award the winner a small prize or extra credit.

C. Circle the correct relative pronoun in each sentence.

1. My mother is the person (who / that / whose) praise means the most to me.
2. The shirt (where / who / which) I bought has a stain on the collar.
3. The day (where / when / which) he graduated was the best of his life.
4. The appraiser (who / which / whose) determined the diamond's authenticity is an expert.
5. Al-Zahrawi is the 10th century surgeon (who / whose / where) is considered to be one of the fathers of modern medicine.
6. I like weekends (where / who / when) I can spend time with my family.
7. We often go to the park (whose / where / when) we relax for hours.
8. A humanitarian is a person (who / whose / when) goals are noble.

D. Write sentences with adjective clauses for as many of the photos as you can. Use the pronouns ***that***, ***which***, ***who***, ***where***, ***when***, and ***whose***.

1939 was the year when World War II began.

2 Reading

Before Reading

1. What are some things in the natural world that might have been difficult for people to understand before the development of science and technology?
2. Do you think everything in the natural world can now be explained with science and technology?

It's a Mystery

Before the development of science and technology, man viewed the natural world as mysterious and sometimes frightening. People were confounded by questions such as *What is thunder? How are mountains formed? What causes sickness?* Then, with the development of science, man started to find the answers to such questions. Now that we live in an age of advanced scientific knowledge, it sometimes seems we have unlocked all the mysteries of nature. Yet every so often, nature presents us with unexplained phenomena for which there are still no rational, scientific explanations.

One such phenomenon that has been reported around the globe since ancient times is strange rainfall. From such diverse points on the globe as the U.S., Europe, and India, people have periodically reported such things as fish, frogs, and snakes suddenly falling from the sky. In one case, in July of 1901, a sudden heavy rain of frogs and toads fell on the city of Minneapolis, Minnesota. A reporter who covered the event wrote: "When the storm was at its highest, there appeared from the sky a huge green mass. Then followed a peculiar sound, unlike that of rain or hail. When the storm lessened, people found a variety of frogs 'three inches deep and covering an area of more than four blocks…so thick in some places [that] travel was impossible.'"

Some people believe these events are caused by tornadoes that occur over bodies of water. The theory is that the tornadoes, whose force sucks up animals into the clouds, are also responsible for carrying the animals until they are dropped back onto land. However, this explanation has never been proven. It also does not explain why many of these rainfalls consist of only one species, and why many of them consist of species that are not native to the area where they fall, but to an area many hundreds of miles away.

Perhaps the rainfall that has most confounded scientists is a heavy red rain that fell sporadically on Kerala, India over a two-month period in 2001. According to locals who experienced the rains, there was a flash of light and a boom so loud that it shook the houses in town. And then the rain began. The Kerala rain was studied by scientists around the world. It became famous in 2006 when Godfrey Louis, a professor at Mahatma Gandhi University in Kerala, made some astonishing claims about the rain. Louis said that the rain appeared to be composed of living, biological cells. However, he said that there was no evidence of DNA in the cells. As all cells on earth contain DNA, Louis concluded that the colored particles were living cells from a life form on another planet, carried to this planet by a meteorite. However, not all scientists agree with Louis, and the origin of the red rain of Kerala is still generally considered to be a mystery.

Another natural phenomenon that science has yet to explain is *ball lightning*. Ball lightning is the term for rare balls of light, usually at least as big as a doorknob and sometimes as big as a football, that float

2 Reading

- Direct students' attention to the **Before Reading** questions. Have a volunteer read the questions aloud.
- Arrange students in groups of three. In each group, assign a student the role of leader, writer, and reporter. Have groups discuss and answer the **Before Reading** questions. The leader keeps the group on task and leads the discussion. The writer jots down answers and highlights of the discussion, and the reporter reports back to the class about the group's discussion.
- Open up the group discussions to a class discussion. Call on the reporters to give a brief summary of their group's answers.

READING STRATEGY Previewing

- Ask: ***What is the title of the reading?*** (It's a Mystery) Ask: ***What do you see in the picture on page 98?*** (frogs falling from the sky) Ask: ***Does this ever really happen? What do you know about frogs raining from the sky?*** Again, elicit prior knowledge from students but do not provide any additional information at this point.
- Direct students' attention to the picture on page 99. Ask: ***What do you see?*** (red rain coming from the sky) Ask: ***Does anybody know anything about red rain? Is this a real phenomenon?*** Elicit any knowledge students have about red rain. Do not supply information at this point since students will learn about it through the reading.

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

- To check general comprehension, ask a few questions. For example:

  Do humans fully understand nature? (no)

  What are some specific examples of things that humans have no explanation for? (strange rainfall of animals, red rain, and ball lightning)
- Allow students time to read the article again in preparation for the After Reading activities.

After Reading

A

- Ask a student to read aloud the directions and the list of vocabulary words in the left column. Model correct pronunciation of the words as necessary for students to repeat.
- Have students work individually to find and underline all of the words in the reading. Have them study the context of each word in order to guess at its meaning.
- Then have students match the words with their meanings and compare their answers with a partner.
- To check answers, call on students to read aloud the words and their meanings.

Answers

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

B

- Arrange students in pairs to ask and answer the questions, referring back to the reading as necessary.
- Call on pairs to read aloud the questions and answers. Have classmates verify whether the answers are correct.

Answers

Answers will vary. Sample answers:

1. Fish, frogs, snakes, and red rain have fallen from the sky in rainfalls.
2. Louis believed that the red rain was particles from life forms on another planet, carried to Earth by a meteorite.
3. Ball lightning is a ball of light that floats through the air during thunderstorms.
4. The ball lightning floated through a passenger airplane, divided into two, formed into one again, and then floated out of the airplane, leaving two holes behind.

Discussion

- Have students discuss and answer the questions in small groups. Assign one student in each group the role of reporter.
- Ask the reporter from each group to summarize the highlights of their group's discussion for the class. Have classmates ask questions and respond to the reporters.

Additional Activity

Working in groups, have students research additional rains of animals that have occurred in recent years in different parts of the world. Have each group prepare a report on a different incident. Groups present their findings to the class and discuss them. Ask students to compare the rains for similarities and differences. Can students offer any explanation for the phenomena?

Workbook

Assign pages 70-71 for additional writing practice at word and sentence level.

through the air during thunderstorms. These balls have no smell and no heat. They usually vanish soundlessly or explode with a loud pop when they come across something electrical, like a computer or TV. Although these strange electrical occurrences are not common, there have been occasional reports of ball lightning for centuries.

One widely-reported case of ball lightning occurred in January of 1984 in a Russian passenger plane. A Russian newspaper reported that the ball lightning "…flew above the heads of the stunned passengers. In the tail section of the airliner, it divided into two glowing crescents that then joined together again and left the plane almost noiselessly." Although the ball lightning left two holes in the plane, it has often been reported to pass through solid objects without leaving a mark. Because ball lightning occurs so rarely and unexpectedly, scientists have not been able to study this phenomenon, and it remains a great mystery.

In this age of advanced scientific knowledge, it may seem surprising that there are occurrences in the natural world for which we have no explanation. But perhaps it is a good thing that we have not unlocked all of the mysteries of the natural world. Such mysteries help us maintain a healthy respect, curiosity, and awe of the natural world.

After Reading

A. Match the words with their meanings.

1. _____ confounded	**a.** logical
2. _____ rational	**b.** strange
3. _____ mass	**c.** having no pattern or order in time
4. _____ peculiar	**d.** confused
5. _____ species	**e.** type
6. _____ sporadically	**f.** an amount of matter with no specific shape
7. _____ meteorite	**g.** amazement
8. _____ awe	**h.** rock or metal that has fallen to Earth from outer space

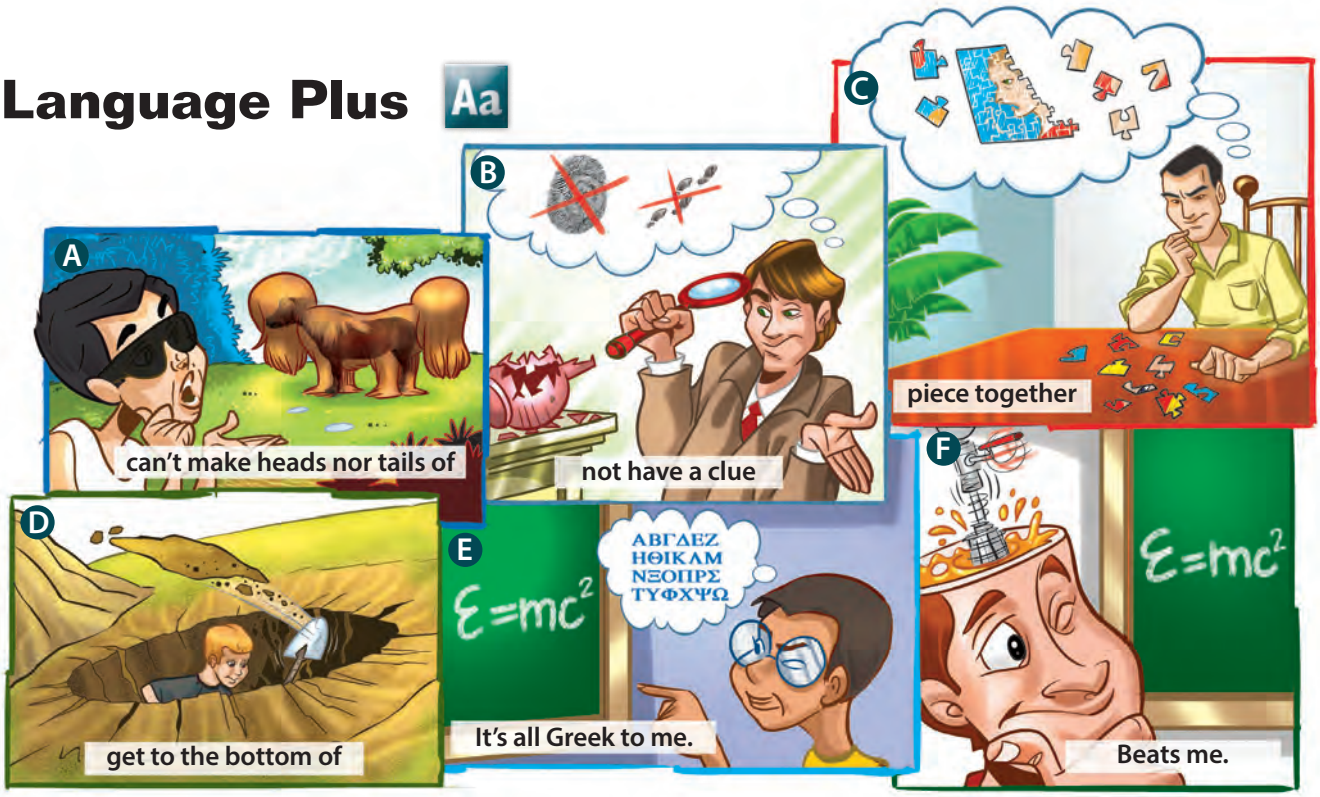
B. Answer the questions.

1. What are some of the mysterious things that have fallen from the sky?
2. What does Godfrey Louis believe about the red rain of Kerala and why?
3. What is ball lightning?
4. Describe the ball lightning that occurred on a Russian airplane.

Discussion

1. Would you like science to discover a reason for the mysteries described in the reading? Why or why not?
2. Do you think people had more respect for the natural world before science unlocked so many of its mysteries? Explain.
3. What are some other mysteries for which there are no known explanations?

3 Language Plus



Complete each situation with an idiom shown.

1. I cannot understand the directions in this computer manual. _____
2. **A:** Why did he drop the class?
   B: _____ He told me last week that he loved the class.
3. I _____ the assignment, so I'm going to talk with my teacher about it.
4. He's been having lots of different problems with his car lately. He's taking it to a garage today so that a mechanic can _____ the problem.
5. The investigators will _____ the clues to track down the thieves.
6. I found a gold watch in my mailbox, and I do _____ where it came from.

4 Writing

Tools for Writing: Using the Definite Article with Geographical Nouns

The is generally not used before:

- continents: *Asia, Europe*
- countries: *Saudi Arabia, Oman, Brazil, Canada* (Exceptions include: *the United States, the Philippines*)
- states, cities, and streets: *Jeddah, Abha, Massachusetts, Chicago, Wall Street*

The is generally used before:

- points on the globe: *the Equator, the South Pole*
- geographical areas: *the Middle East, the South*
- rivers, oceans, and seas: *the Nile, the Atlantic, the North Sea*

Correct the use of ***the*** in these sentences.

1. The Arizona is a state in southwest of the United States.
2. Egypt is on the continent of the Africa.
3. Nile River helped the Egypt become one of the most powerful nations of the Africa and Middle East.

3 Language Plus

- Focus students' attention on the pictures and the idiom for each. Explain that these are idioms that are related to mysteries or puzzles. Ask questions about each picture to elicit the meaning of the idiom. For example:

  A. can't make heads nor tails of
  Ask: ***What is the man looking at?*** (a strange creature) ***What is confusing about the creature?*** (It has a tail on both ends.) Elicit that the idiom means the man cannot figure the creature out. He is completely baffled by it.

  B. not have a clue
  Ask: ***What do you see in this picture?*** (a man who might be a detective trying to figure something out; the clues around him have been crossed out) Elicit that the man has no idea how to solve the mystery or problem.

  C. piece together
  Ask: ***What is the person thinking about?*** (He is putting a puzzle together in his mind.) Literally, he is piecing or putting together bits of information to solve a mystery.

  D. get to the bottom of
  Ask: ***What is the boy doing?*** (digging a hole) ***Why?*** (to get to the bottom) Elicit or explain that to get to the bottom of a mystery or a problem is to solve it. The answers are presumably at the bottom.

  E. It's all Greek to me.
  Ask: ***What is the boy looking at?*** (an equation) ***What does he see in his head?*** (Greek letters) Elicit or explain that the boy does not understand Greek and the equation might as well be Greek letters since he doesn't understand it at all either.

  F. Beats me.
  Ask: ***What is the boy looking at?*** (the same equation that the other boy was looking at in the previous picture) ***Does he understand it?*** (no) Elicit or explain that the idiom means that the problem has tested or beaten him. He does not understand it at all.

- Have students work with a partner to discuss the meaning of each idiom and complete the sentences.
- Call on students to read aloud the completed sentences.

Answers

1. It's all Greek to me.
2. Beats me.
3. can't make heads nor tails of
4. get to the bottom of
5. piece together
6. not have a clue

4 Writing

Tools for Writing: Using the Definite Article with Geographical Nouns

- Ask students to read the information silently. Explain that these are general rules to follow although some of them do have exceptions.
- Have students correct the sentences individually and then compare answers with a partner.
- Call on volunteers to write their corrected sentences on the board.

Answers

1. ~~The~~ Arizona is a state in the southwest of **the** United States.
2. Egypt is on the continent of ~~the~~ Africa.
3. **The** Nile River helped ~~the~~ Egypt become one of the most powerful nations of ~~the~~ Africa and **the** Middle East.

Language Builder

Tell students that there are additional rules for using *the* with geographical nouns. Here are a few:

The is generally not used before:
- lakes: *Lake Geneva, Dal Lake* (Exceptions are groups of lakes, like *the Great Lakes*.)
- mountains: *Mount Everest, Mount Fuji* (Exceptions are mountain ranges, like *the Alps* and *the Andes*)

The is generally used before:
- deserts: *the Sahara, the Mojave*

Writing Prompt

- Have a student read aloud the writing prompt. Tell students that they will be writing an essay about an unexplained mystery. Remind students that they talked about unexplained mysteries in the After Reading discussion on page 101.

Write Your Essay

- Ask a student to read aloud step 1 of the directions, including the box of mystery topics. Explain that the box contains mysteries that science does not have an explanation for. Ask the class: ***Who knows something about any of these topics?*** Elicit any prior knowledge students have about each.
- Ask another student to read aloud step 2 as you draw a KWL chart on the board. Give students a topic, for example, Stonehenge. Ask them to help you fill in the *Know* column and *Want to Learn* column on the board with their prior knowledge. Tell students that completing the KWL chart before they begin their research will help them focus and organize their research.
- Have a third student read aloud the final steps in the directions.
- Direct students' attention to the section titled *Developing Your Writing: Writing Effective Conclusions.* Ask: ***What is a conclusion?*** Elicit that it is the ending of an essay. Have students read the section silently.
- Direct students' attention to the example essay. Explain that this sample is the conclusion to an essay about Stonehenge. Ask a student to read it aloud. Ask: ***What technique does this conclusion use?*** Refer students back to the *Developing Your Writing* section for the answers. (asking the reader a thought-provoking question)
- Since students must do research for their essays, assign the essay for homework, giving them a few days to do the research and write the first draft. Tell them how long the essay should be, for example 500 words, or about two pages.
- In class, have students exchange essays with a partner. Have them read and comment on each other's essays, questioning anything they don't understand.
- Have students revise their essays, taking their partner's comments into consideration. Also, ask students to make sure that they incorporated some of the grammar points from Units 4, 5, and 6. Write the grammar points on the board for reference:

  Quoted speech

  Reported speech

  ***Noun clauses with* whether *and* if**

  Relative pronouns as subjects of adjective clauses

  Relative pronouns as objects of adjective clauses

  Using* where, when, *and* whose *in adjective clauses
- Display students' final essays in the classroom for their classmates to read, or allow class time for students to pass their essays around the room. Encourage students to discuss their topics with each other.

Workbook

Assign page 72 for additional writing practice above word and sentence level.

Writing Prompt

Research and write an essay about an unexplained mystery. Include grammar points from Units 4, 5, and 6.

Write Your Essay

1. Choose a mystery to research and write about. Use an idea from the box or an idea of your own.

Big Foot	Stonehenge	The Loch Ness Monster
Chupacabras	The Bermuda Triangle	The Lost City of Atlantis
Crop Circles	The Green Sahara	The Taos Hum

2. Use a chart to organize your ideas. Write what you already know about the mystery in the **K** (*Know*) column. Write what you want to learn in the **W** (*Want to Learn*) column. Research these questions in your library or on the Internet. Then write what you've learned in the **L** (*Learned*) column.

K	W	L

3. Write a draft of your essay, working carefully to construct an effective conclusion.
4. Have a partner read and comment on your draft. Use your partner's comments and suggestions to revise your essay.

Developing Your Writing: Writing Effective Conclusions

An effective conclusion usually refers back to the topic sentence in the essay's introduction, gives an essay a sense of completeness, and gives the reader something to think about. It is common to conclude an essay with one or more of the following techniques:

- asking the reader a thought-provoking question
- using a quotation
- calling for some kind of action
- evoking an image
- echoing an image or idea from the introduction

It seems there is much we may never know about Stonehenge. For all the years that scientists have studied this prehistoric monument, we still do not know who built it or how it was built. We do not know whether it was used as a scientific observatory, as a place where people were buried, or as a place to which people came for ancient ceremonies. However, one thing is clear: Stonehenge reveals the amazing mathematical sophistication and engineering knowledge of its builders. How did these builders have such complex mathematical understanding thousands of years before the Egyptians arrived at the principles of modern mathematics? This is, perhaps, the greatest mystery of Stonehenge and will be speculated about for many years to come.

The Mystery of Stonehenge

1 Everyone Makes Mistakes

VOCABULARY

Nouns
adhesive
descendant
executive
fastener
flop
novelty
patent

Verbs
boost
damage
discard
dissolve
endure
tamper

Adjectives
absent-minded
commercial
countless
desolate
indefensible
intense
outraged
ubiquitous

Adverb
automatically

EXPRESSIONS

Apologizing
Can you forgive me?
I feel awful about this.
I'm so sorry.
I'm sorry. I should (not) have…
Please excuse me for…

Responding to an apology
Don't worry about it.
Forget about it.
It's no big deal.
That's OK.

Real Talk
(no) big deal
Don't sweat it.
flake
make too much of (something)
slip (one's) mind

2 Against the Odds

VOCABULARY

Nouns
fate
hypothermia
pulse
reception
resemblance

Verbs
assassinate
hallucinate

Adjectives
astounded
delighted
detectable
disoriented
exhilarating
frostbitten
haggard
identical
intact
selective
startling
striking
unconscious

Adverbs
seemingly
successively
ultimately

EXPRESSIONS

Expressing surprise
How about that!
I can't believe this!
I can't get over this.
I'm speechless.
No way!
That's incredible/amazing!
This is hard to believe.
What are the chances?

Real Talk
break
freak (someone) out
iffy
on cloud nine

3 Beauty Is Only Skin Deep

VOCABULARY

Nouns

appreciation
elements
famine
fascination
ideal
obsession
proportion
standard
symmetry
varnish

Verbs

emerge
extract
faint
rotate
stitch
trace
vary

Adjectives

appealing
bizarre
chubby
glazed
instinctive
plump
privileged
synthetic
well-groomed

Noun clauses after adjectives

be afraid (that)
be amazed (that)
be aware (that)
be certain (that)
be disappointed (that)
be glad (that)
be happy (that)
be lucky (that)
be sure (that)
be surprised (that)
be worried (that)

Noun clauses after verbs

believe (that)
complain (that)
decide (that)
discover (that)
dream (that)
expect (that)
fear (that)
feel (that)
find out (that)
forget (that)
hope (that)
imagine (that)
know (that)
learn (that)
notice (that)
remember (that)
suspect (that)
think (that)
understand (that)

Noun clauses as subjects of sentences

It is a fact (that)
It is funny (that)
It is obvious (that)
It is possible (that)
It is strange (that)
It is surprising (that)
It is true (that)
It is unlikely (that)

EXPRESSIONS

Making a complaint

I am very unhappy/upset about/with…
I insist that you…
I want to make a complaint.
I'd like to speak with a manager.
I'm not (at all) satisfied with this (situation).
I'm sorry to have to say this but…
This is completely unsatisfactory.
This is not what I expected/is nothing like…
This…is too…

Real Talk

beat around the bush
blow them away
by far
did a double take
fit to be tied
on the house

EXPANSION Units 1-3

VOCABULARY

Nouns

cold sweat
distress
phobia

Verbs

alleviate
kneel
pose

Adjectives

confined
devastating
gradual
irrational
minimal

EXPRESSIONS

Idioms

get goose bumps
make your hair stand on end
scare the living daylights out of
scared stiff
scared to death
shake like a leaf

4 They Said, We Said

VOCABULARY

Nouns

bore
boredom
calamity
conflict
criticism
gossip
insecurity
promotion
ridicule
rumor
scandal
status
virtues

Verbs

circulate
divulge
exclude
indulge
praise
squash

Adjectives

brilliant
confidential
derogatory
imminent
immune
malicious
superior

EXPRESSIONS

Telling a secret

Can you keep a secret?
Please don't tell anyone I told you this, but…
You'll never believe what I heard.
You're not going to believe this, but…

Promising to keep a secret

I promise I won't tell anyone.
I won't say a word about it.
My lips are sealed.
You can trust me.

Real Talk

backstabber
bad-mouth
behind (someone's) back
for good
on again, off again
split up

5 Express Yourself

VOCABULARY

Nouns

barrier
exception
flaw
limitation

Verbs

acquire
evolve

Adjectives

consecutive
exclusive
extinct
fictitious
humanitarian
immense
neutral
noble
solitary
trademarked

Adverbs

currently
immensely
routinely

EXPRESSIONS

Asking someone to repeat something

Can/Could you repeat that, please?
Could/Would you say that again?
Excuse me, but I didn't catch the last part/the part about…
I'm sorry. I didn't catch that.
Pardon (me)?
What did you say?
What was that?
Would you mind repeating that?

Real Talk

bite
deal with
elbow (one's) way
jam packed
munchies

6 Lost and Found

VOCABULARY

Nouns

appraiser
astronomer
revenge
theory
treasure

Verbs

bargain
drain
evaluate
preserve
reveal
split
stumble upon
surrender
weave
wedge

Adjectives

accustomed
amateur
authentic
dazzling
invaluable
notorious
numerous
persistent

EXPRESSIONS

Expressing regret

I regret (not) having…
I regret *verb* + *-ing*…
I will/would never do that again!
I wish I had(n't)…
I'm really annoyed that…
I'm sorry I ever…
If only I…
Looking back, I would have…

Expressing understanding

How awful/upsetting that must have been!
I know how that feels.
I'm sorry that happened.
That's too bad.
What a shame!

Real Talk

bent out of shape
down in the dumps
eating
hit the roof
vanished into thin air

EXPANSION Units 4-6

VOCABULARY

Nouns

awe
mass
meteorite
occurrence
species

Verbs

composed of
confound

Adjectives

diverse
native
peculiar
rational

Adverb

sporadically

EXPRESSIONS

Idioms

Beats me.
can't make heads nor tails of
get to the bottom of
It's all Greek to me.
not have a clue
piece together

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**	Speaking
5	Unit 1	**1**	Listen and Discuss
6	Unit 1	**4**	Conversation
7	Unit 1	**5**	Listening
8	Unit 1	**6**	Pronunciation
9	Unit 1	**8**	Reading
10	Unit 1	**10**	Writing
11	Unit 2	**1**	Listen and Discuss
12	Unit 2	**4**	Conversation
13	Unit 2	**5**	Listening
14	Unit 2	**6**	Pronunciation
15	Unit 2	**8**	Reading
16	Unit 2	**10**	Writing
17	Unit 3	**1**	Listen and Discuss
18	Unit 3	**4**	Conversation
19	Unit 3	**5**	Listening
20	Unit 3	**6**	Pronunciation
21	Unit 3	**8**	Reading
22	Unit 3	**10**	Writing
23	EXPANSION Units 1–3	**2**	Reading

CD2

2	Unit 4	**1**	Listen and Discuss
3	Unit 4	**4**	Conversation
4	Unit 4	**5**	Listening
5	Unit 4	**6**	Pronunciation
6	Unit 4	**8**	Reading
7	Unit 4	**10**	Writing
8	Unit 5	**1**	Listen and Discuss
9	Unit 5	**4**	Conversation
10	Unit 5	**5**	Listening
11	Unit 5	**6**	Pronunciation
12	Unit 5	**8**	Reading
13	Unit 5	**10**	Writing
14	Unit 6	**1**	Listen and Discuss
15	Unit 6	**4**	Conversation
16	Unit 6	**5**	Listening
17	Unit 6	**6**	Pronunciation
18	Unit 6	**8**	Reading
19	Unit 6	**10**	Writing
20	EXPANSION Units 4–6	**2**	Reading

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. could have/ should have
2. must have
3. must have
4. would have/ could have won
5. must have
6. should have
7. could have been
8. wouldn't have
9. could have gone
10. must have

Exercise 2

1. The operation was supposed to have been completed by now, but the surgeon is still in the operating room.
2. The tests may have been collected and locked up.
3. The passengers must have been transferred to the plane by bus.
4. All the product information could have been released a lot sooner.
5. The bank might have been broken into through a window.
6. All the new trees might have been planted by volunteers, to contribute to reforestation
7. No other product had been withdrawn from the market so urgently.
8. Richard should have been transferred to another country in Europe.
9. The house shouldn't have been sold at such a low price. It could have been sold at a much better rate.
10. The car could have been towed away by the police.

Exercise 3

1. endured
2. tampered
3. flop
4. novelty
5. outraged
6. boost
7. absent-minded
8. discarded

Exercise 4

	documents	proposal	sales	decision	idea	hardship	item	person
absent-minded								✓
boost			✓					
discarded	✓	✓			✓		✓	
endure						✓		
regret				✓				
tamper with	✓	✓	✓		✓			✓
interesting								
reject		✓		✓	✓		✓	✓

Sentences will vary.

Exercise 5

Answers will vary.

2 Photocopiable Activity

Exercise 1

1. such a
2. so
3. so little
4. so
5. so
6. such a
7. such a

Exercise 2

1. It was such a hot summer day that we had to have the air conditioning on full blast.
2. There were so many applicants that it took more than a month to interview everyone.
3. The flights are so fully booked that there are no seats available for the next two months.
4. The news was so shocking that it took us at least fifteen minutes to register.
5. There were so many people waiting to be examined that the hospital staff had to work overtime through the night.
6. There are so few flowers in the garden that it's a pity to cut them .
7. There was so little milk in the bottle that it was not enough for even one cup of coffee.
8. It was such an unusual design that we had to buy it.

Exercise 3

Answers will vary.
Sample answers.

1. tidying my room.
2. going to class.
3. he started attending classes.
4. we started walking every evening.
5. I go home.
6. we went on vacation together..
7. driving to work.
8. tidying my desk

Exercise 4

1. detected
2. disoriented
3. exhilarating
4. hallucinate
5. intact
6. reception
7. an astounding
8. haggard
9. delighted
10. startled

Exercise 5

Answers will vary.

3 Photocopiable Activity

Exercise 1

1. Don't you believe that it will all work out for the best?
2. Aren't you amazed that they passed with flying colors?
3. We were disappointed that he didn't bring what he had promised.
4. She is worried that she is going to fail the test.
5. I am happy that school is out for the summer.
6. I'm afraid that we're not going to get to the meeting on time.
7. I'm amazed that you have decorated the flat on your own.
8. He doesn't seem to be aware that car registration procedures have changed.

Exercise 2

1. It is funny
2. It is likely
3. It is strange
4. It is possible
5. It is a fact
6. It is surprising
7. It is possible
8. It is unlikely

Exercise 3

Answers will vary. Sample answers

1. I realized that my friend had been lying to me all along in order to protect me.
2. They complain that we don't call them regularly.
3. I eventually decided that driving all the way to the other end of town was not worth it.
4. After a while he discovered that the diamond was not real.
5. I often dream that I am in the middle of a lake hanging onto a rock.
6. Don't you feel that they have made far too many mistakes?
7. I don't think they expected to find out that their friend had actually sold their car.
8. The police suspect that the burglars are still in the area.

Exercise 4

1. elements
2. genuine
3. extracted
4. traced
5. synthetic
6. appealing

Exercise 5

	beauty	weight	material	standards	odor	popularity	face	feeling
ideal								
high								
instinctive								
symmetrical								
widespread								
synthetic								
give off								
natural								

Sentences will vary.

4 Photocopiable Activity

Exercise 1

1. Andy said that he wasn't sure he would go to school tomorrow/ the next day.l
2. We said we didn't want to go on a three-day school trip this/ that spring.
3. She said that her brother was going to have a graduation dinner next month.
4. My friend promised to call me in the evening, as soon as he got back.
5. Brad asked Imad if he had ever been to Qatar at that/this time of year.
6. The teacher asked how many of us managed to complete the assignment.
7. My father promised that we would try and take a vacation in Malaysia
8. He asked if I had returned the DVD that I had borrowed from Richard.

Exercise 2

1. They said, "We've never had such a wonderful meal before.
2. She asked, " Can I wait for my sister to come our of class.
3. He asked his father, " Can I borrow the car for the day?"
4. She said, " I promise to let you know if there is any news.]
5. Mark told Rob: , "Mind your own business. Don't interfere in other people's affairs.
6. My brother said, " I'll try to pick you up in the morning and drive you to the train station."
7. They asked, :"Can you help us with out project over the weekend?"
8. They said, " We might fly to Beirut and rent a car to drive to the mountains."

Exercise 3

1. She asked Anne if she was planning to go away this/that summer.
2. They asked the teacher if they were going to have a test soon.
3. He asked Tom if he had looked up the information.
4. They asked us how they could get to the mall from there.
5. The shop assistant asked the customer if he wanted them to gift wrap the watch..
6. The teacher asked the students if they had done all their homework.
7. I asked my parents if I could invite a friend for dinner tomorrow/ the next day.
8. The reporter asked the chef if he always used fresh herbs in his dishes.

Exercise 4

1. malicious
2. derogatory
3. superior
4. confidential
5. divulge
6. immune
7. Praising
8. brilliant

Exercise 5

Answers will vary.

5 Photocopiable Activity

Exercise 1

1. I recognized the man who crashed into my father's car.
2. She bought the bag that we had seen in the new leather goods store.
3. Where can I find the shop that sells computer parts and accessories?
4. We need to write an essay which/ that compares two different viewpoints and the arguments that support them.
5. The man who was curious bought the last copy of the newspaper.
   (The man who bought the last copy of the newspaper was curious.)
6. This is the school that my whole family graduated from.
7. Did you like the book that I lent you last month?
8. My friends sent me an email that was really confusing.

Exercise 2

1. evolve
2. advances
3. absorb
4. neutral
5. noble
6. exceptions
7. adaptability
8. limitations
9. convey

Exercise 3

1. ~~that~~
2. who
3. ~~that~~
4. that
5. ~~that~~
6. ~~that~~
7. ~~that~~
8. ~~whom~~
9. who
10. ~~which~~

Exercise 4

Answers will vary. Sample answers

1. I don't like books which have too many characters.
2. I sometimes forget which number to call.
3. I have a laptop which needs reformatting.
4. He often sees people whom/that he had worked with in the past.
5. She never eats food which is not home-cooked.
6. I usually do my shopping at the super market that sells fresh vegetables.
7. I enjoy meeting people who have travelled to interesting places.
8. Science is a field which attracts a lot of great minds.

Exercise 5

Answers will vary. Sample answers

1. There is sometimes misunderstanding because they don't listen to each other carefully enough and assume things instead. Also, we might all use the same words but mean a different thing.
2. It implies that we are careful not to offend or cause some negative response. It might also imply that what we want to say is difficult and might cause an emotional response or confrontation.
3. Yes, we use different language with different people. For example, we address our friends in a casual manner and often use abbreviated language or language that is shared by the given age-group. On the other hand when we address senior members of the family or friends, we tend to observe different norms of behavior and adjust language to satisfy given expectations to indicate respect, politeness etc.

6 Photocopiable Activity

Exercise 1

1. Can you tell me a place where I can buy ink for my printer?
2. There are many websites where you can find information about authors.
3. They moved to a new suburb where people live in houses not apartment buildings.
4. Early morning is the time when there are very few people in the street.
5. The 20th century was the time when a lot of inventions were put into practice.
6. I spotted many small restaurants where people can eat traditional food.
7. Early afternoon is the time of day when most people feel drowsy in the heat.
8. The living room is the place where the family spends time talking to each other, watching television, or playing games.

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.

Exercise 4

1. whose
2. who's
3. who's
4. Who's
5. Whose
6. whose
7. whose
8. who's

Exercise 5

Answers will vary.

1 Everyone Makes Mistakes

Page 1

A

S	T	H	C	J	S	O	N	K	L	U	F	O	D
L	S	I	C	V	H	O	U	N	Q	W	S	E	N
I	O	D	I	N	V	E	P	T	E	K	A	S	Q
P	O	X	D	E	U	O	D	E	R	U	D	N	E
P	B	V	L	L	L	A	J	O	J	A	O	A	Q
I	G	T	T	F	C	T	L	C	V	K	G	O	V
N	Y	L	G	T	A	M	P	E	R	E	D	E	E
G	W	C	O	W	E	E	H	V	A	Q	B	H	D

B

1. tampered
2. flop
3. outraged
4. slipping, boost
5. novelty
6. endured
7. launch

Page 2

C

	uncertainty about the past	drawing conclusions about the past	expected action that didn't happen	mistakes made in the past
1. I may have made a mistake.	☑	☐	☐	☐
2. I don't feel well. The soup must have been old.	☐	☑	☐	☐
3. I think I may have lost my keys.	☑	☐	☐	☐
4. She was supposed to be here by 2 o'clock, but I guess she's late.	☐	☐	☑	☐
5. I shouldn't have eaten that soup.	☐	☐	☐	☑
6. Do you think she could have gotten lost?	☑	☐	☐	☐
7. She must have stayed up too late last night.	☐	☑	☐	
8. The game was supposed to be last night, but it was cancelled.	☐	☐	☑	☐

D

Answers will vary. Sample answers:

1. supposed to go
2. shouldn't have gone
3. must have eaten
4. must have been
5. should have told
6. could have gotten
7. must have been

Page 3

E

1. b
2. a
3. b
4. a
5. a
6. b

F

1. They were supposed to ~~came~~ **come** over at 10:00.
2. The thief could have **been** caught by the police, but they were too slow.
3. Ali may ~~has~~ **have** gotten lost.
4. Everyone was wearing a coat. It must **have** been cold last night.
5. His car could **have** been stolen.
6. You must **have** been ~~have~~ so embarrassed.
7. Do you think I ~~must~~ **could** have failed the test?
8. You shouldn't ~~had~~ **have** been so angry.

Page 4

G

Answers will vary. Sample answers:

1. Spilling the coffee on the keyboard may have broken it.
2. He might have broken his leg in a car accident.
3. The driver of the car must not have been paying attention.
4. It must have been a home run.
5. He could have remembered that he is late for an appointment.
6. The toast must have been forgotten.

H

1. slipped my mind
2. no big deal
3. flake
4. don't sweat it
5. making too much of it

Page 5

I

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

Page 6

J

1. He must have gone to the dentist. / He must be at the dentist's.
2. He should have gone to the dentist a long time ago.
3. I shouldn't have lost my patience. I shouldn't have shouted at my friend. He/She must have gotten very angry. / He / She could have said something.
4. He/she shouldn't have turned away. He/she shouldn't have refused to talk to me. He/she should have accepted my apology.
5. I shouldn't have thrown the watch away. I could have thrown something else down.

K

Answers will vary. Sample answers:

1. You couldn't have charged it recently.
2. You should have been more careful. / studied harder.
3. There must have been a reason for it.

Page 7

L

Answers will vary. Sample answers:

Words about the picture: trees, garden, picking/ collecting fruit, sunshine, hot climate, workers

1. The men must have been employed to work in the gardens.
2. They may have brought lots of water because it looks like a hot day.
3. They should have brought special gloves to wear when picking the fruit.

Page 8

M

Answers will vary.

Page9

N

1. university
2. degree
3. slipping sales figures
4. qualifications
5. salary

O

1. job
2. sign
3. work
4. career OR profession OR occupation
5. works
6. buy
7. boost sales
8. research
9. salary

Page 10

P

1. a
2. an
3. the
4. the

Q

1. hardly any (example)
2. a lot of
3. a little
4. a few
5. a lot of OR plenty of
6. a few
7. a lot of OR plenty of
8. hardly any OR a little
9. a lot of OR plenty of

2 Against the Odds

Page 11

A

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

B

Answers will vary. Sample answers:

1. March comes successively after February.
2. John F. Kennedy and Abraham Lincoln were both assassinated.
3. When my country's team was in the World Cup, I was delighted. It was very exciting.
4. I resemble my father. We have the same nose and eyes.
5. Gandhi suffered for his country.
6. I've been alive for 2 decades, my parents have been alive for 4 decades, and my grandparents have been alive for 6 decades.
7. I was astounded to discover a valuable statue in the attic.

Page 12

C

1. such
2. so
3. so few
4. so much
5. such
6. such
7. so little
8. so

D

1. Susan's cake got so many compliments that she made it again the next day.
2. We had such a good time in the park that we laughed and played games all day.
3. It's such a beautiful day that I'm going for a walk.
4. The test was so hard that most of the students failed it.
5. That joke was so funny that I couldn't stop laughing.
6. They were such good friends that they could read each other's minds.
7. Tara is so tall that people sometimes think she's the teacher.
8. I had such a strange day that I just want it to end.

Page 13

E

Answers will vary. Sample answers:

1. My sister is so smart that she got into Harvard University.
2. Jerry Seinfeld is such a funny person that he makes everybody laugh.
3. Seeing that play was such a strange experience that I wouldn't want to repeat it.
4. Algebra is such an easy class that I never have to study.
5. The players on the national football team are so famous that everybody wants to be them.
6. Mr. Frank is such a hard teacher that I didn't want to take his class.
7. My graduation was such a fun time that I will remember it forever.
8. *You've Got Mail* was such a boring book that I didn't finish it.

F

Answers will vary. Sample answers:

1. While eating dinner, we talked about our day
2. After being sick for a week, she decided to go to the doctor.
3. She didn't know any other children until going to school.
4. Before interviewing for the job, he prepared very carefully.
5. While traveling, they took lots of pictures.
6. I had the craziest dream while sleeping last night.
7. After having the accident, he couldn't remember anything.
8. Until learning to read, I talked all the time.

Page 14

G

Answers will vary. Sample answers:

1. She was so sick that she couldn't go skiing.
2. Before getting a hot air balloon, we used to fly kites.
3. It was such a rainy day that we all needed umbrellas.
4. The frog was so little that I almost didn't see it.
5. My hands were so cold that I warmed them up with a cup of tea..
6. After winning the race, he went to celebrate with his friends.

H

1. freaked me out
2. break
3. No way
4. chances
5. on cloud nine
6. iffy

Page 15

I

1. It is a fantasy or wish.
2. The brain is mismatching the past and the present.
3. unusual, rare
4. an occurrence; happening
5. dream
6. chaos; confusion

Page 16

J

1. so many
2. so
3. so
4. such
5. so
6. so few
7. so much
8. such
9. so
10. so little

K

1. They speak so much (that) you get a headache after a while.
2. So few students passed the test (that) it was repeated. (The test was repeated because so few students passed it)
3. I saw so many gadgets at the exhibition (that) I couldn't remember half of them.
4. It was such a great opportunity (that) we couldn't turn it down.

Page 17

L

Answers will vary. Sample answers:

Words about the picture: cars, SUV, drifting, sand, sand dunes, desert, racing, capsize, drive, activity, test drive, test, engine, wheels, tires, speed

1. Driving in the desert is such an exciting activity that most people who own an SUV spend part of the weekend there.
2. Sand dunes can be so treacherous that you're fine one minute and suddenly you feel as if you're sinking in the sand the next minute.
3. Drifting has become so popular that the sand dunes are dotted with cars zigzagging this way and that in the evenings.

Page 18

M

Answers will vary.

Page 19

N

1. The writer's friends were going to follow the moose.
2. They were playing football.
3. The children were picking up litter.
4. The policeman was talking on the phone.
5. The police officer was going to call the station for help.
6. The moose was sniffing the air.

Page 20

O

Students' own answers. Sample answers.

2. The children had been reading books.
3. Their daughter had been dressing up in her mother's clothes.
4. Their daughter had been playing with her mother's make up and jewelry.
5. Their youngest son had been searching for crayons.
6. The children had been running around the house.

P

1. were eating, stole
2. had been working, decided
3. were sitting, asked
4. was talking, was cooking
5. was eating, was making
6. had been calling, had answered OR was answering OR answered

3 Beauty Is Only Skin Deep

Page 21

A

1. privileged
2. traced
3. elements
4. appealing
5. rotating
6. obsession
7. synthetic
8. porcupine

B

1. privileged
2. rotating
3. appealing
4. porcupine
5. obsession
6. extracted
7. synthetic
8. traced

Page 22

C

1. dreamed that
2. hope that
3. believes that
4. complains that
5. remember that
6. knew that

D

Answers will vary. Sample answers:

1. **c** We're fortunate that the lightning didn't hit our house.
2. **a** I'm not afraid that I didn't pass the class.
3. **f** Her father is surprised that she didn't want a new fashionable watch.
4. **h** I'm not sure that I locked the door when I left.
5. **b** Ahmed is disappointed that he won't be going to a university in Saudi Arabia as he wanted.
6. **d** I'm worried that I might be getting sick.
7. **e** Bob's amazed that it's such a warm day.
8. **g** They're aware that there's no school today.

Page 23

E

Answers will vary. Sample answers:

1. it won't snow today
2. I get an A in English class
3. technology has advanced our world
4. he still hasn't called
5. I didn't get to exercise today
6. we won't have food to eat and a place to sleep
7. we will have contact with beings on other planets any time soon
8. it didn't rain today
9. I'll get into every college I applied to

F

Answers will vary. Sample answers:

1. It is obvious that they are great friends.
2. The teacher is disappointed that he didn't do the homework.
3. He is worried that his hair won't look good.
4. He realised that they are going to be late for the meeting.
5. He is certain that his friend forgot their appointment.
6. It's surprising that some people use so many beauty products.

Page 24

G

Answers will vary. Sample answers:

1. They're ~~that~~ fortunate **that** they didn't get in an accident.
2. He **is** glad that he finally got his hair cut.
3. **It is** surprising that my sister didn't want to go shopping
4. correct
5. I ~~was~~ forgot that it was your graduation.
6. correct
7. We suspect~~ing~~ that we will hear from them today.
8. Scott **is** glad the weekend is over.

H

1. blew them away
2. did a double take
3. on the house
4. beating around the bush
5. fit to be tied
6. by far

Page 25

I

	anorexia	bulimia	anorexia and bulimia
1. It is an eating disorder.	☐	☐	☑
2. People can't stop dieting and exercising.	☑	☐	☐
3. People sometimes eat enormous amounts of food.	☐	☑	☐
4. People always think they are too fat even when they are very thin.	☐	☐	☑
5. People make themselves vomit after they eat.	☐	☑	☐
6. People often develop this eating disorder after following a very strict diet.	☐	☑	☐
7. People usually need professional help to overcome the eating disorder.	☐	☐	☑

Page 26

J

1. It is obvious (that)he is not aware of the difficulty involved in this undertaking.
2. There is a good chance (that) he's going to get his license immediately.
3. It is disappointing (that) they are not going to attend our presentation.
4. It is (very)possible that a new policy will be introduced.
5. It is surprising (that) they accepted the job offer and move to Canada.
6. It is true that most people don't watch what they eat.
7. It is strange that after years of research he decided to give it all up and become a farmer.

K

1. notice
2. discovered/ found out
3. feel
4. discovered/ found out
5. suspected
6. complain

Page 27

L

Answers will vary. Sample answers:

amazed: tall and modern buildings, organized infrastructure, stunning architecture
certain: prosperous, low crime rate, safe
disappointed: not very many green spaces
worried: lack of parking spaces
aware: many offices
think: heart of a city
remember: pictures of cities in a childhood book
obvious: wealthy, ambitious

1. It is obvious that this is a wealthy and prosperous place to live.
2. I am amazed at the the excellent city planning and the tall, modern buildings.
3. I am certain that this a safe and prosperous place to live and work.

Page 28

M

Answers will vary.

Page 29

N

1. broken
2. sown
3. damaged
4. scratched
5. stained
6. torn
7. repaired
8. painted
9. cleaned

O

Students' own answers. Sample answer.

Host: Well, first we're getting the outside of the house painted.

Interviewer: Why are you getting the house painted?

Host: The old paint is chipped. We're also having the roof repaired.

Interviewer: Why are you getting the roof repaired?

Host: Some of the tiles are damaged or broken. The garage door is also broken so we must get that replaced. The lawn is patchy so we will get some new grass sown and we'll have the broken paving outside the front door repaired.

Interviewer: What about the interior?

Host: Well, the curtains are torn so we will have those sown. The walls are stained so we will get the whole interior painted. Also, any broken or scratched furniture will be replaced. Last of all, we'll get the whole house cleaned. We are very excited about today's show!

Page 30

P

1. damaged
2. repaired
3. cracked
4. redesigned
5. broken
6. decorated
7. scratched
8. torn

Q

1. exciting
2. exhausting
3. aching
4. growing
5. interesting

EXPANSION Units 1-3

Page 31

A

Across

2. plump
4. startling
6. famine
8. on the house
12. flake
13. delighted
14. haggard
15. damage

Down

1. disoriented
3. ubiquitous
5. absent-minded
7. discard
9. tampered
10. iffy
11. appealing

Page 32

B

Answers will vary. Sample answers:

1. must have gotten
2. should have slept
3. may have left
4. must have been
5. shouldn't have stayed
6. might have developed
7. were supposed to be
8. may have thought
9. must have gone

C

Answers will vary. Sample answers:

1. I was so lost that I had to stop and ask for directions.
2. It was such an icy day that I slipped and fell outside my house.
3. They were so late that she called us to say we should start without them.
4. He is such a helpful person that he did all the dishes after we ate.
5. Adel has been so sick that he hasn't been to school in a week.
6. It was such a big mistake that he sent a note to apologize for it.
7. It was such a funny film that I laughed the whole time.

Page 33

D

Answers will vary. Sample answers:

1. After falling down, he was embarrassed.
2. Since forgetting the last meeting, she started using a calendar with email reminders.
3. After losing my keys, I had to get new ones made.
4. He had had a perfect driving record before getting in the car accident.
5. While cleaning my room, I knocked over my fish tank.
6. She never studied until failing the first test.
7. Before going to the conference, he practiced his speech many times.
8. He has started saving money since getting a job.

E

Answers will vary. Sample answers:

1. I will always remember that my father was born in September.
2. I'm afraid that I won't get an A in English class.
3. I hope I'll get an A in English.
4. I'm sure that it'll rain today.
5. I expect that I will go to work tomorrow.
6. I have dreamed that I was in an elevator more than once.
7. I was disappointed that we lost the game last week.
8. I learned that modals can be used in the past.

Page 34

F

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

Questions 1 and 2: answers will vary. Sample answer:

1. If he hadn't hurt his leg, the doctors wouldn't have diagnose a life-threatening condition.
2. He might not have been able to have the transplant./ He might have died/ He might not have been saved

Page 35

G

Answers will vary. Sample answers:

Construction materials: concrete, steel, screw, glass, aluminium, insulated panels

Structure and shape: simple, high ceilings, angular, spacious, reflective, square glass panels

Comfort and use: professional offices, research, a feeling of organization and efficiency, a studious and professional atmosphere

1. The building is very modern in its use of aluminium and insulated glass panels.
2. The shape of the building and the reflective glass panelling allows a lot of natural sunlight to enter the space inside. The use of insulated materials will keep the building cool in the summer, and warm in the winter.
3. This building is probably used for professional offices, or perhaps as a public library. There is a professional and studious atmosphere about this building.

Page 36

H

Answers will vary.

4 They said, We said

Page 37

A

1. rumor
2. praise
3. circulated
4. criticism
5. virtues
6. brilliant
7. ridicule
8. scandal

B

Answers will vary. Sample answers:

1. My uncle is the most brilliant person I know. He is a successful doctor and research scientist.
2. I'm hardworking and honest.
3. My teacher praises me a lot. My boss criticizes me a lot.
4. I do think it is bad to spread rumors because it's not nice to talk about people behind their backs.

Page 38

C

1. My sister said, "Asma called the department store last week."
2. no change
3. no change
4. He said, "Ali's not going to finish his research paper this term."
5. no change
6. He said, "he's the cleverest student I have ever known."
7. My father said, "Don't be home late."
8. no change

D

1. said, had been working on the project
2. say, are
3. asked, were
4. told, to wear
5. said, was going
6. asked, was
7. said, was going to
8. said, had merged
9. asked, had gotten
10. said, had never heard
11. told, to go
12. says, is

Page 39

E

1. Majid said he was trying out for the football team this year.
2. My father told me not to forget to do my homework.
3. The teacher said that the test will be on Sunday.
4. Amy is saying that Jennifer is conceited.
5. My sister asked whether I was joking.
6. The coach told me to be on time to practice tonight.
7. Dr. Thomas says that he's a healthy baby.
8. My mother asked whether Tom was married.

F

Answers will vary. Sample answers:

1. My parents said I could play them.
2. My mother says I can have all the dessert I want.
3. My parents said I could watch more TV tonight.
4. My mother told me I could stay up until 9:00.
5. My parents say I don't have to shower every day.
6. My father said I could read three books before bedtime.

Page 40

G

Answers will vary. Sample answers:

1. My father asked **if** I had done my homework.
2. She said her sister couldn't ~~went~~ **go** with her.
3. My friend told me not **to** forget to call later.
4. She ~~said~~ **asked** if they were going to travel anymore.
5. The papers said they **had** gotten a court order to stop producing the controversial medicine..
6. The teacher said that I ~~doesn't~~ **didn't** have to do it.
7. My parents told **me** to go straight home after school.
8. He says telling the truth ~~was~~ **is** important.

H

1. split up
2. backstabbers
3. bad mouthing
4. behind Amina's back.
5. on again, off again
6. for good
7. lips are sealed
8. set things right

Page 41

I

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

Page 42

J

Adel asked Imad if he believed that people didn't mind being followed all the time.

Imad said that he wasn't sure about celebrities because they liked having their name in the paper.

Adel wondered if/ asked if Imad thought that they enjoyed being pursued by reporters and photographers.

Imad said that he didn't think they enjoyed it or even wanted it all the time, but that they liked publicity.

(Imad suggested that they didn't enjoy or even want it all the time, but that they liked publicity.)

Adel said/ answered/ agreed that that was true, that they did want the publicity; but wondered whether they wanted their privacy to be invaded all the time.

Imad asked if/ whether it was invaded all the time.

Adel said that he wasn't sure but it looked as if it was. He suggested that they check news items about celebrities over the last week or so and decide.

Imad agree/ said that that/it was a good idea. He said he hadn't thought of it himself. He warned Adel that once he started reading articles and things he wouldn't be able to/couldn't stop. He said that he'd probably want to keep on reading and checking other sources and so on.

Adel promised not to stop him. He said that the more information they had the better.

Imad asked why and if they were going to use this.

Adel asked him what he thought. He suggested that if they were going to research they might as well use it for their presentation.

Imad asked/wondered if that was a good idea and wondered if their teacher would agree.

Page 43

K

Answers will vary. Sample answers:

say: drink some juice, eat an apple, a lovely and sunny day

ask: Do you want ...? Would you like ....?

promise: After lunch we can ..., you can have ...

warn: You had better listen/ drink/ eat.....

1. The mother warned the little boy that he would not be allowed to go and play if he didn't have his fruit juice/ his snack.
2. His father asked him if he would like some orange juice.
3. The father promised to drive them to the beach afterwards if they behaved and listened to their mother.

Page 44

L

Answers will vary.

Page 45

M

1. head
2. ear
3. neck
4. shoulder
5. arm
6. hand
7. nose
8. mouth
9. stomach
10. leg
11. knee
12. feet

N

Answers will vary. Sample answers:

1. She ought to go the dentist.
2. You must not eat anything at the restaurant.
3. You should go to bed now and wake up early to study for the test.
4. You should go to school and confront Fatima.
5. They had better not play football if they have the flu.

Page 46

O

1. I can't play basketball.
2. I can play basketball.
3. I can't skateboard.
4. I can skateboard.
5. I can't ride a bike.
6. I can ride a bike.

5 Express Yourself

Page 47

A

1. extinct
2. immense
3. rhyme
4. routinely
5. currently
6. consecutive
7. solitary
8. acquire

B

Answers will vary. Sample answers:

1. I'm currently taking five classes.
2. I routinely do my homework.
3. Yes, the word *balloon* has two consecutive doubled letters. The word *bookkeeper* has three.
4. In my country, you can find English in books, on TV, on the radio, and on advertising billboards in the city.

Page 48

C

1. who / that
2. which / that
3. who / that
4. which / that
5. which / that
6. which / that
7. who / that
8. who / that

D

	Subject	Object
1. that, which	☑	☐
2. that, which, Ø	☐	☑
3. that, who	☑	☐
4. that, which	☑	☐
5. that, who, whom, Ø	☐	☑
6. that, which, Ø	☐	☑
7. that, who	☑	☐
8. that, who, whom, Ø	☐	☑

Page 49

E

1. The pill that I took made me sick.
2. The soup that I had for lunch was too salty.
3. A bird is an animal that can fly.
4. The man who is wearing a shomag is my father.
5. Where can I find a store that sells clothes?
6. The doctor that I met in the hospital was nice.
7. Aziz bought the book that he wanted.
8. My father who gave me some good advice and support, helped me succeed in my studies.
9. I have a class that begins at 1:00 p.m.
10. A chef is a person who cooks in a restaurant.

F

Answers will vary. Sample answers:

1. An adjective is a word that describes a noun.
2. A television is a machine we use to watch programs.
3. A snake is a reptile that slithers on the ground.
4. Coffee is a drink that wakes you up.
5. A teacher is a person who teaches us.
6. A mother is a woman who has children.
7. Arabic is a language that is spoken in Saudi Arabia.
8. The sun is a star that warms the Earth.

Page 50

G

1. A cell phone is a tool we use to talk to other people.
2. A car has four wheels and helps people to travel from one place to another fast.
3. School is a place that we go to learn.
4. A computer is a machine that people can instruct to do what they want.
5. You can borrow the books that are in the library.

H

1. jam packed
2. elbow our way
3. deal with
4. bite
5. ridiculously
6. munchies

Page 51

I

1. a
2. c
3. c
4. b

Page 52

J

1. A text message is a written message that is sent or received on a cell phone.
2. A cell phone is a mobile phone.
3. A designer is a professional who makes patterns, designs, plans for furniture, equipment, clothing, accessories, computer software, publishing etc.
4. A referee is someone who makes sure that the rules of a sport are followed, or someone who provides information about you when you apply for a job.
5. A cosmetics brand is the name of a company that produces and sells cosmetics.
6. A coincidence is when things happen at the same time, in the same place or to the same people in an unusual way or

by chance.

7. A librarian is a professional who works in a library and is responsible for monitoring books that are borrowed or returned, placing them back where they belong and classifying new books.

K

1. Algeria, Bahrain, Chad, Comoros, Djibouti, Egypt, Eritrea, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Qatar, Kingdom of Saudi Arabia, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, Yemen
2. Yes, there are, regional varieties as well as a high variety [mainly written] and a colloquial variety.
3. Students' own answers.
4. Students' own answers.
5. Students' own answers.
6. Students' own answers.

Page 53

L

Answers will vary. Sample answers:

Person/Job: cook, doctor, firefighter, researcher

Actions: cook, prepare, examine, put out, check, measure

Nouns: pan, stove, hose, water, dish, plate, protective goggles, white coat

1. A firefighter is a person that puts out fires using water or foam.
2. Protective goggles are the goggles that/ which researchers use in the lab to protect their eyes.
3. A doctor is a person who examines patients.
4. A cook is a person who prepares food.

Page 54

M

Answers will vary.

Page 55

N

Students' own answers. Sample answers.

1. Business people from around the world will be able to hold a meeting online and speak in their own language.
2. By 2020, people will not need to learn the lingua franca to communicate internationally.
3. When people travel abroad, they will only need to take their smartphones or wearable glasses.
4. People will no longer need a dictionary to translate words abroad.
5. People are going to stop learning foreign languages and communicate in their own language instead.

Page 56

O

1. terrible 2. airport 3. exotic 4. plants

P

Answers will vary. Sample answers:

1. If my grandparents weren't going to Dubai, I'd be able to go on the trekking holiday.
   I wish my grandparents could speak Arabic.
   If only my grandparents weren't going to Dubai.
2. If only I had more money.
   If I had the cash, I'd buy a new cell phone.
   I wish I had enough money for a new cell phone.
3. If only Ahmed didn't have an English test next Sunday, they'd be able to go on the trip with us.
   If he didn't have an English test, he'd go on the trip with us.
   They wish that Ahmed and Mahmoud could go with them on the trip.

6 Lost and Found

Page 57

A

1. surrender 2. authentic 3. notorious 4. preserve 5. treasure 6. theory 7. attempt 8. invaluable

B

1. invaluable 2. surrender 3. attempt 4. theory 5. revenge 6. notorious 7. treasure 8. preserve

Page 58

C

Answers will vary. Sample answers:

1. where
   School is a place in which we learn.
2. when
   Dusk is the time of day at which the sun sets.
3. where
   My bedroom is the one place in our house that I can be alone in.
4. where
   The restaurant that we had dinner at last night was wonderful.
5. when
   Morning is the time of day in which we wake up.
6. when
   Fall is the time of year that we rake leaves in.
7. where
   Cities are places that many people live and work in.

D

Answers will vary. Sample answers:

1. Summer is the time of year when it's hot. / Summer is the time of year in which it's hot.
2. Childhood is a time in a person's life when it's easy to make friends. / Childhood is a time in a person's life that it's easy

to make friends in.
3. The city where we spent our vacation was crowded. / The city in which we spent our vacation was crowded.
4. Germany is a country in Europe where they speak German. / Germany is a country in Europe that they speak German in.
5. Dinner is the time of day when our whole family gets together to talk. / Dinner is the time of day at which our whole family gets together to talk.

Page 59

E

1. The family whose house we bought moved to Abha.
2. The girl whose cell phone was stolen was disappointed.
3. Ahmed is my cousin whose brother is a pilot.
4. The people whose tickets we bought were crazy to sell them.
5. Gandhi is the person whose work and life are most interesting to me.
6. My mother is the person whose cooking I love the most.
7. Bill is the guy whose father won the prize.

F

Answers will vary. Sample answers:

1. The person ~~whose~~ **who's** giving the next presentation is me!
2. Evening is the time of day **when** we eat dinner ~~at~~.
3. correct
4. The auditorium **where** the Holy Quran Verses were recited was very nice.
5. The girl ~~who's~~ **whose** essay won the contest was very excited.
6. Summer is the time of year ~~where~~ **when** we get vacation.
7. correct
8. Malaysia is ~~where~~ the place **where** I want to go on my next vacation.

Page 60

G

Answers will vary. Sample answers:

1. A resort is a place where we go to relax.
2. Vacation is the time of year when we can relax.
3. The person whose cell phone got lost must be disappointed.
4. The guy whose snowboard I borrowed was home sick today.
5. The game will be held at the football field where they usually practice.
6. When it's not too windy, we go to a beach where we sit in the shade of the palm trees.

H

1. bent out of shape
2. what a shame
3. vanished into thin air
4. down in the dumps
5. eating
6. hit the roof

Page 61

I

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

Page 62

J

1. pottery
2. drove
3. artifacts/ replicas
4. meticulously
5. assembled
6. funerary art
7. commissioned
8. finding

K

1. They employed the person whose father was a famous author.
2. They visited the site where the excavation took place.
3. Do you remember the time when they told us that we would be in the same class?
4. She would never badmouth someone who had helped her in the past.
5. The book which was reprinted had been sold out.

Page 63

L

Sample answer: Answer will vary.

When: in the morning, in the evening, in the afternoon, when we need to do some shopping/ we want to buy something

In /on which: the mall, the floor, the elevator, the space, the people, the city, domed roof

Where: shopping mall, shops, first floor, the elevator, the lounge

1. On weekends, they go to the mall where they can hang out with their friends, have something to eat and do some shopping.
2. The mall where we shop has an impressive domed roof and a beautiful marble floor.
3. When we got out of the elevator, we ran into some friends that we hadn't seen for a long time.

Page 64

M

Answer will vary.

Page 65

N

1. lose
2. miss
3. lost
4. remember
5. find
6. missed
7. forget

O

Answers will vary. Possible answers.

1. If he hadn't overslept, he wouldn't have missed the bus.
2. If she hadn't forgotten her umbrella, she wouldn't have gotten wet.
3. If they hadn't forgotten the camera, they would have been able to take pictures of the animals.

Page 66

P

1. art museums
2. famous
paintings
3. piece of art
4. artist
5. breathtaking

EXPANSION Units 4-6

Page 67

A

1. g
2. h
3. j
4. k
5. c
6. b
7. i
8. l
9. a
10. f
11. d
12. e

B

Answers will vary. Sample answers:

1. I am currently taking English, calculus, and chemistry.
2. Shopping malls downtown and the cafeteria at lunchtime are often jam packed.
3. My favorite fictitious character is Robinson Crusoe / Harry Potter.
4. We used to only have phones at home, and now we all have cell phones.
5. I would only if it was something very important.
6. I think my worst flaw is gossiping.

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C

1. They said they found your sweater. It had been in the locker room.
2. Amina asked if they were coming to visit them.
3. Her mother told her not to say anything unless she had something nice to say.
4. Ahmed said that more people speak English in China than in the U.S.
5. The teacher told me to close the door.
6. Asma said that Fatima had been speaking Arabic during English class.
7. He asked whether any of us had seen his cell phone.
8. They said Fahd was eating dinner at the cafeteria right now.

D

1. when / Ø / in which
2. whose
3. who / whom / that / Ø
4. who / that
5. that / which / Ø
6. who / that
7. where / in which
8. that / which

Page 69

E

1. The man that Adel sat next to at the meeting is new to our club.
2. Abdullah has a friend who lives in Dubai.
3. A rest area is a place where you can get gasoline.
4. Layla is my sister who just got married.
5. Spring is the season when all of the flowers bloom.
6. The place where I used to go camping was very beautiful.
7. The rug that I bought last week got ruined.
8. The man who my brother is working with is difficult.

F

Answers will vary. Sample answers:

1. Qassim has an e-book reader that ~~it~~ can hold 500 books.
2. Peter said that he ~~is~~ **was** sleeping when I called him last night.
3. A trashcan is something ~~who~~ (**that**) you put your garbage in.
4. My mother asked whether I ~~eat~~ **had eaten** breakfast.
5. The Atlantic is the ocean in ~~where~~ which many species of whale live.
6. Jay said he **has** ~~was~~ been writing a new book.
7. The person ~~whose~~ **who** I talked to was a professor.
8. Tuesday is the day when ~~that~~ I study the longest.

Page 70

G

4. b
6. c. conclusion/ closing paragraph
2. b
5. b
3. b
1. a. introduction

Last 3 questions on changes to the text: Answers will vary.

Page 71

H

Sample answer: Answer will vary.

mass: sand, sand dunes, water
peculiar: in the middle of the desert, unexpected, opposite, figment of one's imagination
awe: incredible, difficult to believe, unbelievable, needs to be seen, oasis, illusion, mirage
confounded: at a loss, amazed, not sure how to deal with, not know how to manage/ cope with, afraid

1. The jade green oasis in the middle of masses of sand was awe inspiring.
2. It was so unexpectedly green and cool-looking that I thought it was an illusion/ a mirage.
3. The sight of trees and shady spots by the water were so incredibly comforting, I was afraid to get close in case they turned out to be a figment of my imagination.

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I

Answers will vary.

Grammar and Vocabulary Review

Exercise 1

Complete each sentence with a modal in the past.

1. It was really silly of them to leave the car and walk for two hours to get to the village. They *could have/ should have* called us.
2. He said he had a lot of work to do. He _____ gone to the office.
3. Your assignment is really good. You _____ worked very hard researching and writing it.
4. He _____ the race, if his car hadn't broken down.
5. They were at the airport when the President arrived, they _____ seen the whole ceremony.
6. She said she had run out of food supplies. She _____ gone to the supermarket to do some shopping earlier.
7. I am certain that the accident _____ avoided. There was plenty of space for both cars to maneuver and avoid the collision.
8. If the plane had been checked thoroughly, the accident _____ happened.
9. It's a pity it took you so long to get here. We _____ to the beach if you'd arrived a bit earlier.
10. He _____ regretted giving his car away, now that he has moved to the country.

Exercise 2

Rewrite each sentence as a passive sentence.

1. The surgeon was supposed to have completed the operation by now, but he's still in the operating room.
   The operation was supposed to have been completed by now, but the surgeon is still in the operating room.
2. The teacher may have collected the tests and locked them up.
   _____
3. The airline must have used a bus to transfer the passengers to the plane.
   _____
4. The company could have released all the product information a lot sooner.
   _____
5. They might have broken into the bank through a bank window.
   _____
6. Volunteers might have planted all the new trees to contribute to reforestation.
   _____
7. They had not withdrawn any other product from the market so urgently.
   _____
8. I don't know where Richard is. They were supposed to transfer him to another country in Europe.
   _____
9. I am sorry they decided to sell the house at such a low price. They could have sold it at a much better rate.
   _____
10. The police could have towed the car away. They had parked it in the center of the city.
   _____

Exercise 3

Read the sentences and circle the right option.

1. The manufacturing plant ***endured*** / ***encouraged*** two years of low productivity, and a year of materials shortage before recovering.
2. My files have been ***tampered*** / ***tricked*** with. I am having trouble opening them.
3. He invested all his savings in his new business, but unfortunately it turned out to be a total ***flop*** / ***flap*** and he lost everything.
4. Adel was obsessed with his new smartphone at the start, but when the ***novel*** / ***novelty*** wore off, he just threw it in a drawer along with other gadgets.
5. Susan was ***outright*** / ***outraged*** when she found out that her sister had borrowed her laptop and damaged the keyboard with orange juice.
6. They used up their entire advertising budget to ***boot*** / ***boost*** sales.
7. You would do well to call and remind her to check all the doors and windows before she leaves; she is usually ***absent*** / ***absent-minded*** and doesn't always register what she is told.
8. Their storeroom is cluttered with ***discarded*** / ***disappointed*** objects that they have gotten tired of but are in perfect working order.

Exercise 4

Match the words to form collocations. Tick the items that can be combined.

	documents	proposal	sales	decision	idea	hardship	item	person
absent-minded								✓
boost								
discarded								
endure								
regret								
tamper with								
interesting								
reject								

Choose some of the items and write sentences.

_____

_____

_____

Exercise 5

Answer the questions.

1. Have you made a mistake that you have regretted recently? What was it exactly? Why did you regret it?

   _____

2. People often say that one should learn from one's mistakes. Do you think you learn from your mistakes? Provide an example.

   _____

Grammar and Vocabulary Review

Exercise 1

Fill in the blanks with ***such a/an, so, so much/many, so little***, or ***so few***.

My neighbor, Mr. Baker, was (**1**) ___*such a*___ careless driver that he claimed he always kept some cash in his pocket to pay drivers whose cars he dented! He used to say that most doctors were (**2**) _____ bad at driving that experienced drivers got out of their way if they saw the special sticker on the windshield.

I thought he had been joking until I witnessed one of his crashes. I saw him pulling out of his driveway, on his way to a patient's house. There was (**3**) _____ traffic that nothing was likely to go wrong. I was (**4**) _____ mistaken!

He was about to drive through an intersection and did not notice the sign, so he assumed he had the right of way and drove straight on without stopping. The crash was (**5**) _____ unexpected as he collided with another moving vehicle and was nearly thrown out of his seat; good thing he had a seat belt on. Naturally, it was (**6**) _____ shock for the other driver that he sat frozen in his car for a minute and then got out, furious at Mr. Baker and the damage he had caused.

Mr. Baker collected himself, dug his hand in his pocket, and walked out of the car toward the man. I was terrified that they would come to blows, and then I saw Mr. Baker passing a wad of bills to the astonished man and shaking his hand. I don't think the man had expected to get (**7**) _____ bonus. There was enough there to have his car fixed ten times over and then some.

Exercise 2

Match the two parts and write sentences with ***so…that*** or ***such…that***.

1.	It was a hot summer day.	**a.**	The hospital staff had to work overtime through the night.
2.	There were many applicants.	**b.**	It's a pity to cut them.
3.	All the flights are fully booked.	**c.**	It was not enough for even one cup of coffee.
4.	The news was shocking.	**d.**	We had to buy it.
5.	There were many people waiting to be examined.	**e.**	It took more than a month to interview everyone.
6.	There are very few flowers in the garden.	**f.**	There are no seats available for the next two months.
7.	There was very little milk in the bottle.	**g.**	We had to have the air conditioning on full blast.
8.	It was a very unusual design.	**h.**	It took us at least fifteen minutes for it to register.

1. *It was such a hot summer day that we had to have the air conditioning on full blast.*
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Exercise 3

Complete the sentences with your own ideas. Use participle clauses.

1. I usually have a rest after *tidying my room.* _____
2. They returned the book before _____.
3. He has learned quite a lot since _____.
4. We've spent less time watching TV since _____.
5. I promise to call before _____.
6. She never used to visit us before _____.
7. They had a serious accident while _____.
8. I found my old cell phone while _____.

Exercise 4

Fill in the blanks with the appropriate word. Make changes to the form of the word when necessary.

detect disorient exhilarate hallucinate intact reception
startle haggard delight astound

1. He claims that gold is not _____ in minute quantities.
2. It takes me some time to get my bearings after a long flight; flying for 14 hours makes me feel _____.
3. Riding in the desert can give one an _____ feeling.
4. Exhaustion can cause one to _____ and imagine things that are not real due to a chemical imbalance in his system.
5. I found my bag a day later. All my things were _____, and a note was attached to it with the name and the telephone number of the person who had found it.
6. We got such a warm and welcoming _____ upon arriving at the village that we did not have the heart to leave and book a room in a modern hotel that was 5 kilometers down the road.
7. Having worked endlessly at the laboratory, he made a _____ discovery that challenged what was previously claimed about such substances.
8. Having spent nearly a year living in a cave, he looked _____ and a lot older than his real age when he was located by the rescuers.
9. We were _____ to hear that Jake had gotten his degree and was on his way to the Galapagos Islands to join a team of researchers.
10. We were _____ to hear that Bart had been dismissed. We had no idea there had been serious problems with his work at the factory.

Exercise 5

Complete the sentences with your own ideas. Use participle clauses.

1. Have you ever had a coincidence that caused you to change your mind about something or someone? What was it?

   _____

2. Can a coincidence have a life-changing impact on somebody? What kind of coincidence would it be, in your view? Give an example.

   _____

Grammar and Vocabulary Review

Exercise 1

Combine the two parts and write a sentence using a noun clause.

1. It will all work out for the best. Don't you believe that?
   Don't you believe that it will all work out for the best?
2. They passed with flying colors. Aren't you amazed?
   _____
3. He didn't bring what he had promised. We were disappointed.
   _____
4. She thinks she's going to fail the test. She is worried.
   _____
5. School is out for the summer. I am happy about that.
   _____
6. We're not going to get to the meeting on time. I'm afraid about it.
   _____
7. Have you decorated the flat on your own? I'm amazed.
   _____
8. Car registration procedures have changed. He doesn't seem to be aware of it.
   _____

Exercise 2

Complete the sentences with noun clauses as subjects. Use the words in the box. More than one answer is possible in some cases.

fact possible unlikely surprising funny obvious strange likely

1. ___It is funny___ that he drove all the way to Tim's house, while Tim was on the way to his.
2. _____ that my parents will want to buy me a car soon, so I can drive my sisters to school.
3. Isn't _____ that so many people go away on vacation when they supposedly do not have the money for it?
4. _____ that fast food chains are reducing their prices in order to attract more customers.
5. _____ that anyone who decides to pursue postgraduate studies needs to know at least one more language, preferably English.
6. _____ that he left a message saying he'd be back in an hour this morning, and it's late evening but he still hasn't come back.
7. I wouldn't worry if I were you. _____ that he decided to leave for the weekend a bit earlier because he'd had such a busy week.
8. _____ that we are going to move to another country before my brothers finish school. Our father doesn't want them to go through the difficulty of losing all their friends and having to adjust to a new environment at this point in their lives.

Exercise 3

Complete the sentences with your own ideas. Use noun clauses.

1. I realized that my friend had been lying to me all along in order to protect me.
2. They complain _____.
3. I eventually decided _____.
4. After a while he discovered _____.
5. I often dream _____.
6. Don't you feel _____.
7. I don't think they expected to find out _____.
8. The police suspect _____.

Exercise 4

Fill in the blanks with the appropriate word.

elements genuine extracted traced synthetic appealing

There are so many toxic (**1**) _____ in cheap cosmetics that buyers should always check to make sure that they are buying the (**2**) _____ article. Organic cosmetics are usually made with substances that are (**3**) _____ from plants and can be (**4**) _____ back to ancient times. Most cosmetics nowadays are (**5**) _____. Some of the colors and materials used are not very (**6**) _____ as they look completely artificial.

Exercise 5

Match the words to form collocations. Tick the items that can be combined.

	beauty	weight	material	standards	odor	popularity	face	feeling
ideal		✓						
high								
instinctive								
symmetrical								
widespread								
synthetic								
give off								
natural								

Choose some of the items and write sentences.

Ideal weight is usually calculated according to someone's height and fat content.

_____

_____

_____

_____

_____

Grammar and Vocabulary Review

Exercise 1

Change the sentences with quoted speech to reported speech.

1. Andy said, "I'm not sure I'll go to school tomorrow."
   Andy said that he wasn't sure he would go to school tomorrow/the next day.
2. We said, "We don't want to go on a three-day school trip this spring."
   _____
3. She said, "My brother is going to have a graduation dinner next month."
   _____
4. My friend promised, "I'll call you this evening as soon as I get back."
   _____
5. Brad asked Imad, "Have you ever been to Qatar at this time of year?"
   _____
6. The teacher asked, "How many of you managed to complete the assignment?"
   _____
7. My father promised, "We'll take a vacation in Malaysia this year."
   _____
8. He asked, "Did you return the DVD you had borrowed from Richard?"
   _____

Exercise 2

Change reported speech to sentences that quote the speaker's exact words.

1. They said they had never had such a wonderful meal before.
   They said, "We've never had such a wonderful meal before."
2. She asked if she could wait for her sister to come out of class.
   _____
3. He asked his father if he could borrow his car for the day.
   _____
4. She promised that she would let them know if there was any news.
   _____
5. Mark told Rob to mind his own business and not interfere with other people's affairs.
   _____
6. My brother said that he would try to pick us up in the morning and drive us to the train station.
   _____
7. They asked us to help them with their project over the weekend.
   _____
8. They said they might fly to Beirut and rent a car to drive to the mountains.
   _____

Exercise 3

Change the sentences with quoted speech to reported speech.

1. She asked Anne, "Are you planning to go away this summer?"
   She asked Anne if she was planning to go away this/that summer.
2. They asked the teacher, "Are we going to have a test soon?"
   _____
3. He asked Tom, "Did you look up the information on the Internet?"
   _____
4. They asked us, "Do you know how we can get to the mall from here?"
   _____
5. The store assistant asked the customer, "Would you like us to gift wrap the watch?"
   _____
6. The teacher asked the students, "Have you all done your homework for today?"
   _____
7. I asked my parents, "Can I invite a friend over for dinner tomorrow?"
   _____
8. The reporter asked the chef, "Do you always use fresh herbs in your dishes?"
   _____

Exercise 4

Complete each sentence with the right word from the list. Make changes to the form of the word when necessary.

divulge superior confidential brilliant derogatory praise immune malicious

1. __Malicious__ comments are meant to cause harm and destroy one's reputation.
2. A _____ comment, on the other hand, shows total lack of respect and can damage one's image.
3. Many people act _____ to conceal their own weaknesses.
4. If this is _____ information, you'd better not tell anyone about it, not even your best friend.
5. Most companies refuse to _____ personal details about employees.
6. I have been targeted so many times, that I have become _____ to rumors and malicious comments.
7. _____ learners for their performance can motivate them to carry on with greater confidence.
8. He is a _____ speaker; I never miss any of his lectures.

Exercise 5

Answer the questions.

1. Do you trust your friends? Would you share a secret with them? Why? Why not?
   _____
2. Have you ever been the subject of gossip? How did you feel?
   _____
3. Do you gossip with your friends? Do you mostly talk about people you like or dislike? Why?
   _____

Grammar and Vocabulary Review

Exercise 1

Combine each pair of sentences into one. Use an adjective clause and relative pronoun.

1. I recognized the man. He crashed into my father's car.

I recognized the man who crashed into my father's car.

2. She bought the bag. We had seen it in the new leather goods store.

_____

3. Where can I find the store? It sells computer parts and accessories.

_____

4. We need to write an essay. The essay compares two different viewpoints and the arguments that support them.

_____

5. The man was curious. He bought the last copy of the newspaper.

_____

6. This is the school. My whole family has graduated from here.

_____

7. Did you like the book? I had lent it to you last month.

_____

8. My friend sent me an email. It was really confusing.

_____

Exercise 2

Fill in the blanks with the appropriate words.

neutral noble limitations advances adaptability absorb exceptions evolve convey

Languages (**1**) ___*evolve*___ to meet the demands of a developing society and its (**2**) _____ in different fields. Natural languages tend to (**3**) _____ different influences and borrow words from other languages. Man-made languages, like Esperanto, tend to remain unchanged and (**4**) _____. Creating a language which can be spoken by people of different nationalities, regardless of origin, is a (**5**) _____ undertaking. However, one of the reasons such languages have not become as popular as initially planned happens to be the fact that they are not context-bound.

Learners of languages feel that (**6**) _____ to rules make the task even more demanding. Upon reflection, we will have to accept the fact that exceptions are proof of the fact that languages are flexible and demonstrate the characteristics of any organic system, namely (**7**) _____ to circumstances. Languages are not perfect and demonstrate a range of (**8**) _____ when it comes to expressing feelings, intentions, nuances, etc. There are ways we can express all that, but not necessarily (**9**) _____ exactly what we want in its totality.

Exercise 3

Delete the relative pronouns that can be omitted in the sentences.

1. That's not the car ~~that~~ my father had ordered.
2. Have you spoken to anyone who has been to China?
3. I never received the email that you told me you'd sent.
4. Who's the man that won the award?
5. That's not the award that we were hoping to win.
6. The game that you gave me is not very interesting.
7. Does he have another option that he can consider?
8. Keith is a person whom others can trust.
9. The students who attend classes regularly know most of the answers.
10. Those are not the answers which we are supposed to give.

Exercise 4

Complete each sentence with an adjective clause. Use your own ideas.

1. I don't like *books which have too many characters.*
2. I sometimes forget _____.
3. I have a laptop _____.
4. He often sees _____.
5. She never eats _____.
6. I usually do my shopping _____.
7. I enjoy meeting people _____.
8. Science is a field _____.

Exercise 5

Answer the questions.

1. Why do you think there is often misunderstanding between friends or colleagues that speak the same language?

   _____
   _____
   _____

2. Why do we sometimes choose our words carefully? What does this imply?

   _____
   _____
   _____

3. Do you use different language (in terms of style, vocabulary, etc.) when you communicate with different people? Why? Why not?

   _____
   _____
   _____

Grammar and Vocabulary Review

Exercise 1

Match the parts and write sentences using ***where*** or ***when*** or their alternatives.

1.	Can you tell me a place?	**a.**	There are very few people in the street.
2.	There are many websites.	**b.**	A lot of inventions were put into practice.
3.	They moved to a new suburb.	**c.**	I can buy ink for my printer.
4.	Early morning is the time.	**d.**	The family spends time talking to each other, watching television, or playing games.
5.	The 20th century was the time.	**e.**	People can eat traditional food.
6.	I spotted many small restaurants.	**f.**	You can find information about authors.
7.	Early afternoon is the time of day.	**g.**	People live in houses not apartment buildings.
8.	The living room is the place.	**h.**	Most people feel drowsy in the heat.

1. *Can you tell me a place where I can buy ink for my printer?*
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Exercise 2

Use ***where*** or ***when*** and complete the sentences with your own ideas.

1. I was born in a large city *where most people lived in large apartment buildings.*
2. The year I went to school was _____.
3. Our home is in an area _____.
4. I remember the day _____.
5. I didn't like the area _____.
6. I remember a time _____.

Exercise 3

Complete the sentences with your own ideas.

1. The man whose son _____
2. Tina is the girl whose _____
3. Saeed is the boy whose _____
4. These are the students whose _____
5. I have an uncle whose _____

Exercise 4

Circle ***who's*** or ***whose***.

1. The teacher ***who's / whose*** glasses you found, is in the library trying to find some books.
2. The teacher ***who's / whose*** in the library helps students find the books they need.
3. My brother is the one ***who's / whose*** bought all the new video games.
4. ***Who's / Whose*** been to the new mall near the school?
5. ***Who's / Whose*** car is parked in front of our gate? We can't get out.
6. The student, ***who's / whose*** assignment is posted on the board, will probably win the literature award this year.
7. The family, ***who's / whose*** house was damaged by the earthquake, has moved in with relatives temporarily.
8. The tall man ***who's / whose*** standing by the door is my uncle from Cairo.

Exercise 5

Answer the questions.

1. Someone left a briefcase with important documents in a taxi. What do you think he did when he realized? Who did he call? Where did he go? Do you think he recovered his briefcase? Why? Why not?

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2. What do you think the taxi driver did when he found the briefcase?

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3. Make a list of things that you think are very difficult or even impossible to find if left behind or lost. Give reasons.

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4. What would you do if you found one of the items on your list?

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5. Have you or someone you know ever lost something important that was later found and returned? What did you or the person you know do to show appreciation?

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