SUPER

GOAL 5

TEACHER'S GUIDE

MANUEL DOS SANTOS

Mc Graw Hill

SuperGoal 5 Teacher's Guide

Published by McGraw-Hill Education, 2 Penn Plaza, New York, NY 10121. Copyright © 2017 by McGraw-Hill Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw-Hill Education, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

ISBN: 9781447091035

Publisher: Jorge Rodríguez Hernández
Editorial director: Anita Raducanu
Development editors: Kasia McNabb, Ana Laura Martínez Vázquez, Janet Battiste
Art direction: Heloisa Yara Tiburtius
Teacher's Guide Writing: Samuela Eckstut
Interior design and production: Page2, LLC
Cover design: Page2, LLC
Photo coordinator: Kevin Sharpe

Photo Credits: The Photo Credits section for this book on page 83 and is considered an extension of the copyright page.

Exclusive rights by McGraw-Hill Education for manufacture and export. This book cannot be re-exported from the country to which it is sold by McGraw-Hill Education. This Regional Edition is not available outside Europe, the Middle East and Africa.

www.mheducation.com

Contents

		Scope and Sequence	iv
		Introduction	vi
Unit	1	Lifestyles	2
Unit	2	Life Stories	12
Unit	3	When Are You Traveling?	22
		EXPANSION Units 1–3	32
Unit	4	What Do I Need to Buy?	38
Unit	5	Since When?	48
Unit	6	Do You Know Where It Is?	58
		EXPANSION Units 4–6	68
		Vocabulary	74
		Writing Checklists	78
		Irregular Verbs	82
		Photo Credits	83
		Key to Phonetic Symbols	84
		Photocopiable Activities Answer Key	85
		Workbook Answer Key	88
		Photocopiable Activities	96
		Audio Track List	102

Scope and Sequence

	Unit Title	Functions	Grammar
1	Lifestyles **Pages 2–11**	Talk about lifestyles Talk about habits and routines Talk about frequency of actions	Simple present tense Adverbs/Expressions of frequency Questions with *how often/how much/ how long* *All/ both/neither/none*
2	Life Stories **Pages 12–21**	Talk about past actions Relate past events in your life Report what people said	Simple past tense *Be + born* Expressions with the passive *Used to* Time expressions for the past
3	When Are You Traveling? **Pages 22–31**	Talk about air travel Talk about ongoing actions Talk about plans and future actions	Present progressive Future with *going to* and *will* Infinitives of purpose Time clauses: *after, as soon as, before,* etc. Prepositions of movement
	EXPANSION Units 1–3 **Pages 32–37**	**Language Review** **Writing:** Write a report about an endangered species **Reading:** Water for Life	
4	What Do I Need to Buy? **Pages 38–47**	Talk about foods, buying foods, and planning meals Describe quantities Put events in sequence Give and follow directions	Expressions of quantity: *a few, a little, a lot of, much, many, enough* Pronouns: *something, anything, nothing* Sequence words: *first, then, after that, finally* Reflexive pronouns Conjunctions*: because, so*
5	Since When? **Pages 48–57**	Talk about inventions Express actions that have happened recently Express actions that began in the past and continue into the present	Present perfect tense versus simple past Present perfect with *for* and *since* Questions with *how long* Passive—simple present, present perfect, simple past
6	Do You Know Where It Is? **Pages 58–67**	Talk about quality of life Describe features of places Make comparisons Ask for information	Comparative and superlative forms of adjectives Comparisons with *as . . . as* Indirect questions Definite article: *the*
	EXPANSION Units 4–6 **Pages 68–73**	**Language Review** **Reading:** Adventure Trips **Writing:** Write a brochure for an adventure trip	

Listening	Pronunciation	Reading	Writing
Listen for specific details in a lifestyle description	Reduction of *do you*	Cell Phone Obsession: Negative or Positive?	Write a report about a common habit or pastime among young people in your country Do a group survey on common habits and pastimes (Project)
Listen to a biography and put events in chronological order	*used to*	The King of Saudi Arabia	Write your life story Write a biography of a famous person (Project)
Listen for specific information in a conversation between travelers	Words ending in *-ing*	Study Arabic in Saudi Arabia	Write an email to a friend about studying in another country Write a study program for foreign students in your country (Project)
	Project: Prepare a campaign to save water **Chant Along:** What Have They Done to You? **Project:** Research an environmental organization		
Listen for specific information in a conversation in a supermarket	The *sh*, *ch*, and *j* sounds	Foods from the Americas	Write your favorite recipe Write about a meal with foods from different countries (Project)
Listen for specific information in a conversation	Contractions of *have*	A History of Special Effects	Write about your most important possessions and how long you've had them Write about the most important invention of the last century (Project)
Listen for specific details in a news story about garbage and recycling	Intonation of direct and indirect questions	The Bride of the Red Sea	Write about the assets and future aims of your city or neighborhood Write about a town or city in your country or the world (Project)
	Chant Along: I've Missed You! **Project:** Survey classmates about long-distance communication		

Philosophy of the Program

SuperGoal 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, ***SuperGoal*** is easy and enjoyable to teach and to learn from.

The goal of ***SuperGoal*** 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 ***SuperGoal*** 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. ***SuperGoal*** also puts an emphasis on grammar, particularly using grammar in communicative activities.

SuperGoal 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 ***SuperGoal*** has the following components:

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

SuperGoal 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

- 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
- Key to Phonetic Symbols
- Answers to the Workbook activities
- Audio Program Track List
- Photocopiable Activities

Workbook

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

Activities in the Workbook focus on reinforcement of vocabulary and grammar. Some units also include a reading. 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
- Chant Along

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

Testing Program

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

IWB Software & ActiveBook

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

Learning Center

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

Student Book Units

Each unit follows a regular pattern:

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

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 ***SuperGoal*** 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, notes, letters, reports, narratives, essays, and more. 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.

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.

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.

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. 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, 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 near 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 ***SuperGoal*** 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 ***SuperGoal*** 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 ***SuperGoal*** 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.

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.

Form, Meaning and Function

The ***SuperGoal*** 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.

Chants

Using chants in the classroom will enrich learning in an entertaining way, motivate students, and generate enthusiasm. 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 ***SuperGoal*** 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.

SuperGoal 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

SuperGoal 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 ***SuperGoal*** 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 ***SuperGoal*** 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

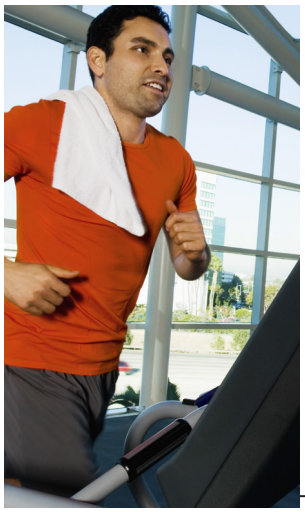
- The Self Reflection page of the course fully acknowledges and supports ongoing , informal assessment in a truly learner-centered way. It allows and trains learners to think back on the topics, tasks and language presented and practiced in the unit, step by step in a systematic and consistent manner, 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.

1 Listen and Discuss

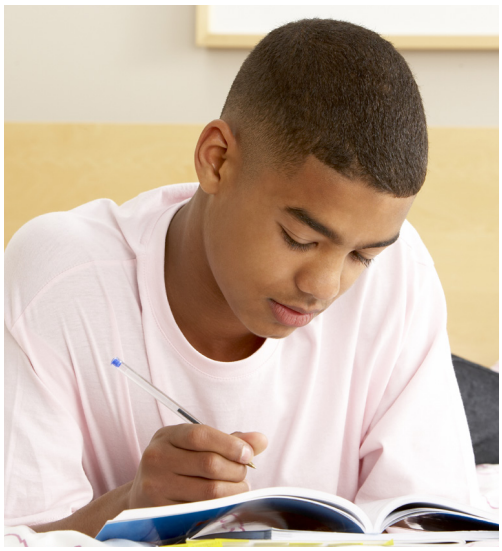
What activities do you do every day? Twice a day?

Check Your Lifestyle

Which of the people are you most like? Why?



Arthur is really into fitness. He works out at the gym regularly. He runs frequently, and he plays tennis twice a week. From time to time, Arthur goes rock climbing.



Refaa is a health food fanatic. She normally eats vegetarian meals. She hardly ever eats meat. She never drinks coffee, but she loves herbal tea. Sometimes she drinks six cups a day.

John hates any type of physical exercise. He enjoys challenging puzzles like sudoku. He spends most of his free time playing video games or solving puzzles in magazines.

Josh is an Internet addict. He seldom spends less than three hours a day on the computer. While he's chatting online, he often checks his cell phone for text messages.

Unit Goals

Vocabulary
Routine activities
Technology in everyday life

Functions
Talk about lifestyles
Talk about habits and routines
Talk about frequency of actions

Grammar
Simple Present Tense: Habitual Activities
Adverbs/Expressions of Frequency
Questions with *How Often/How Much/How Long*
All/Both/Neither/None

Listening
Listen for specific details in a lifestyle description

Pronunciation
Reduction of *do you*

Reading
Cell Phone Obsession: Negative or Positive?

Writing
Write a report about a common habit or pastime among young people in your country

Project
Do a group survey on common habits and pastimes

Warm Up

Tell students the number of hours you spend every week, day, or evening doing certain activities. For example: ***I teach English twenty hours a week. I exercise three hours a week. I watch TV about one hour a day. I sleep about seven hours a night.*** Then ask students first if they do certain activities, and then how many hours they spend on the activities. For example, ask: ***Do you exercise?*** Elicit a short answer. If the answer is affirmative, ask: ***How many hours a week do you exercise?***

1 Listen and Discuss

- Have students open their books to page 2. Tell students to look at the pictures and discuss what they see. Ask the following questions:

  Where is the man in the first picture? (gym)
  What is he doing? (running, working out)
  What is he doing in the next picture? (rock climbing)
  What is in the third picture? (salad)
  What is in the next picture? (herbal tea)
  Are these healthy foods? (yes) ***What kind of diet does this person have?*** (healthy)
  Is the teen on the couch exercising? (no)
  What's he doing? (reading and writing)
  What is the teen at the bottom of the page doing? (something on his computer) ***How much time every day do you think he spends on the computer?***
  Is the woman in the picture on page 3 shopping? (yes)
  How often do you think she goes to the mall?
  Where is the man in the last picture? (at work) ***How much time do you think he spends at the office every day?***

- **CD1, T2** Play the audio. Have students listen as they read along.
- Answer any questions students may have about vocabulary or content.
- Check students' comprehension by naming each of the people in the pictures and having students say something about each person's lifestyle. Alternatively, you might say a descriptive sentence about one of the people and have students say who you are describing. For example, say: ***He likes to chat online.*** (Josh)
- Direct students' attention to the survey. Give students a minute or two to answer the questions. Then have them ask and answer the questions in pairs.

Quick Check

A

- Write the word ***Frequency*** on the board. Ask: ***Does frequency mean* How often *or* How much?** (how often) Have a student read aloud the third sentence about Arthur. Ask: ***Which word is about frequency?*** (frequently) ***Which expression is about frequency?*** (twice a week)
- Have students underline the other frequency words and expressions and then check answers in pairs.
- Write the following frame on the board:

(frequency adverbs)	(expressions of frequency)

I _____ go to the mall _____.

A **B**

- Have students call out the answers. Write them in the correct blank in the sentence on the board. (**A:** frequently, normally, never, hardly ever, sometimes, regularly, seldom, often, always, rarely; **B:** twice a week, from time to time)
- Elicit the rules for the position of frequency adverbs (before the verb) and expressions of frequency (at the end of the sentence).

Answers

regularly, frequently, twice a week, from time to time, normally, hardly ever, never, sometimes, seldom, often, always, rarely

B

- Have students name the people in the pictures.
- Have a volunteer read aloud the first question. Elicit the answer. Have students complete the task individually and then check answers in pairs.

Answers

1. Arthur goes rock climbing from time to time.
2. John never exercises.
3. Refaa hardly ever eats meat.
4. Josh seldom spends less than three hours a day on the computer.
5. Noura spends a lot of money.
6. Martin rarely takes a vacation.

2 Pair Work

A

CD1, T3 Play the audio of the sample conversations. Students listen and repeat.

- Point out that after the verb *spend* it is necessary to use a verb + *-ing* (shopping) or preposition + noun (on the Internet).
- Model the task by role-playing the conversation with a student. Ask the question, saying the name of the person in the article. For example: ***How often do you eat meat, Refaa?***
- In pairs, have students ask and answer questions, role-playing the people in the article.

B

- Have students ask each other questions about the activities in the article. For example: *How often do you work out?* Students should answer truthfully about themselves. Then have students report about their partners to the class.

Workbook

Assign page 89 for practice with the vocabulary of the unit.

Teaching Tip

At the beginning of each unit, it is a good idea to review the objectives of the unit briefly with students. This way, they will have a better understanding of what they are expected to learn and how the different activities work together towards a certain goal.

Additional Activity

Give students a few minutes to write other comprehension questions about the people in the pictures. For example: *How often does Arthur play tennis? What does John hate? Why does Refaa hardly ever eat meat?* Then have them ask and answer the questions in groups. After the groups have practiced the questions, play a game. Teams ask the questions of other teams. If a team answers with incorrect information, it is out of the game. The team with the most correct responses wins.

fun facts

- Some people are addicted to shopping. This can lead to big trouble with overspending and cause someone to be in debt.
- According to some studies, 1 in 20 people overspends. It is very easy to shop too much if you shop online or live in an area with many retail stores nearby.

Noura loves shopping. When she walks into a department store or a mall, she always buys something. She spends a lot of money. But she says shopping makes her happy.

Martin works very hard. He always takes work home from the office, and he rarely takes a vacation. He's really devoted to his job.

Your Profile

Answer the questions about your habits and routines.

How many hours a day do you watch TV? _____

How long do you talk on the phone a day? _____

How much money do you spend a week? _____

How much time do you spend on the Internet? _____

How often do you exercise? _____

How often do you go shopping? _____

How many hours a day do you sleep? _____

What two activities do you do very often? _____

What two activities do you hardly ever do? _____

What activities do you think you overdo? _____

Now compare your answers with a partner.

Quick Check ☑

A. Vocabulary. Underline words and expressions on pages 2 and 3 that tell about frequency (how often).

B. Comprehension. Answer the questions about the people.

1. How often does Arthur go rock climbing?
2. How frequently does John exercise?
3. How often does Refaa eat meat?
4. How long does Josh spend on the Internet?
5. How much money does Noura usually spend?
6. How often does Martin go on vacation?

2 Pair Work

A. Ask and **answer**. Role-play the people in the article.

So, Martin, how often do you watch TV?

I seldom watch TV. I have no time.

Tell me, Noura, how much time do you spend shopping?

A lot of time. I shop every weekend.

B. Ask and **answer** with your information.

3 Grammar

Simple Present Tense: Habitual Activities

Do / **Does**	you / he/she	usually **drink** coffee?	I rarely **drink** coffee. He/She **drinks** coffee now and then.

Adverbs/Expressions of Frequency

100% of the time	always, all the time
50%–99%	usually, generally, normally, frequently, often, regularly
20%–49%	sometimes, occasionally, from time to time
1%–19%	once in a while, now and then, hardly ever, seldom, rarely
0%	never

I **rarely** eat junk food. I'm **usually** a salad-and-fruit person.
But I'll eat a piece of pizza **once in a while**.

- Adverbs of frequency usually come before the verb.
- However, they come after the verb *be*.
- Expressions such as *all the time, now and then, once in a while, twice a week, once a month, every two months* usually come at the end of the sentence.
- Some adverbs and expressions can come at the beginning of the sentence.

Sometimes Hameed works late. **From time to time,** he brings work to do at home.

Questions with *How Often/How Much/How Long*

Q: How often do you use your cell phone?
A: I use it 20 times a day.

Q: How much time do you spend in the shower?
A: I spend about 5 minutes.

Q: How long do you spend on your homework?
A: I spend about 2 hours every night.

A. Rewrite the sentences in the opposite. Use the words in parentheses.

Jamal frequently exercises. (seldom) *Jamal seldom exercises.*

1. Ibrahim constantly talks on the phone. (rarely) _____
2. My brother occasionally checks his email. (often) _____
3. I sometimes surf on the Internet. (once in a while) _____
4. Qassim always arrives at work on time. (hardly ever) _____
5. Maha usually drinks tea instead of coffee. (from time to time) _____

B. Now ask questions about the people in exercise **A**.

How often *does Jamal exercise* ?

1. How often _____ ?
2. How often _____ ?
3. How often _____ ?
4. How often _____ ?
5. How often _____ ?

3 Grammar

Simple Present Tense: Habitual Activities

- Have volunteers read aloud the questions and answers. Explain that we use the simple present to talk about habits—things that people do often or regularly.
- Review with students the rules for adding -s to the verb in the simple present and for asking *yes/no* questions with *do* and *does*.
- Do a quick chain drill to practice first person and third person verb endings. Have one student describe his or her coffee habits. Have the next student talk about the first student and then about him or herself, and so on. For example:

  Faisal: I usually have two cups of coffee in the morning.

  Ali: Faisal usually has two cups of coffee in the morning. I rarely drink coffee.

Adverbs/Expressions of Frequency

- Point out the percentages that indicate the degree of frequency of the adverbs and expressions. You might duplicate this chart on the board.
- Practice with a chain drill. Say a percentage and have a student say an adverb or expression of frequency. That student says a different percentage, and another student gives an adverb or expression of frequency, and so on. For example, you say: ***23 percent of the time.*** Student A says ***Occasionally*** and then gives another prompt: ***10 percent of the time.*** Student B responds: ***Now and then*** and gives another prompt, and so on.
- Point out that the one-word time words, as well as *hardly ever*, are frequency adverbs. The other words are expressions of frequency. Have two students read the sample sentences. Then ask: ***Do we put frequency adverbs after or before the verb* to be?** (after) ***Do we put frequency adverbs after or before all other verbs?*** (before) ***Do we put time expressions at the end or in the middle of a sentence?*** (at the end)

Questions with *How Often/How Much/How Long*

- Have volunteers read aloud the questions and answers. Point out that *how often* asks about frequency. *How much time* and *How long* are similar to each other in meaning.

Language Builder

Most single-word adverbs of frequency go between the subject and verb. For example: *I rarely/often/frequently watch TV.*

Although it is less common, *sometimes* and *occasionally* can also go at the beginning or end of a sentence. For example: *Sometimes I chat online for hours. I chat online for hours occasionally.*

A

- Have students cover the exercise. Read the sentences aloud. After each sentence, ask: ***Which frequency word could I use to say the opposite?*** Elicit various responses. Then have students rewrite the sentences using the frequency words in parentheses.
- Monitor students, making sure they are putting the frequency words in the correct sentence position.
- As an extension, have students say which sentences are also true about them. For example, say: ***I rarely talk on the phone.***

Answers

1. Ibrahim rarely talks on the phone.
2. My brother often checks his email. / My brother checks his email often.
3. I surf on the Internet once in a while.
4. Qassim hardly ever arrives at work on time.
5. Maha drinks tea instead of coffee from time to time.

B

- Review the names of the people in exercise **A**. Tell students they are going to ask questions about the people with *How often*. Elicit the example question about Jamal.
- Have students complete the exercise individually and then ask and answer the questions in pairs.

Answers

1. How often does Ibrahim talk on the phone?
2. How often does your brother check his email?
3. How often do you surf on the Internet?
4. How often does Qassim arrive at work on time?
5. How often does Maha drink tea instead of coffee?

C

- Have students look at the pictures. Elicit what the people in the pictures are doing. For example, ask: ***What is Adnan doing? What is Faris eating?***
- Write on the board: ***Adnan / normally / evening***. Tell students they are going to make questions about the people's habits and routines. Elicit the question and answer about Adnan.
- Have students work in pairs, asking and answering questions using the cues and pictures.

Answers

Answers will vary. Sample answers:

1. What does Faris generally eat/have for lunch?
   He generally eats/has a burger and a soda for lunch.
2. What do Frank and Ali occasionally do in the park?
   Frank and Ali occasionally play tennis in the park. /
   Frank and Ali play tennis in the park occasionally.
3. What does Emma seldom do after dinner?
   Emma seldom does/washes the dishes after dinner.
4. What do Ahmed and his family often do on the weekend?
   Ahmed and his family often go to the park on the weekend.
5. What does Kyle sometimes do with his friends?
   Kyle sometimes goes bowling with his friends.
6. What does Ben do now and then?
   Ben gets a haircut now and then.

D

- Write on the board: ***What ___ you normally do in your free time?*** Ask: ***What is missing?*** (do) Have a student ask you the question. Answer it truthfully.
- Have students write sentences using the cues and pictures in exercise **C**.
- Have students work in groups to ask and answer about the activities.

Answers

Answers will vary.

E

- Say six sentences about yourself, four true and two false. Use *usually/always* and *seldom/never*. Have students say which sentences they think are false.
- Have students write four true and two false sentences about what they *usually/always* and *seldom/never* do. Then have them exchange books with their partner. They read their partner's sentences and check each one *true* or *false*. Their partner then says whether they were right or wrong.

Answers

Answers will vary.

Workbook

Assign pages 90–92 for more practice with the grammar of the unit.

Teaching Tip

Telling students every now and then something personal about you can make the class atmosphere more relaxed. Students will think of you not only as their teacher but someone who, like them, has a life outside of class!

Additional Activity

Have students ask one another about things they *normally*, *usually*, or *occasionally* do at certain times of the day.
For example:

A: What do you occasionally do at 3 o'clock in the afternoon?

B: I occasionally take a nap then.

fun facts

- According to a 2008 survey by the Organization for Economic Co-operation and Development, South Koreans work the longest hours, with an average of 2,357 hours per year spent at work.
- The second place for working the longest hours is Greece, with an average of 2,052 hours worked per year. The next three countries where people work the hardest are the Czech Republic, Hungary, and Poland.

C. Work with a partner. Ask and answer questions about people's habits and routines.

A: What does Adnan normally do in the evening?
B: He usually studies.

Adnan / normally / evening

1. Faris / generally / for lunch

2. Frank and Ali / occasionally / in the park

3. Emma / seldom / after dinner

4. Ahmed and his family / often / on the weekend

5. Kyle / sometimes / with his friends

6. Ben / now and then

D. How often do you do the activities in exercise **C**? Write sentences using an adverb or expression of frequency. Compare sentences in small groups.

I normally get a haircut every two months.

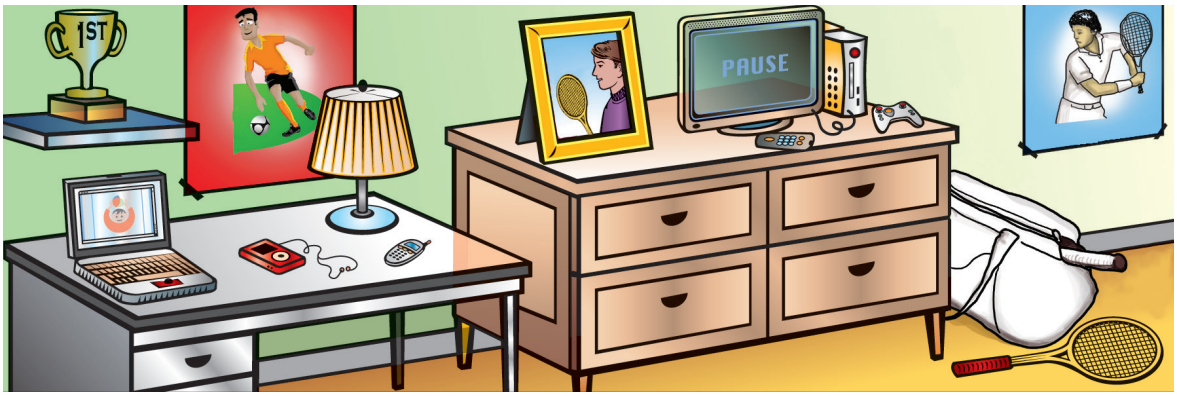
E. Write sentences about things you ***usually/always*** do and you ***seldom/never*** do. Write at least two false sentences. Read them to your partner. Can your partner guess which sentences are true and which sentences are false?

	True	False
I usually hang out with my friends at the mall.	☑	☐
I never watch TV on the weekend.	☐	☑
1. _____	☐	☐
2. _____	☐	☐
3. _____	☐	☐
4. _____	☐	☐
5. _____	☐	☐
6. _____	☐	☐

4 Language in Context

A. Work with a partner. Look at the picture of Tom's room. What can you tell about his lifestyle?

He usually does his homework on the computer.



B. In what ways is your room like the one above? In what ways is it different?

5 Listening

Listen to Musa, a professional football player, talking about his career and lifestyle. Write ***true*** or ***false***.

1. _____ Musa comes from a poor background.
2. _____ He spends a lot of time with his family.
3. _____ Musa is proud of playing for his country.
4. _____ He likes to wear fashionable clothes.
5. _____ He gives money to help those in need.
6. _____ Musa doesn't like the media following him.

6 Pronunciation

Listen. Notice how ***do*** and ***you*** are said together as one word. Then practice.

Do you have a cell phone?
Where **do you** live?
How often **do you** get a haircut?
How much time **do you** spend on the Internet?

7 About You

Work in a group. Talk about your pastimes and routines.

How much time do you spend...

on your homework?	shopping?
on the phone?	exercising?
on the Internet?	with your family?
in the shower?	with your friends?

4 Language in Context

A

- Have students describe all the things they see in the picture. Ask: ***Do you think it's a girl's or boy's room? Why? How old do you think the person is? Why? What can you say about the person's lifestyle?*** Accept a variety of answers. Point out the example in the book and ask if students think that is true.
- Have students work in pairs to write at least six sentences about the person's lifestyle. Then have students switch partners and tell their new partners their sentences.

Answers

Answers will vary. Sample answers:

He likes football.

He plays computer games.

He plays tennis.

He has a trophy.

He sends text messages.

He likes tennis a lot.

B

- Have students continue with their new partners, telling them how their own room is similar or different. For example: *I have posters on the wall. My room isn't as neat.*

5 Listening

- Have students look at the photo. Ask: ***Who is the man? Where is he from? What do you think his lifestyle is like? What is his everyday life like? What would you like to ask him?*** Write the students' questions for Musa on the board.

CD1, T4 Play the audio. Have students listen to see if Musa answers any of the questions on the board.

- Have volunteers read the sentences aloud. Answer any questions about vocabulary.

CD1, T4 Play the audio while students answer *true* or *false*.

- Go over the answers with the entire class.
- Have students discuss as a class what they would like about Musa's life and what they would not like.

Audioscript

Football changed my life. It's given me everything I have. For a poor boy from Nigeria, to the stadiums in Holland and Russia, I've come a long way. But a professional football player's life isn't easy. I often train for six to eight hours a day, and when there are major competitions, you sometimes don't see your family for days. The other players become like a second family. We spend a lot of time together.

The competition is tough.There are plenty of good football players out there. And the career of a professional football player is very short. Most professionals usually stop playing before they turn thirty. But there are many benefits, too. For me, the greatest thrill of all is when I play for my country. You can become a hero overnight, especially if you score a goal in a big match.

Of course, I get a lot of money for playing and from advertising. I hardly ever spend any money on clothes and shoes. I get those for free from sponsors. I like to dress well. But I also give quite a lot to charity.

I like being famous, but you lose your privacy. You can't go anywhere without the paparazzi following you. I hate that.

Answers

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

6 Pronunciation

CD1, T5 Play the audio. Ask students to listen to see if they hear *do* and *you* clearly as separate words.

- Point out that the two words are blended together so that they sound like one word.

CD1, T5 Play the audio again. Have students listen and repeat the questions.

7 About You

- Have volunteers ask you the questions. Answer appropriately; for example, say: ***I don't do homework.*** Ask if students can think of any other activities to add to the list.
- Organize students into small groups to talk about their pastimes and routines.
- Have one person in each group report back to the class about their group's discussion.

8 Conversation

- Have students cover the conversation and look at the picture at the top of the page. Ask: ***What is the young man on the left wearing? What does that tell you about his lifestyle? What is the other young man doing?***
- Tell students the two men are going to talk about something that is important to them in their everyday lives. Ask: ***What do you think they are going to say?*** Write students' ideas on the board.
- **CD1, T6** Play the audio. Ask students to listen for the ideas on the board. After they listen, check off the ideas on the board that were in the conversation.
- **CD1, T6** Play the audio again. Have students look at the conversation and read along as they listen.

Real Talk

- Have students repeat the phrases after you.
- Ask: ***Who is an exercise freak?*** (Omar) ***What is an exercise freak?*** (someone who spends a lot of time exercising) ***Who do you know that is an exercise freak?***
- Ask: ***What turns Majid off?*** (exercise) ***Does he like it or not?*** (no) Point out that the phrasal verb *turn off* has different meanings. Ask if students know a different meaning, for example, *turn off the light*. Go around the class, having each student say something that turns him or her off.
- Ask: ***Who says* Anyway?** (Omar) ***Before Omar says that, what were he and Majid talking about?*** (exercising) ***What do they talk about afterwards?*** (spending time online) ***So when do we say* Anyway?** (when we want to change the topic) Write on the board: ***I have a test tomorrow, and it's going to be really hard. Anyway, _____.*** Have students complete the sentence.
- Ask: ***Who says* You see?** (Majid) ***What does Majid explain after he says this?*** (why his smartphone is important to him) Have students complete a sentence with *You see*. For example: ***I can't live without my cell phone. You see. . .***

Your Ending

- Read each ending aloud and have students repeat.
- Have students work in pairs to choose the ending they like best, or write a new ending. Tell students that they may reject all three endings, but they must come up with one of their own.
- Call on volunteers to give their ending, saying why they chose it.
- Have students practice the conversation in pairs, using the ending of their choice. Be sure that they switch roles.

About the Conversation

- Have students work with a partner to ask and answer the questions.

Answers

1. Yes, he does. He works out every day except weekends.
2. Yes, it does.
3. Yes, he does.
4. He has a smartphone, and he can access the Internet almost everywhere.

Your Turn

- Ask: ***How important is the Internet in your life?*** Tell students they are going to interview each other about their Internet use. Go over the question words they will use. Ask if they can think of any other questions. Write their ideas on the board.
- Have students work in pairs to interview each other. Then have students switch partners and tell their new partners about their first partner's Internet use.

Workbook

Assign page 93 for additional reading practice.

Teaching Tip

When dividing students into groups, group students of different ability levels together. That way, those who know more will be challenged to explain the material to those who are having difficulty, and they all will learn the material better.

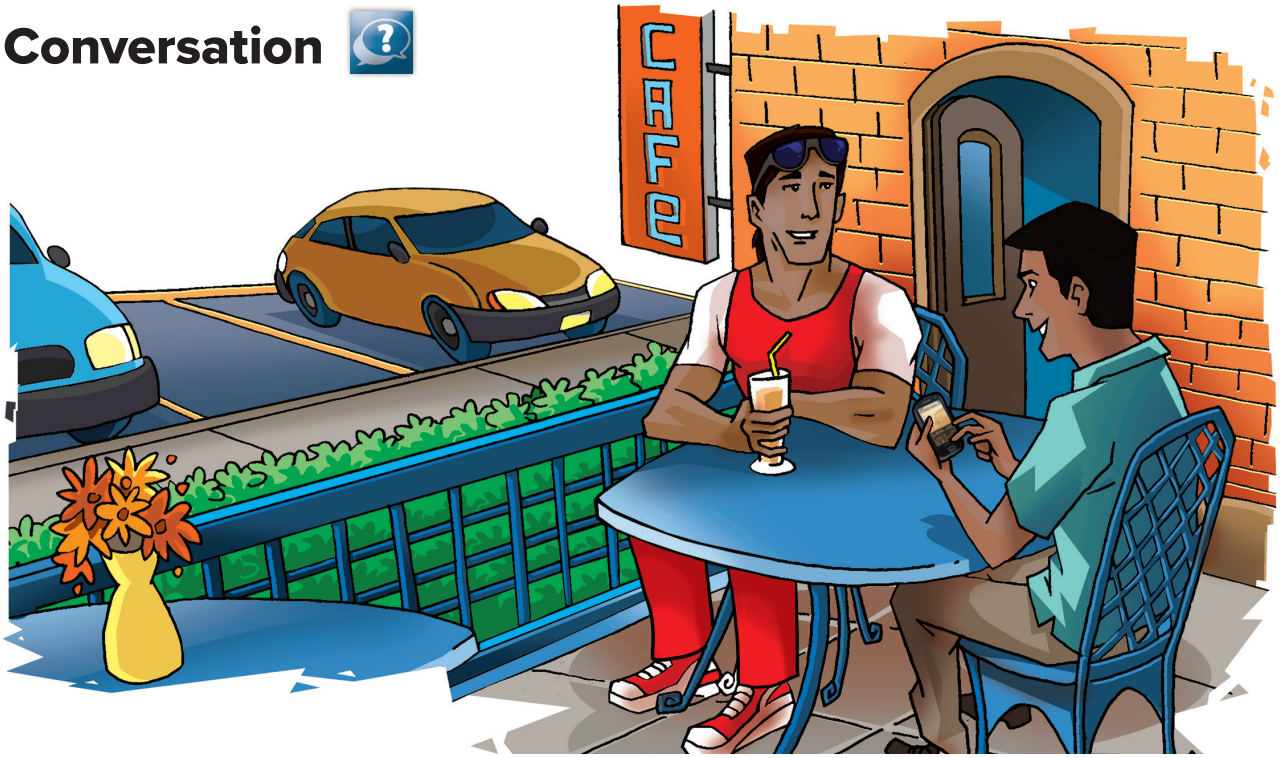
Additional Activity

Have students role-play a conversation similar to the conversation between Majid and Omar about two different pastimes, for example, playing a sport and playing video games.

fun facts

Since smartphones, (also called PDAs or BlackBerrys) have become popular, more people are being diagnosed with a medical condition called *Blackberry thumb*. This is a serious strain injury caused by frequent use of your thumb to press the buttons on the smartphone.

8 Conversation



Majid: How often do you go to the gym?
Omar: I work out every day, except weekends. I'm a bit of an exercise freak.
Majid: Exercise turns me off.
Omar: Anyway, what are you doing now?
Majid: I'm checking my email.
Omar: How much time do you spend on the Internet?
Majid: A lot. I take my smartphone with me wherever I go. My friends say that my smartphone is really my best friend. You see, I can access the Internet almost everywhere.

Your Ending

What do you think Omar answers?

1. I prefer to exercise my body, not my thumb.
2. I only use my computer to send and receive email.
3. I don't have a cell phone. I don't want people calling me all the time.
4. Your idea: _____

Real Talk

exercise freak = someone who exercises a lot
turn (someone) off = does not interest at all
Anyway = a word to introduce a change in topic
You see = a phrase to introduce an explanation

About the Conversation

1. Does Omar exercise a lot?
2. Does exercise turn Majid off?
3. Does Majid spend a lot of time on the Internet?
4. Why can Majid check his email frequently?

Your Turn

Interview your partner about Internet use.
Use the following prompts:

1. frequency
2. number of hours
3. purpose (what for?)
4. type of connection
5. where
6. others: _____

9 Reading

Before Reading

Why do people you know use cell phones? How often do they use them?

CELL PHONE OBSESSION: Negative or Positive?

Yakkity, yakkity, yak. All around, you hear ring tones of cell phones, and you see people who are talking on the phone in public or sending text messages. This use of cell phones may signal more than normal communication with friends and family. For some teenagers, this craze may be a sign of unhappiness and anxiety.

Cell phones are definitely part of today's youth culture. Ninety-five percent of U.S. teens have access to a smartphone, and soon over 60 percent of kids ages 8 to 12 will have **them**, too. Students in grades 7 through 12 spend an average of more than an hour a day talking on their cell phones. That's about the same amount of time that they devote to homework.

The majority of cell phone usage is for text messages. American teenagers send and receive sixty-seven text messages per day, on average, heavy users considerably more. They often become irritated when other people don't respond to **their** messages quickly. Heavy reliance on a cell phone can become a problem—and an obsession.

According to the *Los Angeles Times*, a survey of 575 high school students in the United States showed that two-thirds of the students who use their cell phones more than 90 times a day do so because they are unhappy or bored. They score higher on tests that measure depression and anxiety compared to students who use their phones less. However, when they were examined, the frequent users were not found to be clinically depressed—that is, **they** were not actually in a state of depression that was severe enough to require medical help. The researcher **who** conducted the study said, "The young people may be unhappy because of a problem in **their** lives or anxious about their social status. They are trying to make themselves feel better by reaching out to others. Communicating via cell phone makes the 'addicts' feel popular."

For teenagers, cell phones are not just objects for communication. **They** are extensions of **themselves**. They are tools for keeping in touch. Many teenagers don't agree with the study from the United States, and they say that people who are anxious or depressed wouldn't be sending out messages or making calls. For **them**, a lot of cell phone use shows that a person is popular and has a lot of friends. What do you think?

9 Reading

READING STRATEGY **Using prior knowledge**

- Tell students that having a discussion about the subject of a passage before reading it is an excellent way to approach a reading. Then tell them that they should always use what they already know (prior knowledge) as they read to help them with comprehension.
- Have students cover the text except for the title and the first line. Direct their attention to the photos. Ask: ***What are the people doing? Do they look like anybody you know?***
- Ask the **Before Reading** questions: ***Why do people you know use cell phones? How often do they use them?***
- Ask: ***Do you think teens use cell phones more than others? Would you say you are a heavy cell phone user? Do you ever get irritated with someone who is using a cell phone? Do you think of a cell phone as an object for communication or an extension of yourself?***
- Have a student read aloud the title. Explain the meaning of *yakkity, yakkity, yak* in the first line. (talking continuously about things that are not very serious) Then have students predict what they are going to read. Write their ideas on the board.

  CD1, T7 Play the audio. Ask students to listen and read along, looking to see if anything on the board is mentioned in the text.
- Have students reread the passage one paragraph at a time. Pause after each paragraph and ask questions to check understanding of the main points of the paragraph. Ask questions such as:

(paragraph 1)

What is a normal use of cell phones? (communication with friends and family)

What problems are mentioned about teens and cell phone use? (unhappiness and anxiety)

(paragraph 2)

What percentage of American teens have cell phones? (95 percent)

In the future, what percentage of children between the ages of 8 and 12 will have cell phones? (over 60 percent)

How much time do students in grades 7 through 12 spend a day on their cell phones? (more than an hour a day)

(paragraph 3)

What are they checking for? (replies)

What do most people use their cell phones for? (text messages)

How do people who use their cell phone a lot often feel? (irritated)

When do they feel irritated? (when people don't respond to their messages quickly)

(paragraph 4)

Who did a survey? (the Los Angeles Times)

Who was surveyed? (575 high school students in the U.S.)

Who was unhappy or bored? (two-thirds of the students who used their cell phones more than 90 times a day)

What health problems did these students have? (depression and anxiety)

Did they have severe depression and anxiety? (no)

What may the young people be unhappy or anxious about? (problems in their lives or their social status)

(paragraph 5)

What do teens think of the study? (Many of them don't agree.)

What do they say anxious or depressed people won't do? (send out messages or make calls)

What do they think a lot of cell phone use shows? (that a person is popular or has a lot of friends)

Culture Notes

School Age

In the United States, students in grades 7 through 12 are usually between the ages of 12 and 18.

The *Los Angeles Times*

The *Los Angeles Times* is a newspaper in the city of Los Angeles in California. It is one of the major newspapers of the United States.

After Reading

- First, have volunteers read aloud the sentences.
- Then have students do the task individually. Tell them to underline the parts of the text that provided them with the answers.
- Have students go over the answers with a partner. Finally, go over the answers with the class.

Answers

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

Discussion

A

- Have students work in groups to discuss their opinions of the study and their own cell phone use. Have one person in each group report back to the class about their group's discussion.

B

- Have students read the information in the box. Ask: ***What was the survey about?*** (mobile spam) ***What is mobile spam?*** (unwanted commercial advertising on cell phones) ***What did the survey find?*** (1 to 30 percent of cell phone messages are mobile spam, and some users may be charged a fee.)
- Have students discuss the answers to the question as a class.

10 Project

- Have students work in groups to discuss their lifestyles. In each group designate a Student A, B, C, etc. Assign each student a specific task to report to the class. For example, tell all the Student A's that they are going to report to the class about their group members' answers regarding chores and homework.
- As students give their reports, keep a tally on the board. At the end have students write a report summarizing the information on the board and commenting about their classmates' habits. For example: *In our class, 60 percent of the students go shopping at least once a month.*

Teaching Tip

At the end of every unit, ask students to write down the focus of the unit and the vocabulary and grammar points they learned. This helps to reinforce what students have learned and link the ideas of a unit together.

Additional Activity

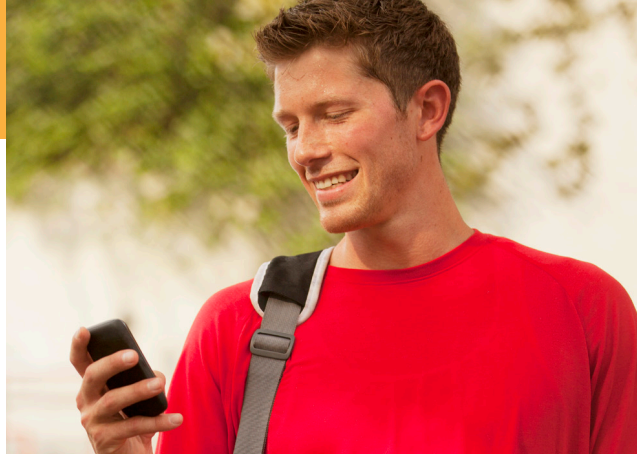
Have students in groups choose ten words and expressions from the reading. Have them write definitions for the words and expressions. Then have a group member read the definitions to the class. The first person in the class to say the word for the definition wins a point for his or her group.

Project: Internet Addicts

In groups, have students do research on Internet addiction (called Internet Addiction Disorder). Encourage them to use a variety of sources, including magazines, newspapers, Internet websites, and their own friends and relatives.

fun facts

- According to a survey in 2010, less than 1% of SMS messages in North America were mobile spam. But in parts of Asia, up to 30% were mobile spam.
- However, about 90% of email messages received in 2010 were spam.



After Reading

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

1. _____ Only one out of every four young Americans owns a cell phone.
2. _____ American students spend a lot more time on the phone than on homework.
3. _____ Most of the cell phone usage is for text messages.
4. _____ People who talk a lot on the phone do so because they are depressed.
5. _____ Some people think that a lot of cell phone use is a positive thing.

Discussion

A. Discuss the questions.

1. What do you think about the study from the *Los Angeles Times*?
2. Do you have a cell phone? If so, how often do you use your cell phone? What for?
3. Approximately how long do you spend on each call?
4. How much is your monthly cell phone bill?
5. Discuss the advantages and the disadvantages of cell phones.

B. Read and discuss.

A recent survey found that 1 to 30 percent of text messages received on cell phones are mobile spam (unwanted commercial advertising). Unlike email spam, some cell phone users may be charged a fee for every incoming message. What do you think can be done to prevent it?

10 Project

Work in groups. Do a survey to find out how often and how long group members spend on the following activities:

on chores	on the Internet
on homework	shopping
on a hobby/sport	using a cell phone
watching TV	other: _____

Discuss and compare results as a class. What habits or pastimes are the most common? On average, how often and how much time do members of the class spend doing them?

11 Writing

A. What did you learn about the habits of young people from your class survey? Complete the chart with your findings.

Habit/Pastime	How often?	How long?

Writing Corner

Cohesion is important in writing. Cohesion means the way sentences link together. One way to make writing more cohesive is to use pronouns and possessive adjectives.

1. Pronouns and possessive adjectives link ideas in sentences.
   Teenagers **who** play a sport say **they** often become friends with **their** teammates.
2. Pronouns help avoid repeating the same word or words.
   Football is popular because **it** is fun. **It** has simple rules, so **it** is easy to learn.
3. Pronouns can refer to one word or a group of words.
   Playing a team sport is beneficial because **it** keeps young people in shape and teaches **them** about cooperation.

B. Look back at the **Reading** on page 8. What do the pronouns or adjectives refer to?

1. them (line 14) _____
2. their (line 21) _____
3. they (line 28) _____
4. who (line 29) _____
5. their (line 30) _____
6. They (line 33) _____
7. themselves (line 34) _____
8. them (line 36) _____

C. Complete the text with suitable pronouns.

Teenagers in my country are obsessed with (1) _____ computers. The majority of (2) _____ spend an average of two to three hours a day on the computer.

(3) _____ regularly surf the Internet to learn about things that interest (4) _____, and (5) _____ sometimes use (6) _____ to do research for school. Young people also frequently communicate through social media like Twitter and Facebook. They say that (7) _____ is a great way to keep in touch with (8) _____ friends. There are other teenagers (9) _____ just prefer to play video games.

For teenagers, the computer is a tool for learning and a means of communication. But most of all, (10) _____ is simply entertaining.

D. Write a report about one or more of the most common habits and/or pastimes among young people in your country. Use information from your survey. Remember to use adverbs of frequency and pronouns.

11 Writing

A

- Tell students to choose three activities from the class survey and complete the chart with the information.
- Let them know that they will later use their notes to write about one or more of the activities that young people spend time doing.

Writing Corner

- Go over the material about using pronouns and possessive adjectives to link sentences and improve cohesion. Have a student read aloud the first example. Point out that the pronouns and possessive adjective replace the underlined word.
- Read the example in 2 without pronouns: ***Football is popular because football is fun. Football has simple rules, so football is easy to learn.*** Explain that this is too repetitive. Then have a volunteer read the example. Point out that in the example it is important to first mention *football* before using pronouns. If the sentence started with *It*, the reader would not know what the activity was.
- Go over the last example. Then ask a student to read the same sentence without the pronouns. Explain that *it* refers to the idea of *playing a team sport*. Write another example on the board: ***Watching TV for too many hours is not good for you because _____ can damage your eyes.*** Elicit the pronoun *it*.

B

- Have students look back at the article on page 8. Tell them that they should look for the boldfaced pronouns and adjectives. They will have to read one or two sentences before to determine what the word in bold refers to.
- Do the first one as an example. Have students locate the word ***them*** and read the sentence before. Ask a volunteer to say what *them* refers to and where the reference is in the sentence.
- Have students work individually to complete the exercise. Then have them compare answers with a partner.
- Check answers as a class by calling on students to answer and point to where the reference is in the text.

Answers

1. cell phones
2. the heaviest users
3. the frequent users
4. the researcher
5. young people
6. Cell phones
7. teenagers
8. many teenagers

C

- Have students complete the paragraph individually and compare answers with a partner.
- Check answers by having different students read aloud the complete sentences.

Answers

1. their
2. them
3. They
4. them
5. they
6. it
7. it/this
8. their
9. who
10. it

D

- Have students choose the habit/pastime that interests them the most, or the one they know the most about.
- Have students who chose the same topic work together in groups. Have groups discuss the topic by answering questions, such as *How much time do young people spend on this habit or pastime? What percentage of the teen population does it? What is positive about it? What is negative about it? Why?*
- Have students write about the topic they have chosen. Tell them to include an introductory paragraph that begins with the topic sentence: ***One of the most common habits (or pastimes) among teens in this country is...***
- Have students exchange their writing with others who wrote about a different topic. Encourage them to ask each other questions and make comments.

Workbook

Assign page 94 for additional writing practice.

12 Form, Meaning and Function

All, Both, Neither, None

- Go over the information about *Both* and *Neither* in the chart. Ask: ***How many teachers are in the picture?*** (two) Have students read the examples. For further practice hold up two pencils. Elicit from students: *Both of them are pencils.* Then ask: ***Are they pens?*** Elicit: *Neither of them is a pen.* Make sure students understand that they use the singular form of the verb and noun with *neither*.
- Go over the information about *All* and *None*. Ask: ***How many teachers are in the picture?*** (three) Have students read the examples.

All/Both

- Go over the information. Point out the difference in syntax from the examples above. Model the first examples: ***They are both teachers*** and ***Both of them are teachers. Are they both science teachers?*** and ***Are both of them science teachers?*** Then have different volunteers read the remaining examples with both forms of syntax.

A

- Draw students' attention to the *Lifestyle Survey*. Tell them that for this exercise they should only focus on the answers of Noura and Maha.
- Model the example with the class. Ask: ***Is Noura a vegetarian?*** (no) ***Is Maha a vegetarian?*** (no) Point to and read the example.
- Have students work individually to complete the exercise.
- Check answers by calling on students to read their sentences.

Answers

Answers will vary. Sample answers:

1. Neither of them eats junk food often.
2. Both of them can cook./They can both cook.
3. Both of them work out regularly./They both work out regularly.
4. Neither of them drinks a lot of coffee.

B

- Tell students that for this exercise they should focus on the answers of all three girls. They will use *not all* if only one or two of the three girls has the same answer.
- Have students work individually to complete the exercise and then check answers with a partner
- Check answers as a class by having volunteers read their sentences.

Answers

Answers will vary. Sample answers:

1. None of them are vegetarians.
2. Not all of them eat junk food often. They don't all eat junk food.
3. All of them can cook./They all can cook.
4. Not all of them work out regularly./They don't all work out regularly.
5. None of them drink a lot of coffee.

12 Form, Meaning and Function

All, Both, Neither, None

All / Both / Neither / None + of + object pronoun + verb

Both / Neither refer to two people or two things.
Neither means *not one* and goes with singular verbs and nouns.

Both of them are teachers.
Both of them teach science.

Neither of them *is* a math teacher.
Neither of them *teaches* math.

All / None refer to three or more people or things.

All of them are teachers.
All of them teach science.

None of them are math teachers.
None of them teach math.

All / Both

All / *Both* can go after the auxiliary verb (be, can, do, etc.) and before the main verb.

They are **both** teachers.
They can **all** speak English.
We **both** teach science.
We are **all** having fun.

Are they **both** science teachers?
Can they **all** speak English?
Do you **both** teach science?
Are you **all** having fun?

Lifestyle Survey	Noura	Maha	Badria
Are you a vegetarian?	no	no	no
Do you often eat junk food?	no	no	yes
Can you cook?	yes	yes	yes
Do you work out regularly?	yes	yes	no
Do you drink a lot of coffee?	no	no	no

A. Look at the survey. Write sentences about Noura and Maha. Use ***both*** or ***neither***.

Neither of them is a vegetarian.

1. _____
2. _____
3. _____
4. _____

B. Now write sentences about Noura, Maha, and Badria. Use ***all***, ***not all***, or ***none***.

1. _____
2. _____
3. _____
4. _____
5. _____

C. Create your own survey with questions about lifestyle. Answer the survey. Then ask two classmates the survey questions. Write sentences about you and your classmates with ***all***, ***none***, ***both***, and ***neither***.

2 Life Stories

1 Listen and Discuss

Do you have a "People in the News" column in your local newspaper or magazine? What kind of information does it include?

People in the News

THE GIFT OF LIFE

Trent Olsen donated blood for the 100th time on Wednesday, June 23rd. Trent made his first donation at the Red Crescent Mobile Blood Donor Clinic when he was in his 20s. He said, "It started when some colleagues and I saw the mobile clinic parked outside our office. We all decided to give blood. I continued regularly after that because I thought it was the right thing to do. I didn't have a lot of money for charity, so it was my way of helping others." Every eight weeks, Trent makes his next appointment to give blood at the Fairview Clinic. One donation can save up to three lives.

Thank you, Trent!

ATHLETE OF THE YEAR

Congratulations to Ahmed Jamal who was awarded "Athlete of the Year" for his outstanding leadership in sports. Ahmed, 16, received the award from the school principal in a ceremony at King Fahad High School on Monday evening.

HIS STORY

Ahmed was born with a crippling disease that made it difficult for him to walk. But that didn't stop him from playing his favorite sport – football. Ahmed explained, "I used to love watching AFC games, and my older brother, Ali, played football in high school. When I was 12, he taught me to play in the park. My family really encouraged me, so I got in touch with other kids like me and we formed a team." Ahmed and his team compete in the Special Olympics Junior League. He is team captain and this year's highest scorer. Ahmed is an example to all young athletes.

Unit Goals

Vocabulary
People in the news
Biographies
Life's special moments

Functions
Talk about past actions
Relate past events in your life
Report what people said

Grammar
Simple Past Tense—*yes/no* questions, short answers, information questions
Be + *Born*
Expressions with the Passive
Used To— affirmative, negative, questions
Time Expressions for the Past

Listening
Listen to a biography and put events in chronological order

Pronunciation
used to

Reading
The King of Saudi Arabia

Writing
Write your life story

Project
Write a biography of a famous person

Warm Up

Ask students what they think the unit title, *Life Stories*, means. Have them compare it to the title of Unit 1: *Lifestyles*.

Tell students to look at the pictures and say if anything in the pictures has happened to someone in their lives recently. If, for example, they donated blood recently, ask: ***Who donated blood? How often does this person donate blood?***

1 Listen and Discuss

- Ask the introductory questions. If students are not familiar with "People in the News" columns, tell them such columns usually have interesting news about celebrities or unusual stories about everyday people.
- Have students look at the first photo and title. Ask: ***Where is the man in the photo? What is the story going to be about?***

CD1, T8 Play the audio for the first story. Students listen as they read along.

- Ask students if their predictions were correct. Then answer questions about new vocabulary.
- Have students look at the second photo and title. Ask what *athlete of the year* means. (an athlete who receives an award for his talent.) Ask students what they think makes this athlete special.

CD1, T8 Play the audio. Students listen as they read along.

- Ask: ***Why was Ahmed awarded "Athlete of the Year"*** (for his outstanding leadership in sports)
- Check students' comprehension by asking a few questions. For example: ***Why was it difficult for Ahmed to walk? What did he do that was so special? Who taught him how to play football?***
- Have students look at the third photo and title. Ask: ***What is a blue flag? Why do you think Sunset Beach has a blue flag?*** Write several answers on the board.

CD1, T8 Play the audio. Students listen as they read along to see if any of their ideas on the board are mentioned in the story.

- Have students look at the last photo and title. Ask: ***What does* Newborn *mean? What do you expect to read in the story?*** Elicit and write on the board: ***name of parents, names of babies, date of birth.***

CD1, T8 Play the audio. Have students listen as they read along and underline in the text the information on the board. (David and Mary Ann Taylor, Linda and Jenny, June 21)

fun facts

Fraternal twins are two siblings born at the same time; they may be male or female and have different characteristics. Identical twins have the same gender and look alike. Chances of a mother giving birth to identical twins are about 3 in 1,000.

Culture Note

The Blue Flag is a certification by the Foundation for Environmental Education (FEE) that a beach meets certain environmental standards.

Quick Check

A

- Do the first item together as an example. Have students find the other words in pairs. If they need help, tell them that the first two words are in "The Gift of Life," the next two are in "Athlete of the Year," the fifth word is in "Blue Flag for Sunset," and the last word is in "Newborn."
- Go over the answers with the class.

Answers

1. donated
2. appointment
3. outstanding
4. encouraged
5. gathered
6. infant/newborn

B

- Have volunteers read aloud the questions and point to the story each question refers to.
- Have students work individually to answer the questions and then check their answers in pairs.

Answers

Answers will vary. Sample answers:

1. Because he thought it was the right thing to do.
2. He gives blood every eight weeks.
3. Because he was born with a crippling disease.
4. Ahmed's brother, Ali, taught him how to play football.
5. They gathered at the beach for a cleanup operation.
6. The twins were born on Monday, June 21.

2 Pair Work

A

- Go over the names of the people in the stories. Tell students to point to the story when you call out the name.

CD1, T9 Play the audio for the model conversation. Students listen and repeat.

- Give students a time limit. Tell them to ask and answer as many questions about the people in the stories as they can within that time.

B

CD1, T9 Play the audio for the model conversation and have students repeat.

- Have a student ask you the question. Answer truthfully.
- Have students ask one another for facts about themselves. Tell them to come up with at least five questions to ask each other. At the end of the activity, have students report to the class what they learned about their partner.

Workbook

Assign page 95 for practice with the vocabulary of the unit.

Teaching Tip

Encourage students to act out or use gestures to explain words they do not know. Some students learn best when using bodily-kinesthetic techniques, such as movements and gestures.

Additional Activity

Have students work in small groups and show family photos, especially special moments, such as weddings and family vacations. Have students talk about the people and events in the pictures and then answer questions from the others in the group.

fun facts

- Society columns in large newspapers often focus only on the activities of the rich and famous. They feature famous names and high-society events, such as charity balls and gala occasions.
- In small-town newspapers, society columns often focus on the everyday events in the lives of people in the community; for example, who visited who for dinner, and who had a celebration.

BLUE FLAG FOR SUNSET

Over one hundred employees from local hotels and restaurants gathered at Sunset Beach again on Tuesday for a clean-up operation. The employees combed the beach for plastic bottles, bags, cans, and other litter. Last year, hotel and restaurant owners in the community decided to take responsibility for keeping the beach clean. Their efforts are a big success, and Sunset Beach was awarded the Blue Flag by the Foundation for Environmental Education.

NEWBORN

David and Mary Ann Taylor are the proud parents of twins. Linda and Jenny were born at Newton Maternity Hospital on Monday, June 21st. Mother and infants are in good health. We wish the parents and the babies all the best.

Quick Check ☑

A. Vocabulary. Find words in the text that mean:

1. gave to charity
2. an arrangement to meet
3. excellent
4. supported someone to succeed
5. got together/met
6. a baby

B. Comprehension. Answer the questions.

1. Why did Trent continue to give blood?
2. How often does Trent give blood?
3. Why was it difficult for Ahmed to walk?
4. Who taught Ahmed to play football?
5. Why did the employees gather at the beach?
6. When were the twins born?

2 Pair Work

A. Ask and **answer** about the people in the stories.

What award did Ahmed receive?
He received "Athlete of the Year."

B. Ask and **answer** about your past.

Where were you born?
I was born in Madinah.

3 Grammar

Simple Past Tense

Yes/No Question (?)	Short Answer (+)	Short Answer (–)
Did you/he/she/they **live** in Riyadh?	Yes, I/he/she/they **did**.	No, I/he/she/they **didn't**.

Information Questions (?)	Answer
Where **did** you/he/she/they **live**?	I/He/She/They **lived** in Riyadh. (+)
What **did** you/he/she/they **wear**?	I/He/She/They **wore** formal clothing. (+)
Where **did** you/he/she/they **work**?	I/He/She/They **didn't work** in an office. (–)

Be + *Born*

I **was born** in Syria.

The twins **were born** on June 21st.

Expressions with the Passive

To be raised, *to be married*, *to be called*, *to be educated*, etc., are commonly used in stories about people's pasts. For the passive in the past, use *was/were* + past participle.

Michael **was raised** in Montreal.
The team **was called** *The Lions*.

His parents **were married** in Tabuk.
He **was educated** in private schools.

Used to

Use *used to* for past habits and states.

Affirmative (+)	Negative (–)
When I was little, I **used to** play with toys.	I **didn't use to** play video games.

Questions (?)	
Did you **use to** play with dolls?	Yes, I did. / No, I didn't.
What **did** you **use to** play with?	I **used to** play with toy cars.

A. Make sentences about yourself. Use the phrases, and add some of your own. Share your sentences with a partner.

be born
say my first word at the age of...
go to school at the age of...
grow up
start walking at the age of...
first use a computer at the age of...

3 Grammar

Simple Past Tense

- Before students open their books, copy the questions from the chart onto the board. Ask students if the questions are about the past, present, or future. Review the function of the simple past tense. (to describe things that started and finished in the past, or completed actions)
- Point out that in questions the auxiliary *did* is used for all persons, singular or plural. Also point out that the inverted form of the question (with the subject before the verb) follows the same pattern as questions with auxiliary *do* in the simple present.
- As review, write a series of simple past questions on the board and have students say which are correct. For example:

  a. Did he lived there a long time? (incorrect)
  b. Did he live there a long time? (correct)

  a. Where did they get married? (correct)
  b. Where did they got married? (incorrect)
- As additional review, draw a two-column chart on the board with the headings: ***A (regular verbs)*** and ***B (irregular verbs).*** Call out base forms of verbs. Tell students to say ***A*** if the past of the verb is regular and ***B*** if it is irregular. Write the base forms of the verbs in the correct columns. Then have students say what the past tense of each verb is. Do about five examples of each.

Be + Born

- Call on students to read aloud the two examples in the chart. Explain that *be + born* is a special phrase that is used to express this information. There is no active form of this sentence. Since this unit does not include a formal presentation of the passive voice, it is best to present this and the following section as expressions rather than as an introduction to the passive voice.

Expressions with the Passive

- Call on volunteers to read aloud the sentences. Have students say what the sentences have in common. (They all have *was* or *were* and a verb ending in *-ed*.) Ask why one sentence has *were* but the others have *was*. (The subject of the third sentence is in the third-person plural. The others are in the third-person singular.) Tell students that the verbs ending in *-ed* are all past participles. Explain that we use past participles and *was* or *were* in these phrases when we talk about the past. Do not go into any further detail about the passive at this time.

Used To

- Have volunteers read aloud the statements and say whether they are true or false about their lives. Explain that we use *used to* to talk about past states and habits that no longer exist. The auxiliary *didn't* (followed by *use*) is used in negative sentences.
- Have volunteers read aloud the questions and answers. Point out that in questions the auxiliary *did* is used for all persons, singular or plural. The auxiliary *did* is also used in short answers to *yes/no* questions.

A

- Tell students to look at the phrases in the box. Tell them to underline the regular verbs and circle the irregular verbs.
- Give students a minute or two to think about what they are going to say. Provide a model by telling the class about you. For example, say: ***I was born in 1983. I grew up in San José.***
- Have students work in groups of three to talk about themselves using the phrases in the box. Ask them to write down what was similar and different about their earlier lives.

Answers

Answers will vary. Sample answers:

I was born in California. I grew up in Los Angeles. I don't remember when I said my first word. I started walking at the age of 18 months. I went to school at the age of five. I first used a computer at the age of six.

B

- Direct students' attention to the photo. Ask: ***Did you use to play with toys? What did you use to do when you were young?*** Elicit a few responses and write complete sentences on the board. For example: ***I used to play with dolls when I was young.***
- Have students complete the chart and then tell their partner about what they wrote. Encourage students to ask questions about what their partner tells them. Remind students that things they write in the *Used to Do* column should be things they do not do now.

Answers

Answers will vary. Sample answers:

I used to play with toys when I was young.

I didn't use to take karate classes.

I used to take swimming lessons.

I didn't use to play football.

C

- Have students look at the photo and say how old they think the boy is. Elicit where and at what age most people meet their best friend.
- Have students read the paragraph before they write anything. To check comprehension, ask: ***Where did the writer meet Yousef?*** (at school) ***Where was Yousef from?*** (Abha) ***Why did his family move to Jeddah?*** (his father got a new job) ***What did the teacher ask the writer to do?*** (to show Yousef around during his first week)
- Have students complete the paragraph individually and then check answers in pairs.
- As an extension, have students share stories about how they met their best friends.

Answers

1. met
2. went
3. was
4. asked
5. agreed
6. spent
7. grew up
8. moved
9. got
10. didn't know
11. introduced
12. came
13. watched
14. wanted
15. didn't play
16. tried

D

- Ask students to describe what is happening in each photo.
- Have two volunteers read aloud the model conversation. Have a student ask you two questions with *the first time* and *the last time* about the activity in the first photo. Answer truthfully. For example:

  A: When was the first time you used a computer?

  B: I really can't remember. I think I was four or five.

  A: When was the last time you used a computer?

  B: This morning. I check my email every morning before class.
- Have students work in pairs, asking and answering questions about the activities in the photos. Make sure that students switch roles.

Answers

Answers will vary.

Workbook

Assign pages 96–98 for more practice with the grammar of the unit.

Teaching Tip

It is always easy to turn a review into an enjoyable game, such as a spelling bee, a quiz program, or a kinesthetic activity. For example, you might say: *Stand up if the past tense of fall is F-E-L-L.*

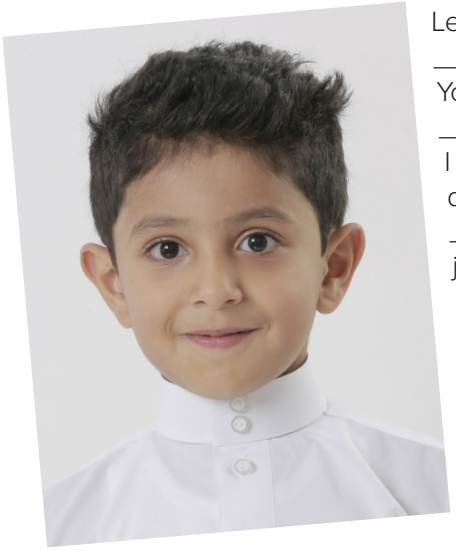
Additional Activity

Have students study the irregular past tense verbs in the chart at the back of the Student Book. Then have a spelling bee. Say: ***Spell the past tense of* fall.** The student responds: ***The past tense of fall is fell—F-E-L-L.*** If the speller is correct, he or she stays in the game. Use both regular and irregular verbs.

B. List some of the things you ***used to do/didn't use to do*** when you were young. Then compare and discuss with a partner.

Used to Do	Didn't Use to Do

C. Complete the paragraph with the past tense form of the verbs in parentheses.



Let me tell you how I _____ (**1.** meet) my best friend. Yousef and I _____ (**2.** go) to the same elementary school. Yousef _____ (**3.** be) a new 6th grade student, and the teacher _____ (**4.** ask) me to show him around during his first week. I _____ (**5.** agree) to help out, and we _____ (**6.** spend) every day together. Yousef _____ (**7.** grow up) in Abha, and his family _____ (**8.** move) when his father _____ (**9.** get) a new job in Jeddah. He _____ (**10.** not know) anyone, so I _____ (**11.** introduce) him to my friends and classmates. After school, he _____ (**12.** come) with me to football practice. At first, he just _____ (**13.** watch), but then he _____ (**14.** want) to play. He _____ (**15.** not play) well at first, but he _____ (**16.** try) very hard. And now Yousef is the best player on the team!

D. Work with a partner. Ask and answer about the first and last time you did the activities.

A: When was the first time you rode a bike?
B: I first rode a bike when I was four.
A: When was the last time you rode a bike?
B: I last rode a bike the day before yesterday. I rode it to school.

4 Language in Context

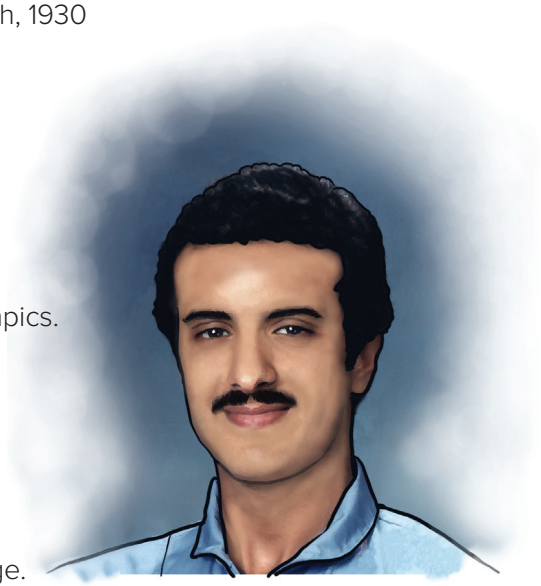
Work in pairs. Look at this old photo, and guess what people did and didn't do then.

People used to walk or ride donkeys in the city.
People didn't use to drive cars and trucks in the city.

▲ Makkah, 1930

5 Listening

Listen to the biography of Prince Sultan bin Salman. Put the events in chronological order. Number them from 1 to 8.



____ He began helping organizations for the disabled.
____ He completed university and flight training in the U.S.
____ He was on the Saudi Media Committee during the 1984 Olympics.
1 He was born in 1956 in Riyadh.
____ He started working for the Ministry of Information.
____ He became Secretary General of the Saudi Commission for Tourism and Antiquities.
____ He flew aboard the space shuttle *Discovery*.
____ He became involved in preserving Saudi architectural heritage.

6 Pronunciation

Listen to the pronunciation of ***used to***. Then practice.

I **used to** play with dolls.
Mona **used to** teach English.
He **used to** live next door to me.
They **used to** work together.

7 About You

1. Where were you born?
2. Where did you grow up?
3. Where is your family from?
4. Did you use to live in a different place? Where?
5. What games did you use to play?
6. Did you ever meet a friend somewhere by chance? Explain.
7. Where did you meet your best friend?
8. Did you ever take part in an activity to help the community? What did you do?

4 Language in Context

- Have students look at the picture and say sentences with *used to* and *didn't use to* about lifestyles in the past. Prompt the activity by asking students to say some inventions that people didn't have one hundred years ago, such as TV, computers, and airplanes. Prompt them to talk about how people got their news, how they traveled, how they did household chores, and what they did in their free time.

Answers

Answers will vary. Sample answers:

People used to get news from the radio.

People didn't use to get news from the Internet.

People used to play more games.

People didn't use to watch TV.

5 Listening

- Have students look at the photo. Ask: ***Who is the man? Where is he from? Why is he famous? What would you like to ask him?***
- Have volunteers read aloud the sentences. After each sentence, ask questions to check comprehension. For example: ***What does disabled mean?*** (people with an injury that makes it difficult to move) ***What is a space shuttle?*** (a vehicle that travels to space)
- Have students predict the correct order of the sentences.

CD1, T10 Play the audio. Students listen to see if their prediction was correct.

CD1, T10 Play the audio again. Students write the numbers next to the correct activities.

Audioscript

Prince Sultan bin Salman Abdul-Aziz Al-Saud is a member of the Saudi royal family. He was born in Riyadh on June 27, 1956. He is a grandson of King Abdulaziz.

Prince Sultan was educated in Riyadh. After high school, he went on to study communications and aviation in the United States. He completed a Bachelor's in Mass Communications and later a Master's in Social and Political Science. While in the U.S., he also became a certified pilot.

After university, he began working as a researcher for the Department of International Communications in the Saudi Ministry of Information. He also served on the Saudi Media Committee during the Los Angeles Olympics in 1984, and later that same year he was appointed to the Department of Advertising in the Ministry of Information. The following year, Prince Sultan joined the Royal Saudi Air Force and retired with the rank of colonel in 1996.

In June 1985, Prince Sultan made history when he became the first Saudi astronaut, the first Muslim, and the first member of royalty to travel in space. He flew aboard the space shuttle STS-51-G Discovery to launch a satellite for the Arab Satellite Communications Corporation. Prince Sultan spent seven days in space and circled the earth 111 times. Following the flight, he helped establish the Association of Space Explorers, an international organization for astronauts who have traveled in space.

Prince Sultan later devoted his time to helping improve conditions for the disabled. In 1988, he became Chairman of the Disabled Children's Association and later co-founded the Prince Salman Center for Disability Research. The Prince also developed a special interest in preserving Saudi architectural heritage. As a result, he became Honorary President of the Al-Umran Saudi Association in 1993 and also founded the Al-Turath Foundation to preserve urban heritage. In 2000, he was appointed Secretary General of the Saudi Commission for Tourism and Antiquities and his term was extended for another four years in 2008.

Answers

6. He began helping organizations for the disabled.

2. He completed university and flight training in the U.S.

4. He was on the Saudi Media Committee during the 1984 Olympics.

1. He was born in 1956 in Riyadh..

3. He started working for the Ministry of Information.

8. He became Secretary General of the Saudi Commission for Tourism and Antiquities.

5. He flew aboard the space shuttle Discovery.

7. He became involved in preserving Saudi architectural heritage.

6 Pronunciation

CD1, T11 Play the audio. Students listen and repeat the sentences.

- Arrange students in pairs. Ask one student to say a verb (for example, *work*) and the other to use the verb with *used to* in a true sentence. For example: *My brother used to work in the library.*

7 About You

- Arrange students into groups to talk about their personal lives, using the questions as discussion prompts. Monitor as students talk. Note down mistakes for later correction as a class, but do not make corrections while students are speaking.

8 Conversation

- Before students open their books, ask them the names of popular sports teams. Write the names of the teams on the board for later use.
- Have students cover the conversation and look at the picture. Ask: ***How many members of the team are there? What sport do they play?***
- Write on the board: ***The name of the team is _____.***
- **CD1, T12** Play the audio. Students listen and complete the sentences on the board.
- **CD1, T12** Play the audio again. Have students look at the conversation and read along as they listen.

Real Talk

- Say the phrases and have students repeat them.
- Ask: ***Who turned up at the gym?*** (a group of hopeful athletes) ***Did the coach know who was coming to the gym?*** (no) ***When was the last time someone turned up at your home?***
- Ask: ***Who says* What about?** (the reporter) ***What did he ask about?*** (Trevor) ***Who did Khalid talk about before?*** (the original team members) Ask a student the name of an athlete he or she likes. Then ask *What about...* with the name of another athlete.
- Ask: ***When Khalid says* He wasn't into the attitude of the players, *who was he talking about?*** (Trevor) ***Did Trevor like the team he was with?*** (no) Have students say the kind of sports they are into and not into.
- Ask: ***Was the team successful at the very beginning?*** (no) ***Did they become successful before or after their big break?*** (after)
- Refer students back to the names of the sports teams you wrote on the board before students opened their books. Ask: ***Do you know when these teams had their big break? When did they start winning a lot of games and tournaments?***

Your Ending

- Read the three endings aloud. Have students work in pairs to choose the ending they like best, or write a new ending.
- Have students practice the conversation in pairs, changing roles.

About the Conversation

- Have students work with a partner to ask and answer the questions.
- Check answers by having a student read the question and call on a classmate to answer.

Answers

Answers will vary. Sample answers:

1. They met in high school. The coach put a note on a bulletin board asking for players.
2. No, Trevor was not originally on the team.
3. They used to practice in the school gym.
4. He wasn't into the attitude of the players.
5. The sports center has better facilities.

Your Turn

- Students work in pairs and choose a famous athlete. One person in the pair is the athlete; the other is the reporter. Encourage them to be as creative as possible with their questions and answers as they write and practice the interview.
- Volunteers present their conversations to the class.

Workbook

Assign page 99 for additional reading practice.

Teaching Tip

When monitoring students speaking in groups, make note of common errors that you hear. At the end of the activity, write five or six of these errors on the board for students to correct as a class. It is not necessary to point out who made the mistakes.

Additional Activity

Have students role-play a conversation with another member of the team in the conversation—Charlie, Dave, Carlos, or Trevor.

fun facts

- What did people do one hundred years ago for entertainment? In the 1920s, board games and crossword puzzles were popular, as people didn't have television and the Internet in those days.

8 Conversation

Reporter: Your basketball team, *The Falcons*, is now leading the Junior League. So, how did the team start?

Khalid: Our coach posted a note on the bulletin board at our high school asking for players. The team was formed from the group of hopeful athletes that turned up at the gym.

Reporter: Do you still have the original team members?

Khalid: Yeah. Charlie and Dave are forwards, Carlos plays shooting guard, and I'm the point guard. But Trevor...

Reporter: What about your center forward? When did he join the team?

Khalid: Trevor came along a few months later. He used to play on another team, but he wasn't into the attitude of the players. He said they weren't serious enough, so he joined our team.

Reporter: Where did you practice, and where did you play?

Khalid: We used to practice in the school gym, but now we use the sports center. It has better facilities. We started in B Division, but now we're in A Division.

Reporter: When did your first big break come?

Your Ending

What do you think Khalid's answer was?

1. When Trevor joined our team.
2. When we won an important tournament.
3. When we beat the best team in B Division by 20 points.
4. Your idea: _____

Real Talk

to turn up = to appear unexpectedly
What about...? = used to introduce a new topic
to be into something = to be interested in, to like
big break = important opportunity

About the Conversation

1. How and where did the team members meet?
2. Were all the players originally on the team?
3. Where did they use to practice?
4. Why did Trevor leave the other team?
5. Why did the team change gyms?

Your Turn

Role-play with a partner. Make up a "fake" interview with a famous athlete. Ask about how the person's career started. Present your interview to the class.

9 Reading

Before Reading

1. Have you ever read about the lives of royalty? Who have you read about?
2. What do you know about King Salman bin Abdulaziz?

The King of Saudi Arabia

The Custodian of the Two Holy Mosques, King Salman bin Abdulaziz was born in Riyadh on December 31, 1935. He was educated at the Princes' School in Riyadh where he studied sciences, religion, and the Holy Qur'an. He was appointed Crown Prince of the Kingdom of Saudi Arabia and Deputy Prime Minister by his predecessor, King Abdullah bin Abdulaziz, on June 18, 2012. Crown Prince Salman became the King of Saudi Arabia and the Custodian of the Two Holy Mosques on January 23, 2015.

King Abdulaziz appointed young Prince Salman as the Emir of Riyadh in March 1954, when he was just 19 years old. He served as Deputy Governor of Riyadh for just over a year. Then, he became Governor of Riyadh until 1960 and again from 1963 to 2011, when he became the Minister of Defense. He was also Honorary President of the Friends of the Red Crescent and President of the Higher Committee for the Development of Riyadh. The Prince helped Riyadh develop from a mid-sized town into a major urban metropolis. He attracted a lot of tourism, business, and investment in the Kingdom. Today, Riyadh is one of the richest cities in the world, and it is a major center of travel and trade.

For over 50 years, in his capacity as a prince, His Royal Highness worked with many humanitarian groups that offer relief from natural and human disasters in the Kingdom and abroad. For his humanitarian work, he received many awards: from Bahrain, Bosnia and Herzegovina, France, Morocco, Palestine, the Philippines, Senegal, the United Nations, Yemen, and the King Abdulaziz Medal-First Class. He also supported many cultural projects. He was Chairman of the Riyadh Charity for Sciences and President of the Prince's Prize for the Memorization of the Holy Qur'an.

King Salman holds many degrees and academic awards, including an honorary doctorate from the Islamic University of Madinah and the Kant Medal from the Berlin-Brandenburg Academy of Sciences and Humanities. He was also awarded an Honorary Doctorate in Literature from the University of Umm Al-Qura in Makkah.

9 Reading

READING STRATEGY **Using chronology of events**

- Tell students that biographical readings usually give the chronology, or the order of events, of a person's life. Looking for words that alert the reader to chronological information, for example, dates and ages, will make the reading task easier.
- Have students scan the reading for words and expressions that are clues to chronology. (was born, on [date], in [year], when he was just [age], then, until [year], from [year] to [year])
- Have a class discussion about biographies. Ask students to say whose biographies they have read. List them on the board. You might begin by saying the following: ***I have read biographies of (name), (name), and (name). I'd like to read a biography of (name).***
- Have students discuss the first **Before Reading** question about the lives of royalty. Then ask the second **Before Reading** question. Ask follow-up questions, such as the following: ***Have you seen King Salman bin Abdulaziz in person or on TV? Have you read about him in a newspaper or magazine? What special things has he done?***

CD1, T13 Play the audio. Students listen and read along. Tell them to underline information about King Salman bin Abdulaziz that they did not know before.

- Have students reread the passage one paragraph at a time and circle new vocabulary. Encourage students to explain the meanings of words a classmate may not know before you provide an explanation. Words and expressions that may be new for students include the following:

appoint = name someone for an important position
He was appointed president.

metropolis = a large city
New York City became a metropolis in the twentieth century.

investment = the use of money to get profit
The country needs to attract more foreign investment to improve its economy.

humanitarian = a person or group that helps others
The United Nations is a humanitarian organization that tries to stop world hunger.

memorization = learning something by heart
Repetition is a common technique in memorization of long texts.

doctorate = the highest university degree
He has a doctorate in chemistry and now teaches at university.

Culture Note

Monarchies

A monarchy is a form of government in which the head of state is a king, queen, or emperor. Monarchy was the most common form of government in the nineteenth century, but it is no longer prevalent. Many monarchies exist in the world today, but the authority of the monarch in government proceedings differs from country to country. Today, there are about 40 nations in the world that have a monarch as the head of state.

The British monarchy is also called the Commonwealth realm and includes 16 nations with British heritage, such as the U.K., Canada, and Australia. Queen Elizabeth II is the monarch.

In the rest of Europe, there are monarchies in Andorra, Belgium, Denmark, Holland, Liechtenstein, Luxembourg, Monaco, Norway, Spain, and Sweden.

Islamic monarchies include Bahrain, Brunei, Jordan, Kuwait, Malaysia, Morocco, Oman, Saudi Arabia, and the United Arab Emirates.

Monarchies also exist in other parts of Asia such as Bhutan, Cambodia, Japan, and Thailand.

After Reading

A

- Have students search the reading for the words in the left column, and guess each word's meaning. Then they choose the correct answer, referring back to the reading as necessary. Go over answers with the class.

Answers

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

B

- Have students complete the task alone, underlining the parts of the text that provided the answers.
- Have students compare their answers with a partner before going over the answers with the class.

Answers

Answers will vary. Sample answers:

1. King Salman went to the Princes' School in Riyadh.
2. He was appointed Crown Prince on June 18, 2012.
3. He was the Governor of Riyadh for about 53 years.
4. He attracted a lot of tourism, business, and investment.
5. He became the King of Saudi Arabia on January 23, 2015.

C

- Elicit the first important event in King Salman's life. Have students write down five other important events and then compare answers in pairs.

Answers

Answers will vary. Sample answers:

1. He was educated at the Princes' School in Riyadh.
2. He was appointed Emir of Riyadh in 1954.
3. He was the Governor of Riyadh from 1963 to 2011.
4. He became the Minister of Defense in 2011.
5. He was appointed Crown Prince of the Kingdom on June 18, 2012.
6. He became the King of Saudi Arabia on January 23, 2015.

D

- Elicit one of King Salman's accomplishments. Have students write down four more accomplishments and then compare answers in pairs.

Answers

Answers will vary. Sample answers:

1. At the age of 19 he became the Emir of Riyadh.
2. He helped Riyadh develop into a major urban metropolis by attracting tourism, business, and investment.
3. For over 50 years, he worked with many humanitarian groups and received many awards.
4. He supported many cultural projects such as the Riyadh Charity for Sciences and the Prince's Prize for the Memorization of the Holy Qur'an.
5. He holds many degrees and academic awards.

Discussion

- Arrange students in small groups to discuss and answer the questions. As a follow-up, have a student from each group report back about their conclusions.

Teaching Tip

To help students build up their reading fluency and speed, do timed readings and keep a chart with the following: the date, the number of words read, and the words read per minute. In this way they will be able to see the progress they are making.

Additional Activity

Have students reread the biography of King Salman. Then with books closed, they make statements about King Salman in chronological order.

Project: Favorite Sports Teams

Students work in small groups. First they choose a sports team they all like and then do research to find out about the team members and their life stories. Groups present their projects to the class. Encourage them to bring in photos of the teams.

fun facts

Many celebrities establish and give money to philanthropies for issues that they care about. Bill Gates and his wife have donated over $28 billion to their foundation which focuses on global health and development.

After Reading

A. Match each word with the meaning.

1. ____ abroad	**a.** a big city
2. ____ humanitarian	**b.** taking away stress and pain
3. ____ relief	**c.** name someone for an important position
4. ____ appoint	**d.** a person who helps others
5. ____ metropolis	**e.** in other countries

B. Answer the questions about the reading.

1. Where did King Salman go to school?
2. When was he appointed as Crown Prince of the Kingdom?
3. For how many years was he the Governor of Riyadh?
4. How did he help to change Riyadh?
5. When did he become the King of Saudi Arabia?

C. Write down important events in King Salman's life. Compare your answers with a partner.

1.
2.
3.
4.
5.
6.

D. What are some of King Salman's accomplishments? Compare your answers with a partner.

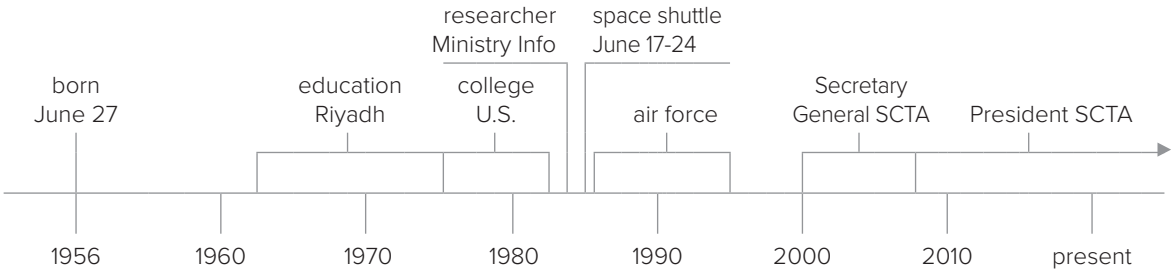
1.
2.
3.
4.
5.

Discussion

1. Do you think celebrities are good role models?
2. What do you think about celebrities who speak in favor of certain causes and issues?
3. What do you think about celebrities who are philanthropists and raise money for different causes?

10 Writing

A. Look at the timeline of events in Prince Sultan bin Salman's life. Then, complete the summary with prepositions and time words.



Prince Sultan bin Salman Abdul-Aziz Al-Saud was born (1) _____ Riyadh (2) _____ June 27, 1956. He was educated (3) _____ Riyadh. (4) _____ high school, he went to study communications and aviation (5) _____ the University of Denver (6) _____ the U.S. (7) _____ he was there, he also became a pilot. He started his career (8) _____ 1982 as a researcher (9) _____ the Ministry of Information (10) _____ Saudi Arabia. (11) _____ 1985, Prince Sultan made history (12) _____ he became the first Saudi astronaut to travel (13) _____ space. He flew aboard the space shuttle STS-51-G Discovery (14) _____ June 17 (15) _____ June 24. (16) _____ he joined the Royal Saudi Air Force as a pilot, and retired (17) _____ 1996. (18) _____ 2000 (19) _____ 2008, he was Secretary General of the Saudi Commission for Tourism and Antiquities, and (20) _____ 2008 he has served as its President.

Writing Corner

1. Prepositions of place: *in, on, at*

in Jeddah	**in** Saudi Arabia	**in** the world
on Earth	**on** an island	**at** school

2. Prepositions of time: *on, at, in, from...to...*

on Monday	**on** June 3rd	**at** 8:00 a.m.	**at** noon
in 2001	**in** May	**in** the winter	**from** 2007 **to** 2010

3. Time words: *since, ago, then, when, before, after*
   I was raised in Abha. **Then** my family moved to Riyadh **when** I was twelve.
   I have lived here **since** I was twelve. We moved here two years **ago**.
   I learned to read **before** I went to school.

B. Make a timeline about your life. Mark the important events in your life and your accomplishments on the timeline.

C. Write your life story. Say where you were born, raised, and educated. Include important events, accomplishments, and influences in your life.

11 Project

Choose a famous person and research the events and accomplishments in his/her life. Write a biography of the person. Present the biography to the class.

10 Writing

A

- Focus students' attention on the timeline. Ask: ***When was Prince Sultan born? Where was he educated? When did he fly in the space shuttle? What did he do after that? What does he do now? Since when?***
- **Note:** If there is more recent information about Prince Sultan, have students add it to the timeline.
- If necessary, review the material in the **Writing Corner** before students complete the exercise.
- Have students work in pairs to complete the summary with prepositions and time words.
- Check answers by having different students read parts of the paragraph.

Answers

1. in	**6.** in	**11.** In	**16.** Then
2. on	**7.** When	**12.** when	**17.** in
3. in	**8.** in	**13.** in	**18.** From
4. After	**9.** at	**14.** from	**19.** to
5. at	**10.** in	**15.** to	**20.** since

Writing Corner

- Go over the prepositions of place: ***in, on,*** and ***at*** with the class. Have volunteers read the examples in the chart. Elicit a simple rule for each preposition. For example: *in + city/country/world; on + planet/island; at + building.*
- Review the prepositions of time: ***on, at, in,*** and ***from... to...*** Have volunteers read the examples in the chart. Elicit a simple rule for each preposition. For example: *on + day/date; at + time; in + year/month/season.* Explain that *from...to...* shows a duration of time. Write examples on the board:
  Ali studied from 6 to 9 P.M. last night.
  We attend school from Sunday to Thursday.
  Summer is from June to August.
- For additional practice with prepositions of time write random years, seasons, months, days, and times on the board. Point to them and have volunteers read the words adding ***in, on,*** or ***at***. For example, write ***March*** and elicit: ***in March***. Write ***Sunday*** and elicit: ***on Sunday***. Similarly, write places such as cities, countries, islands, and buildings on the board for practice with prepositions of place.
- Go over the time words. Have students read aloud the examples. Change the information in the example sentences to make true statements about yourself. For example: ***I have worked here since last year. I started working here one year ago.*** Then ask volunteers to change the information to make similar sentences about themselves.

B

- Draw a timeline on the board for your life. Write in the important dates and events. Elicit questions about the dates. For example, ask: ***Where was I born? What happened in 1996?***
- Have students draw similar timelines marking important dates and events. Then in pairs, students ask and answer about each other's timelines.

C

- Have students write their life stories using information from their timelines. Tell them not to write their names.
- Collect and redistribute the students' writing to someone else in the class. Students read the story and guess who wrote it.

11 Project

- Before students begin, have a class discussion about the kind of information they will need to find; for example: date and place of birth, education, activities, talents/interests, achievements, when success was reached, etc. They may also with to include photos.
- Assign the biography as homework. Tell students they will submit their written biographies and present them to the class or a group.

Workbook

Assign page 100 for additional writing practice.

12 Form, Meaning and Function

Time Expressions for the Past

- Review the time expressions at the top of the chart. Practice the expressions by asking students to answer questions, for example: ***Where were you the day before yesterday? What did you have for breakfast yesterday morning? Did you go on vacation last summer? What were you doing ten minutes ago?***
- Read the examples with *When* clauses. Model a sentence with ***When I was a child...*** or ***When I was 10 years old...*** Then have volunteers share things from their childhood using the phrase. Point out the use of the comma after the *When* clause if it begins the sentence.
- Go over the list at the bottom of the chart. Explain that some time phrases such as *on Monday/Tuesday,* etc., *this morning/afternoon/evening, at 6 A.M./at 10 P.M.* can also be used with other tenses. For example: ***Did you write a test on Monday?*** (past) ***I always play tennis on Saturday.*** (present) ***Are you going to write a test on Monday?*** (future) ***I ate breakfast this morning.*** (it's now afternoon) ***I haven't eaten anything this morning.*** (it's still morning) ***I woke up at 6 A.M. this morning.*** (past) ***I usually wake up at 6 A.M.*** (present) ***We're meeting at 2 P.M.*** (future)

A

- Explain to students that they should use the word in parentheses, but they will need to add other words to complete the time phrase.
- Do the first item as an example. Ask: ***If you're in grade 9, when were you in grade 8?*** (last year) ***When were you in grade 7?*** (two years ago)
- Have students complete the exercise individually.
- Check answers by having students read their completed sentences.

Answers

Answers will vary. Sample answers:

1. Last year / two years ago
2. in (year) / on (date) / (number) years ago
3. last night / this morning
4. at (time) / at (time)
5. (a week) ago
6. when I was (age)
7. when I was (age)
8. in (year)
9. in the 20th century
10. in 1932 / on September 23rd

B

- Do the first item together as an example by eliciting the sentence from a volunteer.
- Have students write the sentences in a notebook and then check their answers in pairs.
- Go over the answers with the class.

Answers

1. Beijing hosted the Summer Olympics in 2008.
2. We wrote a math test the day before yesterday.
3. Fahd graduated from university when he was 23.
4. Ali was sick, so he didn't go to class this morning. / Ali was sick this morning, so he didn't go to class.
5. Mona started working as a teacher ten years ago.
6. People didn't use to drive cars in the 19th century.
7. My parents bought me a cell phone last week.
8. I made new friends when I started high school.

C

- Go over the instructions and have two volunteers read aloud the example.
- Put students in pairs to practice asking and answering questions.
- Walk around the room as students are working and help as needed.

12 Form, Meaning and Function

Time Expressions for the Past

Last—last night, last Tuesday, last week, last month, last year, last summer
Yesterday—yesterday, yesterday morning, the day before yesterday
Ago—six years ago, two days ago, a week ago, five hours ago, ten minutes ago

When clauses

They didn't go to school *when they were four years old*.
When I was a child, I used to play with my toys all day.

Past dates and times

in 1998, in the 20th century, on May 25th 2000, on Monday, this morning, at 6 A.M.

A. Complete the sentences with the correct time phrases. Use the words in parentheses.

1. I'm in grade 9. _____ (last) I was in grade 8, and _____ (ago) I was in grade 7.
2. I was born _____ (in). I was born _____ (on) _____ (ago).
3. What time did you go to bed _____ (last)? What time did you wake up _____ (this)?
4. I went to bed _____ (at) last night, and I woke up _____ (at) this morning.
5. We finished Unit 1 of *SuperGoal 5* _____ (ago).
6. I started learning English _____ (when).
7. I didn't use to read and write _____ (when).
8. I started going to this high school _____ (in).
9. King Abdul Aziz Ibn Saud founded the Kingdom of Saudi Arabia _____ (century).
10. The Kingdom of Saudi Arabia was founded _____ (in) _____ (on).

B. Put the words in order to make sentences. Start with the word in **bold**.

1. hosted / in / **Beijing** / the / Summer Olympics / 2008
2. took / before / math / a / test / **We** / day / yesterday / the
3. graduated / **Fahd** / when / was / he / 23 / university / from
4. he / to / morning / was / sick / **Ali** / so / didn't / class / this / go
5. ago / ten / **Mona** / a / started / years / as / working / teacher
6. century / didn't / **People** / cars / to / the / in / use / drive / 19th
7. parents / me / cell phone / **My** / week / bought / a / last
8. friends / new / I / when / started / high school / made / **I**

C. Work with a partner. Ask your partner questions using time expressions for the past. Then change roles.

A: What did you do last weekend?
B: I visited my grandparents last weekend.
A: What time did you wake up this morning?
B: I woke up at 6:30 this morning.

3 When Are You Traveling?

1 Listen and Discuss

What problems do air travelers have nowadays? Discuss with a partner.

Unit Goals

Vocabulary
At the airport
Travel words

Functions
Talk about air travel
Talk about ongoing actions
Talk about plans and future actions

Grammar
Present Progressive
Future with *Going To* and *Will*
Infinitives of Purpose
Time Clauses: *After, As Soon As, Before,* etc.
Prepositions of Movement

Listening
Listen for specific information in a conversation between travelers

Pronunciation
Words ending in *-ing*

Reading
Study Arabic in Saudi Arabia

Writing
Write an email to a friend about studying in another country

Project
Write a study program for foreign students in your country

Warm Up

Have a discussion about airports. Ask: ***Where is the nearest airport? What is it like? How big is it? Is it an international airport?*** Ask individual students other airport-related questions, such as the following: ***When was the last time you were in an airport? Where were you going? Did you ever meet someone at an airport?***

1 Listen and Discuss

- Have students describe what they see in the picture. Ask the following questions:

  What announcement do people hear over the loudspeaker? (The flight to Abu Dhabi is boarding.)

  How many people are at the airline counter? (6; 3 airline employees and 3 customers)

  What is the man at the middle counter doing? (He's checking in.)

  Who has a surfboard? (The young man going to Hawaii.) ***What is he probably going to do on his trip?*** (Go surfing.)

  Why are the boy's parents at the airport? (They came to say goodbye to their son.) ***Where do you think the boy is going? How do the parents probably feel? How does the boy probably feel?*** (answers will vary)

  What do the two people in uniforms do? (They're pilots.) ***Do they look like they're going home or getting ready to board the plane?*** (Going home. One of them is not in full uniform and they are discussing what they are going to tonight.)

  Why is the couple (on page 23) probably at the airport? (They're taking a plane.) ***Why are they looking at the TV screen?*** (They're checking their flight's departure time.)

- Ask students to describe what is happening at the security checkpoint. Ask: ***What do people usually have to do when they go through security?***

CD1, T14 Play the audio of the conversations. Have students listen as they read along.

- Answer any questions about vocabulary or content.
- Call on students at random to read aloud the conversations. Correct their pronunciation and intonation as necessary.
- Direct students' attention to the *Advice to Travelers*. Elicit travel advice students know by saying situations and asking their advice. For example:

  You want to buy something in a store. Is it a good idea to take your suitcase with you into the store, or to leave it outside the store for a few minutes?

  What should you put on your suitcase to make sure you don't lose it?

  A stranger asks you to hold something while he goes to do something. Is it a good idea to agree?

  If your flight is at 2 P.M., what time should you arrive at the airport?

  What kind of identification do you need to have when you fly? Is there anything else you should also have with you when you travel?

CD1, T14 Play the audio for the *Advice to Travelers*. Students listen and read along.

- Ask questions to check comprehension. For example: ***What is an example of* belongings?** (suitcase, handbag, etc.) ***What do people put on a tag?*** (name, address, and phone number) ***What is an example of a* container?** (bottle, jar, etc.) ***Do you carry your checked baggage on the plane with you?*** (no) ***Where are there sometimes long lines at the airport?*** (at check-in and at security)

Quick Check

A

- Have students point to the people talking about a ticket. Ask: ***Do you need a ticket every day or just when you travel?*** Make sure that students understand they are looking for items needed specifically for airplane travel.
- Have students work in pairs and underline other items airplane passengers need.

Answers

ticket, passport, suitcase, carry-on, bags, name tag, photo identification, boarding pass, visas, vaccinations, credit card

B

- Have volunteers read aloud the questions and point to the part of the airport scene that has the answer.
- Have students answer the questions individually. Then have them work in pairs to check answers and ask and answer the questions.

Answers

Answers will vary. Sample answers:

1. The man is checking one suitcase.
2. No, he doesn't.
3. The pilot is going to bed early because he is flying to Japan the next morning.
4. He's going to Hawaii to surf.
5. You should put liquids in your checked baggage.
6. You need to have photo identification and a ticket.

2 Pair Work

A

CD1, T15 Play the audio for the model conversations. Students listen and repeat.

- Ask: ***Who are they talking about in the first conversation? What about the second?*** Have students point to the people in the picture.
- Model the task by eliciting questions about the pilot. For example: ***What is he doing tonight? Is he tired? Why is he going to bed early?***
- Have pairs come up with as many questions as they can about each picture. Then have students switch partners and ask their new partners their questions.

B

CD1, T15 Play the audio for the model conversation. Students listen and repeat.

- Model the task by telling the class that you have plans to take a trip. (These can be real or imaginary plans.) Encourage students to ask you questions about your trip.
- Find out if anybody plans to take a trip in the near future. Ask them to talk about their plans. Tell other students to imagine that they plan to take a trip. Have students work in pairs to ask and answer questions about their travel plans.

Workbook

Assign page 101 for practice with the vocabulary of the unit.

Teaching Tip

Using hand gestures when talking to students in English is a good way to reinforce what you are saying. Because you are speaking English, students may not be sure if they understood something you said correctly. Reinforcing your words with gestures will reassure students that they understood correctly without having to resort to using their native language.

Additional Activity

Have students choose one of the conversations in the presentation and continue it. Have volunteers present their conversation to the class.

fun facts

- The five busiest airports in the world are the following: 1. Atlanta International in Atlanta, USA; 2. O'Hare International in Chicago, USA; 3. London-Heathrow in London, GB; 4. Tokyo International in Tokyo, Japan; and 5. Charles de Gaulle International in Paris, France.
- KLM Royal Dutch Airlines is the oldest airline in the world. It has been operating since 1919. Its first flight carried two British journalists from London to Amsterdam on May 17, 1920.
- Flying is still the safest way to travel. In 2008 in the U.S., statistics show 0.2 fatal accidents per million travelers. That year 44,000 people were killed in car accidents.

⚠ Advice to Travelers ⚠

- Keep your belongings with you at all times to ensure their safety.
- Put a name tag on your suitcase to identify it.
- Do not agree to pack any items from strangers.
- Do not carry containers with liquids. Place liquids in your checked baggage.
- Always arrive at the airport at least two hours before departure to have extra time in case of long lines.
- Check that you have your photo identification (passport is required for international travel), ticket, and boarding pass with you to avoid difficulties.
- Check with your travel agent about visas and vaccinations for the countries you are visiting.
- Carry a major credit card.

Quick Check ☑

A. Vocabulary. Underline items that airplane passengers need.

B. Comprehension. Answer the questions.

1. How many bags is the man checking?
2. Does the man need to take off his glasses?
3. Why is the pilot going to bed early?
4. Why is the young man going to Hawaii?
5. Where should you put liquids when you travel?
6. What do you need to have with you before you leave for the airport?

2 Pair Work

A. Ask and **answer** about the pictures.

What time is the couple's flight leaving?
It's leaving at ten.

Who will the parents miss?
They'll miss their son.

B. Ask and **answer** about a trip. Use real or made-up information.

When are you going to leave on your trip?
I'm leaving for Paris tomorrow.

Where will you stay?
I'll stay with friends.

3 Grammar

Present Progressive

Use the present progressive for actions happening now or for definite arrangements in the future.

My friends **are waiting** for me at the airport.
What **are** you **doing** now?

My friends **are arriving** tomorrow.
What **are** you **doing** tonight?

Note: Time expressions such as the following indicate the future: *tonight, tomorrow, next week.*

Future with *Going to* and *Will*

Use (*be* +) *going to* to talk about plans. Use *will* + *maybe/probably* for uncertain or indefinite plans.

What are you **going to** do on your vacation?
I'm **going to** travel to Europe.
I'm not **going to** travel this year.

Where **will** you stay?
Maybe I**'ll** stay with friends.
I probably **won't** stay in a hotel.

Infinitives of Purpose

Use the infinitive to say why people do things.

I'm going to KSA **to visit** relatives.

He got up early **to catch** the plane.

A. Ask and answer about flights, times, arrivals, and destinations.

A: What time is Flight 720 arriving?
B: It's arriving at 9:45.
A: Where is it coming from?
B: It's coming from Dubai.

A: What time is Flight 239 leaving?
B: It's leaving at ten o'clock.
A: What gate is it going to depart from?
B: It's going to depart from Gate D22.

Arrivals

Flight	From	Arriving	Gate
SV 345	DAMMAM	8:00 AM	D 20
EK 720	DUBAI	9:45 AM	C 11
LH 87	FRANKFURT	10:20 AM	B 19
IB 605	MADRID	11:00 AM	A 17
SV 94	RIYADH	11:40 AM	C 8
AZ 348	CAIRO	1:00 PM	D 7

Departures

Flight	To	Departing	Gate
JAL 33	TOKYO	8:15 AM	A 90
SV 633	AMMAN	9:10 AM	B 7
BA 239	LONDON	10:00 AM	D 22
TP 987	LISBON	11:30 AM	C 15
SV 621	JEDDAH	12:20 PM	C 10
AF 573	PARIS	1:25 PM	B 16

3 Grammar

Present Progressive

- Go over the material in the grammar chart for the present progressive used for an action that is happening now. Have students say things that they are doing right now. Model a few possibilities. For example: ***I'm standing in front of the room. I'm speaking English.***
- Go over the material in the grammar chart for the present progressive used for definite arrangements in the future.
- Have students say three definite plans they have for some time in the future; for example, *after class*, *tomorrow*, and *on the weekend*.

Language Builder

Explain that we can use the present progressive to express definite plans in the future. We usually use future time expressions, such as *tonight*, *tomorrow*, *next month*, *later*, and *in a few minutes*. For example: *I'm watching a film on TV tonight. I'm leaving in a few minutes. We're visiting friends later.*

Future with *Going To* and *Will*

- Explain that we use *going to* for definite plans in the future. We use *will* + *maybe* or *probably* for indefinite plans.
- Have students say three things they are going to do in the future, using *going to* and *will*. To elicit ideas, ask questions such as the following: ***What are you going to do on your next vacation? How long are you going to study tonight?*** Tell students if the answer is indefinite, they can use *will* with *probably*. Model some answers, such as: ***I'll probably go to New York on my next vacation. I'm not sure, but I'll probably stay home tonight.***

Language Builder

The negative of *will* is *will not* or *won't*. Although *will* is used for indefinite plans, *won't* can be used to express a strong specific refusal. For example: *I don't like that hotel. I won't stay there. I don't like that restaurant. I won't go to eat there.*

Infinitives of Purpose

- Point out that infinitives of purpose answer the question *Why*. They are similar in meaning to *in order to*. Write the following sentence on the board: ***I'm going to the store to get some milk.*** Have students identify the infinitive of purpose in the sentence.
- Write cues like the following on the board:

go/the drugstore	***study/English***
writing/that list	***use/the dictionary***
surf/the Internet	***leave/now***

Have students use the cues to make questions (for example, *Why are you going to the post office?*) and give logical answers (*To buy stamps*).

A

- Focus students' attention on the arrival and departure screens. Tell them that the airline codes are real. Ask students if they know or can guess what each stands for. (EK = Emirates Airlines; LH = Lufthansa; IB = Iberia Airlines; AV = Avianca; AZ = Alitalia; JAL = Japan Airlines; SV = Saudi Arabian Airlines; BA = British Airways; TP = Air Portugal; AF = Air France.) Practice having students say the codes by asking questions, such as ***What's the flight number to Rome?***
- Have volunteers read aloud the sample conversations. Tell students they may use either the present progressive for the future or *going to*. The answers should be in the same tense as the questions. If necessary, provide another example.

  A: Where is flight AA345 coming from?
  B: It's coming from Rome.
  A: What time is it going to arrive?
  B: It's going to arrive at 8 o'clock.
- Have students work in pairs, asking and answering questions about flight numbers, arrival and departure gates and time, and destinations.

Answers

Answers will vary.

Language Builder

A plane arrives at a gate and departs from a gate. For example:

Flight AA345 is ***arriving at*** *Gate D20 at 8:00.*

Flight SV633 is ***departing from*** *Gate B7.*

B

- Have students look at the pictures. Ask what the people in the pictures are doing. For example: ***Where is Matt? What is he doing there?***
- Have students work in pairs. Make sure they use the infinitive of purpose in their answers.

Answers

Answers will vary. Sample answers:

1. **A:** Why is Sam going to Paris?
   B: He's going to Paris to study French.
2. **A:** Why are Ali and Maha going to the airport?
   B: They're going to the airport to meet their son.
3. **A:** Why is Badr going to the travel agency?
   B He's going to the travel agency to plan a trip.
4. **A:** Why are Ted and his son going to the mall?
   B: They're going to the mall to buy a suitcase.
5. **A** Why is Sabah going to the bank?
   B: She's going to the bank to get foreign currency.
6. **A** Why is Rudy going to the consulate?
   B: He's going to the consulate to get a visa.

C

- Have students work in pairs, asking and answering questions about why they are going to particular places. They can use the places in **B** or any other place.

Answers

Answers will vary.

D

- Tell students they are going to try to find a time to meet their partner next Saturday. First, they have to complete the chart with their plans at different times of the day. Model the activity by writing your Saturday plans on the board. Be sure to write only notes so that students understand they are not to write complete sentences in the chart.
- Have volunteers read the sample conversation aloud. Then have another student ask you the same question. Answer truthfully, referring to the plans you wrote on the board.
- Have students work in pairs. When they finish, have them report to the class when they are going to meet.

Answers

Answers will vary.

Workbook

Assign pages 102–104 for more practice with the grammar of the unit.

Teaching Tip

If possible, arrange the seats in your classroom so that students are not sitting in straight rows facing the front of the room. The purpose of learning a language is communication. It is easier for students to communicate with you and each other if they are facing each other. A half-circle or open-sided square usually works well. For pair or group work, encourage students to move their desks around so they are facing each other or are in a small circle.

Additional Activity

Have students find out about the arrival and departure times for three international flights from their city or a city nearby scheduled in the coming week. Have them report their findings at the next class.

fun facts

- Airplanes travel on "highways" in the sky called airways. Airways are about 32 miles (52 kilometers) wide, and of varying altitudes. While you're flying one way, another airplane could be flying in the opposite direction above you!
- English is the international language of air traffic control.

B. Work with a partner. Ask and answer questions.

A: Why is Matt going to Colorado?
B: He's going there to ski.

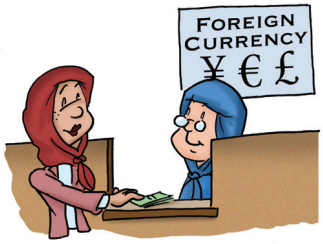
Matt / go / to Colorado

1. Sam / go / Paris

2. Ali and Maha / go / airport

3. Badr / go / travel agency

4. Ted and his son / go / mall



5. Sabah / go / bank

6. Rudy / go / consulate

C. Now do role plays for the items in exercise **B.** Ask your partner what he/she is going to do in a particular place.

A: What are you going to do in Colorado?
B: I'm going to ski. / I'll probably go skiing.

D. Complete your schedule for next Saturday. Then ask and answer questions with a partner. Try to arrange a time to meet and do homework together.

A: What are you doing at two o'clock next Saturday?
B: I'm getting a haircut. How about you?
A: I'm not doing anything.

My Schedule	Activities and Times	My Partner's Schedule	Activities and Times
Morning		Morning	
Afternoon		Afternoon	
Evening		Evening	

4 Language in Context

Yahya lives in Dammam. He's going to London on vacation next month.

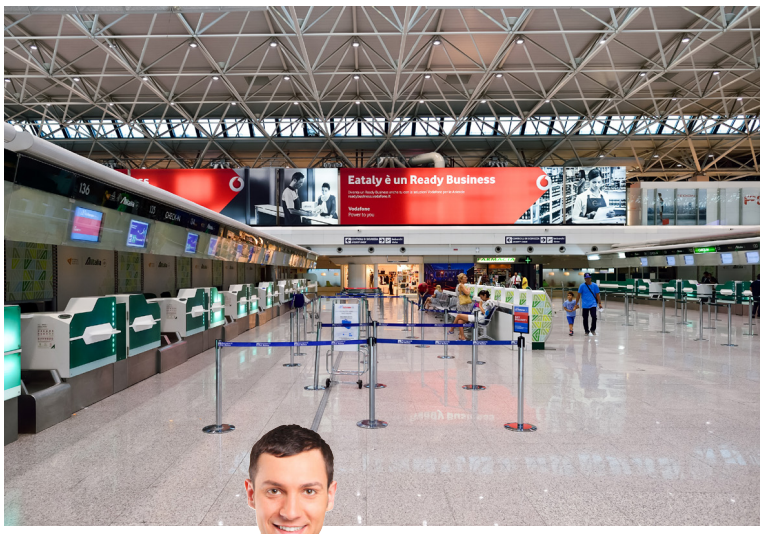
1. List eight items he's going to need. Compare with a partner.

He is going to need a passport.
He's going to have to get a U.K. visa.

2. What do you think he's going to do in London? Discuss in small groups.

He's going to take lots of photos.

5 Listening



Listen to the conversation. Answer ***true*** or ***false***.

1. _____ Dan and Larry last saw one another two years ago.
2. _____ Dan is working in the clothing industry.
3. _____ They are both traveling to Milan.
4. _____ Larry is going to Florence to study architecture.
5. _____ Dan is going to Milan to find new clothing designs.

6 Pronunciation

Listen to the pronunciation of ***-ing***. Then practice.

The plane is arriv**ing** at two.
Where are you go**ing** on vacation?
When are you leav**ing**?
He's com**ing** tomorrow.

7 About You

1. Have you ever traveled by plane?
2. Are you afraid of flying?
3. What do you like/dislike about plane trips?
4. What do you like/dislike about airports?
5. What do you think are the good and bad things about traveling?
6. Have you ever had a bad travel experience? Tell about it.

4 Language in Context

- Read the directions and examples with the class.
- Give students a few minutes to make a checklist of eight items. Then have students work in pairs and use their lists to make sentences about Yahya.
- Have two pairs form a new group and tell each other their sentences. Then have them discuss what they think Yahya is going to do in London.
- Have one person in each group report back to the class.

Answers

Answers will vary. Sample answers:

1. He's going to need a passport. He's going to need a U.K. visa. He's going to need British pounds. He's going to need warm clothes. He's going to need a hotel reservation. He's going to need a camera. He's going to need comfortable shoes.
2. He's going to go sightseeing. He's going to go to the British Museum. He's going to speak English.

5 Listening

- Have students look at the photo. Ask: ***Where are the people? What are they going to do? Have you ever been in a long line at the airport? What did you do while you were waiting? Did anything unusual happen?***
- Have volunteers read aloud the sentences. Ask: ***Who are you going to hear in the conversation?*** (Dan and Larry) ***How do they know each other?*** (They're old friends.) ***Where are they?*** (at an airport) ***Did they plan to meet each other there?*** (no) Write students' answers on the board.

CD1, T16 Play the audio. Have students listen to see if their answers on the board were correct.

CD1, T16 Play the audio again. Have students listen and mark the sentences *true* or *false*.

CD1, T16 Play the audio a third time for students to check their answers.

Audioscript

Dan: Larry Morris?

Larry: Dan Casey! What a surprise. Long time no see.

Dan: Yeah. Almost five years, I bet.

Larry: How have you been?

Dan: I'm doing fine. How about you?

Larry: Can't complain. So tell me, what are you doing?

Dan: Actually, I'm working in the clothing industry.

Larry: That's terrific! Last time we met you were still in college.

Dan: Yeah, time flies, doesn't it?

Larry: Where are you traveling to?

Dan: I'm going to Milan to look for some new designs.

Larry: Great! I'm traveling to Italy too. I'm going to Florence to study art. Maybe we can get together while you're there. How long are you staying?

Dan: A short time, only one week. I'll look you up on my next trip. Let me have your email, and we'll keep in touch.

Answers

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

6 Pronunciation

- Direct students' attention to the *-ing* endings in the sentences. Ask them to listen to see if they hear the final *g* clearly.

CD1, T17 Play the audio as students listen only.

CD1, T17 Play the audio again. Students listen and repeat.

7 About You

- Arrange students in small groups to answer and discuss the questions about travel.
- As a follow-up, call on one student from each group to report back to the class about what they discussed.

8 Conversation

- Have students cover the conversation and look at the pictures. Ask: ***What is the connection between the pictures? Where do you think the people on the plane are going? What do strangers on planes often talk about? Do you like to talk to strangers on planes? Why or why not?***
- Write the following questions on the board: ***Where is the plane going?*** (Saudi Arabia) ***Do the two people in the conversation know each other?*** (no)

CD1, T18 Play the audio. Ask students to listen to answer the questions on the board.

CD1, T18 Play the audio again. Have students listen and read along.

Real Talk

- Have students repeat the phrases after you.
- Ask: ***What does Mr. Parker say about life in Abha?*** (It's kind of slow.) ***Is it very slow or a little slow?*** (a little) ***What can Mr. Parker probably see and do in Riyadh that he can't do in Abha? What local city would you call kind of slow?***
- Ask: ***How is Mr. Parker's Arabic?*** (pretty good) ***Is it not very good or quite good?*** (quite good) ***What are you pretty good at?***
- Ask: ***What does Mr. Parker say Michael will pick up?*** (Arabic) ***Does he think it will be difficult for Michael to learn?*** (no) Have students say something they are good at picking up. Make sure they understand that when you *pick up* something, you learn it without much effort. If students have a hard time coming up with their own ideas, suggest the following: new vocabulary, how to do things on computers, how to fix things.

About the Conversation

- Have students work with a partner to ask and answer the questions.
- Check answers as a class. Call on a student to read the question and have that student call on a classmate to answer.

Answers

Michael

1. He's going to Saudi Arabia to study Arabic.
2. He's staying for a year.
3. He still makes mistakes in Arabic.
4. He's going to stay in Abha.

Mr. Parker

1. He's going to Saudi Arabia on business.
2. He's staying for a few days.
3. His Arabic is pretty good.
4. He's going to stay in Riyadh.

Your Turn

- Arrange students in pairs. First, have pairs decide what the destination of the plane is. Then have them role-play the conversation. Tell them to use only the cues and not the conversation in the book. (You might want to write the cues on the board and have students close their books.) Encourage students to be creative with their answers.
- Ask volunteer pairs to perform their role play for the class.

Workbook

Assign page 105 for additional reading practice.

Teaching Tip

Do not be afraid to have some silent time during class. While it is important for students to hear and speak English during class, brief silent periods can be good to give students time to think, take notes, and organize their thoughts. It is especially important when students are working individually or when one student is struggling to answer a question.

Additional Activity

Have students imagine Michael and Mr. Parker meet again by chance after two months. Have them role-play a conversation about what the two months were like. Some new questions might be: *How is your Arabic now? Do you still make a lot of mistakes? Are you going to stay the whole year in Saudi Arabia?*

fun facts

Every year, especially during the summer, thousands of foreign students enroll in English courses in the U.K. In addition to the capital, London, popular cities to study English in are Bath, Bournemouth, Brighton, Cambridge, Canterbury, Chester, Oxford, and York. These cities offer students a rich mixture of history, cultural events, and entertainment after classes have finished.

8 Conversation

Michael: Are you going to Saudi Arabia on business or vacation?
Mr. Parker: I'm going on business. My company has a branch in Riyadh. I'm attending a conference tomorrow morning, and then I'll probably fly back home to London next week. How about you?
Michael: I'm going to Saudi Arabia to study Arabic at King Khalid University. I'm an exchange student.
Mr. Parker: How long are you staying?
Michael: For a year, in Abha. Have you been there?
Mr. Parker: Yes, I have. It's very nice. Wonderful climate, but kind of slow for me, compared to Riyadh.
Michael: How's your Arabic?
Mr. Parker: Pretty good. I lived in Dubai for a while.
Michael: Well, I still make a lot of mistakes in Arabic, but my Arab friends say I have a good accent.
Mr. Parker: I'm sure you'll pick up the language quickly.

Real Talk

kind of = in some ways/slightly
pretty = very/quite
pick up = learn

About the Conversation

Answer about Michael. Then complete the same information about Mr. Parker.

1. Why is he going to Saudi Arabia? _____ _____
2. How long is he staying? _____ _____
3. What's his Arabic like? _____ _____
4. In which city is he going to stay? _____ _____

Your Turn

Imagine you are traveling and you meet someone on the plane.
Role-play the conversation with a partner. Use the following cues.

1. Where / stay? **2.** Why / go / name of place? **3.** How long / stay?

9 Reading

Before Reading

1. What do you know about student exchange or language study programs abroad?
2. Would you like to go on one? Why or why not?

Study Arabic in Saudi Arabia

Saudi Arabia is the perfect destination if you want to learn the Arabic language and Islamic culture. Saudi Arabia is unique, with lots of traditions, historic places, and contrasts in scenery.

Why learn Arabic in Saudi Arabia?
Because there is so much to see and visit, you can be sure you'll never run out of things to do before and after your Arabic classes.

Why learn Arabic?
Arabic is the language of the Holy Qur'an. It is spoken by more than 340 million people around the world, mainly in the Middle East and North Africa. Like English, there are many different dialects in Arabic, but the majority of speakers in Saudi Arabia, the U.A.E., Oman, Kuwait, Yemen, Bahrain, and Egypt all understand each other. Arabic is commonly spoken in many other places, even where it is not the first language; for example, in the United States and increasingly in European countries.

Why register at the Arabic Language School?

Learning the language
At our school, you will study the language and the culture of Islam! You will recite the Holy Qur'an, practice conversation, listen, and learn to read and write Arabic. Soon you will be comfortable speaking and using words and expressions the local people use.

Accommodations
You will live with a family. You will share their delicious food, their experiences, and learn all about everyday life in Saudi Arabia. The family members and local people will be pleased to help you with the language and help you experience the culture.

Why Abha?
Abha is the capital of the Asir province. It is located in the Asir Mountains, 2,200 meters (7,218 feet)

above sea level. Its mild climate makes it a popular tourist destination, with average temperatures between 12° C (54° F) and 24° C (75° F). With a population of over 250,000, Abha is neither big nor small. The town is known for its traditional stone and mud-brick houses, but it also has modern hospitals and universities.

Abha has a rich heritage and a buzzing marketplace with regional foods and crafts. It attracts a great number of visitors, especially in summer, who come to relax and to take part in the lively atmosphere at the local summer festivals. Some even enjoy paragliding!

9 Reading

READING STRATEGY **Using heads and subheads**

- Point out to students that the heads and subheads in a reading can help them to predict the main idea of each part of the reading.
- Before students open their books, ask the **Before Reading** questions about study programs abroad. Elicit answers in a class discussion.
- Have students open their books, cover the text, and discuss what they see in the pictures. Ask: ***Who is the man?*** (a teacher) ***What country do you think the pictures are of?*** (Saudi Arabia) ***What are good places in Saudi Arabia to visit? What is the climate like in Saudi Arabia? Do you think Saudi Arabia is a good place to study Arabic?***
- Have students uncover the text and talk about what type of text it is. Ask: ***Is it a magazine article or a brochure?*** (a brochure) ***What is the brochure for?*** (the Arabic Language School) ***Will the brochure give all the facts or just some of the facts? Will the brochure have any negative information? Why not?***
- Have volunteers read aloud the heads and subheads. Have students predict what they expect to read in each section. Write their ideas on the board.
- **CD1, T19** Play the audio. Students listen and read along, looking to see if their predictions on the board were correct.
- Have students reread the passage one section at a time. Pause after each section and ask questions to check understanding of the main idea of the section. For example:

  (Introduction)
  What makes Saudi Arabia special? (its traditions, historic places, and contrasts in scenery)

  (Why learn Arabic in Saudi Arabia?)
  What makes Saudi Arabia a good place to learn Arabic? (There are a lot of things to do outside of class.)

  (Why learn Arabic?)
  How many people speak Arabic? (more than 340 million people)
  Where do people speak Arabic? (in the Middle East and North Africa, in the US and in European countries)
  Are there many dialects in Arabic? (yes)

  (Why register at the Arabic Language School?)
  What will you study at the school? (the language and culture of Islam, the Holy Qur'an)
  Why will it be good to live with a family? (You will share their food, experiences, and learn about everyday life in Saudi Arabia.)

  (Why Abha?)
  Is Abha in the mountains or by the sea? (in the mountains)
  What is the climate in Abha like? (It has a mild climate with temperatures between 12°C and 24°C.)
  Is Abha an old city or a modern city? (both)
  What is the population of Abha? (over 250,000)
  What attractions are there in Abha? (rich heritage, marketplace, summer festivals, paragliding)

- Have students discuss the effectiveness of the brochure. Does it make them want to go to the Arabic Language School? What information would they need to know that is not in the brochure?
- Have students work in pairs to brainstorm a list of additional information that they would like to know about the exchange program at the Arabic Language School.

fun facts

- There are 6,912 languages spoken in the world today.
- Mandarin Chinese is the most widely spoken, followed by Hindi and Spanish.
- English is the most widely-spoken language by non-native speakers.
- There are 820 different languages spoken in Papua New Guinea.

After Reading

A

- Tell students to first find the words in the reading and underline them. Tell students to think carefully about the meanings of the words in the reading. The words might have a different meaning in the reading from a meaning they already know.
- Have students do the task individually and then compare answers in pairs.

Answers

1. b
2. b
3. a
4. c
5. c
6. a
7. b
8. a

B

- Have students read and answer the questions individually. Tell them to underline the parts of the text that provided them with the answers.
- Go over the answers with the class.

Answers

Answers will vary. Sample answers:

1. Arabic is spoken by more than 340 million people, so it can help you communicate with lots of people.
2. Students will recite the Holy Qur'an, practice conversation, listen, and learn to read and write Arabic.
3. Students will live with a family.
4. Abha has a mild climate with temperatures between 12°C and 24°C.
5. The climate is good, and Abha has a rich heritage, a buzzing marketplace, a lively atmosphere, summer festivals, and even paragliding.

Discussion

- Arrange students in groups. Have them use the questions as the basis for a discussion of exchange programs and world languages.
- Then include the whole class in a general discussion. Take a class poll of the countries students would most like to go to for study.

10 Project

- Have students work in groups and plan a study program. First, they should decide what country the foreign students are from, how old they are, and how long their stay is going to be. They should then discuss the highlights of their country that they will want the visitors to know about and see during their stay.
- Have each group prepare a written report about the program as well as an oral presentation for the class.

Teaching Tip

Think about your favorite teachers from when you were in school. Most likely they were enthusiastic about what they taught. Your students will recognize your motivation and enthusiasm, and this will make your classroom more productive and stimulating for all.

Additional Activity

Tell students to close their books and dictate the first paragraph of the reading to them. First, read the text slowly and tell them to write what they hear. Then read the paragraph at a normal pace for students to check their work. Then tell them to open their books and compare what they wrote against the original.

Project

In groups, have students research English-language exchange programs in different countries. They should find out about the length of programs, cost, living arrangements, etc. Assign each group a different country, for example, the U.S., Canada, Australia, New Zealand, Ireland, and the U.K.

After Reading

A. Circle the correct meaning of the words as used in the brochure.

1. unique (1st paragraph)
- **a.** strange
- **b.** special
- **c.** to be chosen

2. to run out (2nd paragraph)
- **a.** to go out the door
- **b.** to come to an end, be left without
- **c.** to use up everything

3. dialects (3rd paragraph)
- **a.** local varieties of language
- **b.** spelling differences
- **c.** different accents

4. recite (4th paragraph)
- **a.** tell a story
- **b.** answer a question
- **c.** repeat from memory

5. rich (last paragraph)
- **a.** wealthy
- **b.** have a lot of sugar
- **c.** have a lot of good things

6. heritage (last paragraph)
- **a.** traditions
- **b.** money from relatives
- **c.** a preserved building

7. buzzing (last paragraph)
- **a.** chaotic
- **b.** busy and lively
- **c.** very hot

8. atmosphere (last paragraph)
- **a.** the way a place or situation makes you feel
- **b.** traffic
- **c.** gases surrounding Earth

B. Answer the questions.

1. What are the advantages of learning Arabic?
2. How will students learn Arabic at the Arabic Language School?
3. Where will students live during their stay in Abha?
4. What's the weather like in Abha?
5. Why is the town so popular with visitors?

Discussion

1. Have you ever been on an exchange program or studied in another country? Tell about it.
2. How do you think you would adjust to a foreign culture?
3. Which country would you like to go to and study a foreign language?
4. Discuss the importance of English as a world language. What do you know about where it is used?
5. Approximately 500 million people speak Spanish around the world. Do you think that Spanish will be an international language in the future? Say why or why not.

10 Project

Work in groups. Plan a study program for foreign students in your country. Include information about the classes, the accommodations, the location, and entertainment.

11 Writing

A. Read the email. Do you think Adnan is having a good time in Toronto?

Dear Mom and Dad,

It was so nice to hear from you. I think of you all the time, too. You needn't worry about me because I'm doing fine.

It was a little difficult for me to adjust at first because everything here is so different. The weather in Toronto is quite cold. It's about 14°C right now, but they say it can get really cold in the winter. The food is strange, too. The meals at the cafeteria are pretty good, but nothing like Mom's cooking. This afternoon, we had vegetarian pizza and salad.

The university has quite a large campus. I got lost on the first day, but I managed to ask for directions and made it to class on time. As for my classes, they are really interesting and the teachers are extremely helpful. I have four hours of English every day, so I'm learning quite fast. I still can't speak very well, but my teachers and classmates usually understand me. By the way, my classmates are very friendly, and I've made some new friends. We study together and hang out in the evenings.

Next week, our class is going to visit Niagara Falls. They've arranged for a tour guide to show us around. I'm sure it's going to be fantastic. I'll send you some photos.

I'm going to the library to study now. So, let's talk on Skype this Saturday. I miss you!

Love,

Adnan

Writing Corner

1. Intensifiers such as *very, quite, really, pretty, so,* and *extremely* make adjectives and other adverbs stronger. These adverbs are placed before the adjective or adverb.
   The people are **really** friendly. — I'm learning **quite** fast.
   I feel **pretty** lonely sometimes. — My teachers are **extremely** helpful.
   The weather is **so** cold. — I can't speak **very** well yet.
2. When there is a singular noun, *quite* is placed before the article.
   It has *a* **very** large campus. — It has **quite** *a* large campus.

B. Look at the writing task in **C** below. Before you write, make a chart and write notes for each paragraph. The chart below is an example of Adnan's email.

1	greetings	think of you, don't worry
2	differences	difficult to adjust: weather, food
3	campus/classes	large campus (got lost), interesting classes, helpful teachers, learn fast, friendly classmates (new friends)
4	plans	visit Niagara Falls: tour guide, photos
5	closing	library, Skype Saturday, miss you

C. Imagine you are a student studying in a foreign country. Write an email to a friend telling him/her about your experience. Describe your impressions, how you feel, and what you plan to do while you are there.

11 Writing

A

- Ask students if they know someone who has studied in another country? If so, have them share with the class some of the experiences the person had away from home. Alternatively, hold a class discussion about personal experiences students may have had traveling abroad or what things they would find different in another country. Elicit ideas such as the weather, the food, the language, the customs and habits of the local people, etc.
- Have students read the email individually or call on different students to read parts of it aloud. Go over any new vocabulary by having students work out the meaning of the words in context.
- Ask: ***Do you think Adnan is having a good time?*** Elicit answers from students and have them explain why.

Answers

Answers will vary. Sample answers:

In general, he is having a good time. He has made new friends and he is looking forward to a tour of Niagara Falls. He thinks his classes are interesting, and he is learning English quickly. However, he has had some difficulties adjusting to the weather and the food. He also misses his family.

Writing Corner

- Read the explanation about intensifiers with the class. Explain that intensifiers are adverbs that emphasize adjectives and other adverbs. Have students read aloud the examples.
- Have students look at the email to find examples of intensifiers and the words that are being emphasized. Examples include: so nice (to hear from you), so different (everything), quite cold (weather), really cold (weather), pretty good (meals at the cafeteria), quite a large (campus), really interesting (classes), extremely helpful (teachers), quite fast (learning), very friendly (classmates).
- Go over the examples in 2. On the board, write: ***The test was quite difficult.*** Elicit the syntax with the article *a* by writing: ***It was quite***... (a difficult test.) Provide a few more examples: ***The lesson was quite interesting.*** (It was quite an interesting lesson.) ***That boy is quite tall.*** (He is quite a tall boy).

Language Builder

Explain that *pretty* and *quite* are often used to give moderate emphasis. Compare for example: *John is very tall* and *Robert is quite tall*. In this case, John is probably taller than Robert. *Extremely* and *really* are used for strong emphasis. For example: *Bill is extremely tall.* In this case, Bill is probably much taller than John and Robert.

B

- Tell students that they are going to write an email to a friend about their experiences in a foreign country. They are going to prepare a chart like this to organize their paragraphs.
- Have students read the notes in the chart and point to where the information is in Adnan's email.
- Have students prepare their own charts and notes.

C

- Put students in pairs. Tell them to imagine they are in another country and talking to their partner on the phone. Using their notes, have students describe their experiences so far and what they are going to do while they are there.
- Students use their notes to write an email. Have students exchange papers and respond to the email they have received.

Workbook

Assign page 106 for additional writing practice.

Culture Note

Niagara Falls

Niagara Falls is the name of three huge waterfalls located on the border between Canada and the United States. Horseshoe Falls, the largest of the three, is the most powerful waterfall in North America and lies mostly on the Canadian side. The flow rate of the combined falls is the highest in the world.

The Niagara Falls are famous for their natural beauty and attract millions of tourists each year. They are also an invaluable source of hydroelectric power, supplying electricity to cities in Ontario, Canada and New York State.

12 Form, Meaning and Function

Time Clauses

- Go over the information at the top of the chart. Call on students to read the examples. Point out that the present tense is used with time clauses to tell about something that will happen in the future.
- Write a few more examples on the board, such as:
  I'll text you as soon as I hear from them.
  I'll stop by after I finish work.
  We can't leave until the bell rings.
- Explain that time clauses can also be used at the beginning of a sentence. In this case, a comma is needed. For example:
  As soon as we get to Hawaii, we're heading to the beach.
  When we get home, we'll give you a call.

Prepositions of Movement

- Have students look at the illustrations. Note that the arrows indicate the movement.
- Have volunteers act out the movements. For example, say: ***Walk across the room. Walk around the room. Put your book into the bag. Take your book out of the bag. Go towards the door. Move away from your desk. Go through the doorway. Draw a line along the bottom of the board.***

A

- Tell students to pay close attention to the subjects while doing the exercise. Students work individually to match the sentence parts.
- Check answers as a class by calling on students to read the completed sentences.

Answers

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

B

- Ask students what they know about London and the sights there. You may wish to prepare a slide presentation or show the class photos of the London sights mentioned in the paragraph.
- Have students work individually to complete the paragraph. Then have them check their answers with a partner.
- Go over the answers by reading aloud the paragraph and asking students to call out the correct prepositions. Answer any questions about new vocabulary.

Answers

1. towards/to
2. away from
3. through
4. into
5. around
6. along
7. across
8. out of
9. to

Culture Notes

Heathrow is the largest of London's 6 international airports. It is the busiest passenger airport in Europe and the third busiest airport in the world. It accommodated 73.4 million passengers in 2014.

The **London Underground** train is commonly known as the Tube. It serves over 1.2 billion passengers a year with 270 stations and 402 kilometers of track (2014).

The red **double-decker bus** has been a symbol of London since the 1950s.

Big Ben is another symbol of London. It is actually the name for the bell of the four-faced clock at the Palace of Westminster (Houses of Parliament).

Buckingham Palace is the London residence of the monarchy. It is a major tourist attraction, especially during the "Changing of the Guard" which takes place daily at 11:30 A.M.

Millennium Bridge was opened in 2000. It is a pedestrian bridge that crosses over the River Thames, linking Bankside with the City of London.

The **Tate Modern** is the most widely visited modern art gallery in the world with about 4.7 million visitors per year.

12 Form, Meaning and Function

Time clauses

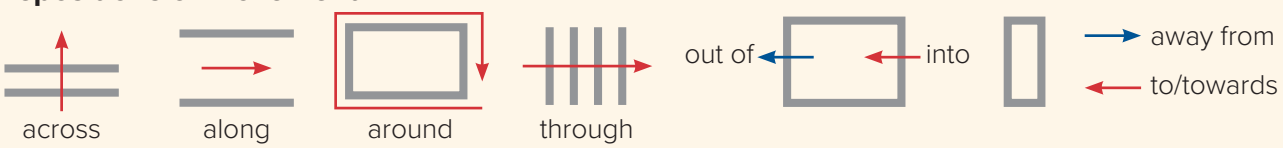
Time clauses are introduced by conjunctions such as: *after*, *as soon as*, *before*, *until*, *when*, *while*. We do not use future forms in a time clause; we use the present.

They'll probably go skiing **when** they *are* on vacation. (future)
They went skiing **when** they were on vacation. (past)
I'll go shopping **while** you *cook* dinner. (future)
He went shopping **while** his wife cooked dinner. (past)

We place a comma after the time clause when it begins the sentence.

As soon as we arrive, we're going straight to the hotel.

Prepositions of Movement



A. Match each phrase with the correct time clause.

1.	___ Take your ticket and passport with you	**a.**	two hours before departure.
2.	___ He's going to play football with his friends	**b.**	when they're in London.
3.	___ I won't spend a lot of money	**c.**	until they call for boarding.
4.	___ They'll probably visit a museum	**d.**	until he finishes his homework.
5.	___ We're going to miss you	**e.**	as soon as he arrives.
6.	___ You must go through the security check	**f.**	before you leave for the airport.
7.	___ Passengers should wait by the gate	**g.**	when I go to the shopping mall.
8.	___ They're meeting their son at the airport	**h.**	before you board the airplane.
9.	___ You should arrive at the airport	**i.**	while you're away at college.
10.	___ He won't go out with his friends	**j.**	after he does his homework.

B. Complete the paragraph with the correct prepositions.

Imad and Jasem are visiting London for two days. When they arrive at Heathrow airport, they're going to take the London Underground train (**1**) _____ the center of town. The train travels above ground as it moves (**2**) _____ the airport, but when it gets near the city, it travels (**3**) _____ underground tunnels. They're going to get off at Green Park Station, near the hotel. After they check (**4**) _____ the hotel, they'll probably rest and have dinner. The next day, they're taking a tour (**5**) _____ the city on a double-decker bus. The tour stops at Big Ben and Buckingham Palace, and includes a short cruise (**6**) _____ the Thames River. On their last day, they want to walk (**7**) _____ Millennium Bridge and visit the Tate Modern. In the evening, they're going to check (**8**) _____ the hotel and take the Underground back (**9**) _____ the airport.

EXPANSION Units 1–3

1 Language Review

A. Complete the following information about yourself. Write complete sentences. Then compare with a partner.

Childhood Memories

1. Place and date of birth _____
2. Earliest memories _____
3. Favorite toy _____
4. Favorite teacher in elementary school _____
5. Best friend in elementary school _____
6. Favorite pastime as a child _____
7. Things you used to do _____
8. Things you didn't use to do _____

B. Write questions for the following answers. Use the underlined words in each question.

1. I don't know what I'm doing next Thursday. _____
2. No, I'm going to do my homework tonight. _____
3. He'll probably go to college after high school. _____
4. Their friends are arriving from Syria tomorrow. _____
5. She's going to meet her sister at the mall. _____

C. Complete the sentences with the correct verb or verb form.

Siberian Tigers

What (**1**) _____ probably become of the Siberian tiger, an endangered species, in the future? There (**2**) _____ now only about 400 to 500 Siberian tigers in the wild. (**3**) _____ authorities be able to protect them? Siberian tigers (**4**) _____ in the forests of eastern Asia, northern China, and Manchuria, but the majority survive in the Ussuiland region of Russia. Some tigers (**5**) _____ born and raised in zoos. An adult male normally (**6**) _____ 440 to 660 pounds (200 to 300 kilograms) and measures about 13 feet (4 meters) from head to tail. They (**7**) _____ very large animals and consume a lot of food every day because of the cold climate. At one meal, a Siberian tiger can (**8**) _____ up to 95 pounds (45 kilograms) of meat. Like all big cats, they hunt for their food. They sometimes (**9**) _____ some of their catch in trees, so other predators can't see it or find it. If they can't eat it all in one meal, they take a nap and finish it off later.

Unit Goals

- **Language Review**
- **Writing**
  Write about an endangered species
- **Reading**
  Water For Life
- **Project**
  Prepare a campaign to save water
- **Chant Along**
  What Have They Done To You?
- **Project**
  Research an environmental organization

1 Language Review

A

- Tell students you are going to tell them about your childhood memories. Tell them to write down the subjects you talk about. For example, say: ***I was born in Jeddah, Saudi Arabia, on June 2nd 1991.*** Ask: ***What subjects did I just tell you about?*** Elicit place and date of birth. Continue, without stopping, telling students about your earliest memories, favorite toy, and other prompts from exercise **A**. At the end, ask for the subjects you talked about and write students' answers on the board. Have students open their books to page 32 to see if the list on the board matches the list in exercise **A**.
- Have students write sentences about their childhood memories and then tell their partner their sentences. Encourage students to ask each other questions. At the end of the activity have students report to the class an interesting memory they heard from their partner.

Answers

Answers will vary.

B

- This exercise reviews question formation of future forms. Have volunteers read aloud the sentences and identify the words they must use in the questions. Model the task by eliciting the question for number 1.
- Have students do the four remaining questions individually. To check answers, have volunteers write the questions on the board.

Answers

1. What are you doing next Thursday?
2. Are you going to do your homework tomorrow?
3. Will he go to college after high school?
4. When are their friends arriving from Syria?
5. Where is she going to meet her sister?

C

- Direct students' attention to the photograph and have them talk about the tiger. Ask: ***Where does it live?*** (eastern Asia, northern China, Manchuria, Ussuiland region of Russia) ***How many do you think there are in the wild?*** (400 to 500) ***How much does an adult weigh?*** (440 to 660 pounds or 200 to 300 kilograms) ***How much meat can they eat at one meal?*** (up to 95 pounds or 45 kilograms) ***How do they get their food?*** (They hunt their food.) Write students' answers on the board.
- Have students read the paragraph before they write anything to see if their answers on the board were correct.
- Have students complete the paragraph individually and then check answers in pairs.
- Go over the answers with the class, having students take turns reading aloud the sentences.

Answers

Answers will vary. Sample answers:

1. will
2. are
3. Will
4. live
5. are
6. weighs
7. are
8. eat
9. leave

D

- Direct students' attention to the photograph and elicit from them what they know about the panda. If they need help getting started, ask: ***Where do they live?*** (southwestern China) ***What is their natural habitat?*** (misty, rainy forests) ***What do they eat?*** (bamboo shoots and leaves)
- Read the text aloud. To make sure students are reading along, pause in every sentence and have students supply the missing word chorally; for example, pause at *animals* in the first sentence, *vulnerable* in the second, *China* in the third, etc. Answer any questions about vocabulary as you read aloud.
- Have students write the questions and answers individually and then ask and answer the questions in pairs.
- Check answers as a class by calling on a student to read aloud the question and having that student call on another student to answer.

Answers

Answers will vary. Sample answers:

1. **Q:** Where do pandas live?
   A: They live only in the bamboo areas of the forests in southwestern China.
2. **Q:** How many pandas remain in the wild?
   A: Today only about 1,600 pandas remain in the wild.
3. **Q:** How are conservation organizations working to protect pandas in their natural habitat?
   A: They want to maintain a "bamboo corridor," through which pandas can move freely.
4. **Q:** How much does a panda eat per day?
   A: A panda eats up to 45 kilograms of bamboo per day.
5. **Q:** How long does a panda eat every day?
   A: A panda eats for about 16 hours a day.

Discussion

- Before students begin, read the questions aloud to the class and make sure they understand them.
- Have students discuss their answers in small groups. Monitor students as they discuss, but do not make corrections.
- As a follow-up, have one person in each group report back to the class about their discussion.

2 Writing

- Tell students to think about the animal they would like to protect. Write the following frame on the board and have students complete it:

  Species I want to protect:

  Where this species lives:

  What makes it special:

  Things people can do to protect it:
- Give students a few minutes to use the frame on the board to make notes about the animal they would like to protect. Then have students work in small groups, taking turns to talk about the species they chose. Encourage the others in the group to ask questions.
- Tell students they might want to do more research before they start to write. For example, they might want to find out how many of the species still live in the wild, what its habits are, and if there are any conservation organizations that are working to protect the species.
- Have students work individually to write about the species they have chosen.

Workbook

Assign pages 107–109 for review of grammar and vocabulary presented in Units 1–3.

D. Read the text. Then use the prompts to ask questions about pandas. Then answer the questions.

Pandas

The lovable, cuddly-looking panda is one of the world's most popular animals. Unfortunately, it's also one of the most vulnerable species. Pandas live only in the dense bamboo areas of the misty, rainy forests of southwestern China. Today only about 1,900 pandas remain in the wild. The Chinese government and various conservation organizations are working to protect pandas in their natural habitat. They want to maintain a "bamboo corridor" through which pandas can move freely. Bamboo shoots and leaves account for 99 percent of a panda's diet. An adult giant panda eats up to 95 pounds (45 kilograms) of bamboo per day over a period of about 16 hours. So it is important to have a protected place with a lot of bamboo available.

1. Where / live?	**Q:** *Where do pandas live?*
	A: _____
2. How many?	**Q:** _____
	A: _____
3. How / work to protect pandas?	**Q:** _____
	A: _____
4. How much / eat?	**Q:** _____
	A: _____
5. How long / eat / a day?	**Q:** _____
	A: _____

Discussion

1. Are there any endangered or vulnerable species in your country?
2. What are the authorities doing about conservation of wildlife in your country?
3. What can we do to preserve wildlife for future generations?

2 Writing

Imagine you belong to an organization that helps to protect endangered or vulnerable animals. Unfortunately, you only have funds to help one species. Decide which animal you would like to help protect and write a report about it.

3 Reading

Before Reading

1. Look at the photos. What do you think the text is about?
2. What do you know about the different ways of conserving water and providing freshwater?

WATER FOR LIFE

Imagine going to get a drink of water and discovering that the faucet is dry; or jumping into the shower to cool off on a steamy hot day and discovering that there's no water... Most of us simply take water for granted. We think there's plenty of it—in oceans, lakes, rivers, and streams. But this is not the case. The water we are using now is the very same water that the dinosaurs used millions of years ago. It is simply recycled over and over again. There will never be any more water on Earth than there is now.

Most of the water on our planet (97%) is salt water stored in oceans. The remaining 3 percent is freshwater—and most of that is locked up in ice caps and glaciers. In fact, less than 1 percent of the planet's water is usable freshwater. It's alarming that at the projected rate of population growth, humanity will use up more than 70 percent of all accessible freshwater by 2025.

Water is essential to people in more ways than we might think. We need water for cooking, bathing, transportation, and recreation. We eat aquatic plants and fish. We use water to irrigate our crops, to produce hydroelectric power, and to manufacture products. Water is indispensable for human health and well-being. People can live for two months without food, but will die in less than a week without water.

One of the greatest challenges facing the world in the twenty-first century is to preserve our natural reserves and to provide safe drinking water to the 20 percent or more of Earth's population that currently lacks easy access to it. The United Nations General Assembly proclaimed the years from 2005 to 2015 as the International Decade for Action "Water for Life."

One of the solutions to the problem of water conservation is to recycle wastewater. Stensund Folk College near Stockholm, Sweden, for example, is putting wastewater to good use. The school treats the wastewater in a greenhouse, where it is then used to provide water to plants and fish in an integrated cultivation system. In Lima, Peru, ponds full of algae and other small organisms clean up the wastewater. After 20 days, it is safe for reuse. Currently many factories, hotel chains, and apartment buildings around the world are installing water recycling systems.

We all need to be part of the solution, too. We need to learn how to use our water wisely. So the next time you have a drink or take a shower, think of how fortunate you are, and save water for life.

Stensund Wastewater Aquaculture

3 Reading

Before Reading

- To activate prior knowledge and raise interest, before students open their books ask them about their water use. For example, ask: ***Do you usually take a shower or a bath? How often do you take a shower? How long do you usually spend in the shower? How many times a week do you use a washing machine? What about a dishwasher? Do you think you are careful about the way you use water? Have you ever experienced a water shortage? How long did it last? How did you change your habits?***
- Have students open their books but cover the text except for the title. Have them describe what they see in the photos and discuss the **Before Reading** questions.
- Ask: ***What is the title of the reading?*** Have students write down five words they expect to read in the text, based on the title and the photos. Have each student call out one of his or her words and make a list on the board.

CD1, T20 Play the audio. Have students listen to see if any of the words on the board are used in the text.

- As a general comprehension question, ask: ***What does the title refer to?*** (The UN proclaimed 2005 to 2015 as the International Decade for Action "Water For Life.")

CD1, T20 Play the audio again. Have students listen and read along, underlining any words they do not understand.

- Have students say which words they underlined. Ask other students to explain unknown words to their classmates in English before you explain them yourself.
- To review the reading strategy of finding the main idea, remind students that in English a paragraph has one main idea. Write the following main ideas on the board and have students match them with the correct paragraph:

_____ different methods for recycling water (paragraph 5)
_____ the amount of drinkable water there is in the world (paragraph 2)
_____ a description of the problem (paragraph 1)
_____ how to help people who do not have enough water (paragraph 4)
_____ what all people should do (paragraph 6)
_____ the importance of water (paragraph 3)

Culture Note

The "Water for Life" Decade

The "Water for Life" Decade was launched on March 22, 2005, by the then United Nations Secretary-General Kofi Annan. For more information about this movement, visit on the Internet: http://www.un.org/waterforlifedecade/.

After Reading

A

- Do this activity as a class. Read each question aloud and have the class try to answer it before they see the three choices. For example, tell students to cover the answers for the first question. Have a volunteer read aloud the question. Tell students to read the first paragraph again for the answer. Elicit answers. Then have students uncover the answers and choose the correct one. Do the same with the other four questions, being sure to tell students which paragraph to read again in order to find the answer.

Answers

1. c (paragraph 1)
2. b (paragraph 2)
3. a (paragraph 3)
4. c (paragraph 4)
5. a (paragraph 5)

B

- Have volunteers read the statements aloud.
- Have students complete the task individually and then check answers in pairs. Ask students to rewrite the false statements to make them true.
- Check answers as a class by calling on volunteers. Elicit true statements to replace the false statements.

Answers

1. false (There is the same amount of freshwater on Earth today as at the time of the dinosaurs.)
2. false (By 2025, we'll use up 70 percent of Earth's freshwater.)
3. true
4. false (The main goal of "Water for Life" is to preserve our natural reserves and to provide safe drinking water for the people who don't have it.)
5. true

Discussion

- Divide students into small groups. Read aloud the questions and make sure students understand them. Then ask each group to discuss the questions. Help them with new vocabulary. When they have finished, have one person in each group report back to the class.
- As an extension, have a class discussion about the topic or point that was the most interesting to them in the reading and/or the discussion.

4 Project

- Have students look at the photo and discuss its connection to the topic of water conservation.
- Brainstorm with the class ways to save water in everyday life. Elicit and write ideas on the board.
- Then divide the class into groups. Have students first come up with a title for their campaign. Next, have them do research to find other ways to conserve water, in addition to the ideas on the board. Encourage them to look not only on the Internet but to contact their local water department for suggestions it may have prepared for the public.
- When students have finished their research, have them choose the best suggestions for water conservation and decide how to present them to the class. Encourage them to use visual props in their presentation; for example, some might choose to prepare a poster.

Workbook

Assign page 110 for additional writing practice.

After Reading

A. Choose the correct answer.

1. Why do many people take water for granted?
a. It's cheap. **b.** It cools you down. **c.** It's easily available.

2. How much of the water on our planet is freshwater?
a. a great part **b.** a small amount **c.** a lot

3. How long can human beings live without water?
a. less than one week **b.** two weeks **c.** one month

4. What is one of the world's greatest challenges in the 21st century?
a. to recycle seawater **b.** to find water **c.** to provide freshwater

5. What do people use to clean up wastewater in Peru?
a. algae **b.** fish **c.** sun

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

1. _____ There is more freshwater today on Earth than at the time of the dinosaurs.
2. _____ By 2025, we'll use up 1 percent of all existing freshwater.
3. _____ At least one-fifth of the world's population does not have easy access to safe drinking water.
4. _____ The main goal of "Water for Life" is to recycle wastewater.
5. _____ At Stensund Folk College, Sweden, fish live in recycled water.

Discussion

1. Water is essential for life. Discuss the different ways that humans depend on water every day.
2. What will happen to a community if its water becomes contaminated?
3. What do you know about the different ways of conserving and providing freshwater?

4 Project

Work in a group. Research ways to save water in our everyday lives. Then prepare a campaign to persuade people to save water.

1. Find a title for your campaign.
2. List everyday suggestions to save water.
3. Present to the class.

5 Chant Along

What Have They Done to You?

Parrot, parrot, what have they done to you?
Parrot, parrot, what have they done to you?
They put you in a cage and made you talk.
They cut your wings and made you walk.
Look what they've done to you.
Just look what they've done to you!

River, river, what have they done to you?
River, river, what have they done to you?
Your crystal waters no longer flow.
The fish and the lilies no longer grow.
Look what they've done to you.
Just look what they've done to you!

Forest, forest, what have they done to you?
Forest, forest, what have they done to you?
They cut your trunks and cut your branches.
They said they needed you for ranches.
Look what they've done to you.
Just look what they've done to you!

But we can save the birds and bees,
Mountains, rivers, flowers, and trees.
It's a problem that we all must face.
If we all just do our share.
Save the water, clean the air.
We can make the world a better place.
We can make the world a better place.
We can make the world a better place.

5 Chant Along

- Before students open their books, have a class discussion about environmental issues facing the students' country or region. Ask students to brainstorm all of the problems they can think of and write them on the board. Then have students work in pairs to rank the problems in order of seriousness. As a follow-up, see if there is a class consensus on which are the most serious problems.
- Have students open their books and cover the chant verses. Direct students' attention to the photos. Have students describe what they see and say which photos show environmental problems.
- Point out the title of the chant. Elicit who the word *you* refers to.
- Photocopy the chant and blank out the following words:

  (First stanza)

  walk (line 4)

  (Second stanza)

  grow (line 4)

  (Third stanza)

  branches (line 3)

  (Fourth stanza)

  trees (line 2)

  air (line 5)
- Have students close their books. Hand out the photocopied verses. Ask students how many words are missing from the chant. Read aloud the first line and elicit the missing word. Have students work in pairs and predict the missing words. If the task is very difficult for the class as a whole, put the words on the board in alphabetical order, and have students predict from the list.

CD1, T21 Play the chant. Have students listen and write the missing words into the verses.

CD1, T21 Play the chant a second time so that students can learn the rhythm.

CD1, T21 Play the chant again, pausing after certain lines to have students supply the next line.

CD1, T21 Finally, play the complete chant one more time and encourage everyone to chant along.

- As an extension, invite students to try writing additional verses for this chant or to write their own chant on a similar theme.

Vocabulary

- Have students underline the vocabulary in the chant that is new for them. Then have them look at the four definitions to see if the definitions match any of the words they underlined. If not, give students a minute or two to find the words that match the meanings.
- Go over the answers with the class. Then discuss any vocabulary from the chant that students underlined and still do not understand.

Answers

1. ranch
2. flow
3. lilies (lily)
4. bees (bee)

Comprehension

A

- Read aloud the first question and elicit the correct answer. Then have students answer the remaining questions individually or in pairs.
- Go over the answers as a class by calling on pairs to ask and answer each question.

Answers

Answers will vary. Sample answers:

1. They put the parrot in a cage and made it talk. They cut its wings and made it walk.
2. No. It is no longer clean.
3. No, they don't.
4. They cut the trees to have land for ranches.
5. "They" are people who don't care about or harm the environment.

B

- Have students find the expressions in the chant. Then have a student read aloud the chorus to help students understand the meanings of the expressions from context. Ask the class if *face* is a noun or verb in the chant, (it is a noun) and if *share* is a noun or verb (it is a noun). Point out that these words may mean something different in this chant than the meaning that the students know.
- Have students work in pairs to come up with explanations of the expressions from the chant.

Answers

Answers will vary. Sample answers:

1. We all have to try to help solve the problem.
2. If we all work to protect the environment, we will have success.

Discussion

- Have students first discuss the answers to the questions in pairs. Then have two pairs form a new group and discuss the answers further. Finally, open up the discussion to include the entire class.

6 Project

- Brainstorm with the class the names of environmental organizations other than Greenpeace and the World Wildlife Fund. If this is difficult, you might want to ask students to research this ahead of time and report to the class the names of the organizations they find and what they do.
- Then divide the class into groups. Either assign or have each group choose one of the organizations to find out about. Tell them to find out as much as they can about the organization from its website. The information should include what the organization is and how it started; what it does; and how interested people can help the organization.
- Tell groups to prepare a written report about their findings as well as a presentation for the class.
- Have each group present its organization to the class. Encourage students to ask questions and/or to add more information.

Vocabulary

Find words in the song that mean:

1. a kind of farm _____
2. move, like water in a river _____
3. a kind of flower _____
4. a kind of insect _____

Comprehension

A. Answer the questions about the song.

1. What happened to the parrot?
2. Is the water in the river clean?
3. Do fish live in the water now?
4. Why did they cut the trees down?
5. Who are "they" in the song?

B. What do you understand by the following? Write your answers.

1. "It's a problem that we all must face" means _____
   _____.
2. "If we all just do our share" means _____
   _____.

Discussion

Discuss ways that people can improve the situations mentioned in the song.

1. How can people clean up pollution?
2. How can people prevent forests from being cut down?

6 Project

Many environmental organizations are concerned about wildlife and ecology. Research some environmental organizations in your country on the Internet and discuss your findings with the class.

▲ Coral Reef in the Red Sea, Saudi Arabia

4 What Do I Need to Buy?

1 Listen and Discuss

1. How often do you go to the supermarket? What do you usually buy?
2. Who buys the food and supplies in your family?

BEST PRICE SUPERMARKET *Special Offers!*

MEAT
- beef
- lamb
- chicken
- sausage

SEAFOOD
- salmon
- shrimp
- crab
- squid

FRUIT
- mango
- pineapple
- strawberries
- papaya
- avocado

VEGETABLES
- carrots
- onions
- peppers
- potatoes
- beans

DAIRY PRODUCTS
- butter
- cheese
- milk
- yogurt

BREAD AND GRAINS
- cereal
- bread
- rice

OILS AND CONDIMENTS
- corn oil
- olive oil
- salt
- pepper

DRINKS
- tea
- coffee

OTHER
- flour
- sugar

grapes

7.45 SAR a kilogram

This Week Only:

Buy one and get the second for half price!

milk

7.50 SAR a carton

watermelons

18.65 SAR each

eggs

8.40 SAR a dozen

mushrooms

13.45 SAR a box

Unit Goals

Vocabulary
Food words
Cooking words
Containers

Functions
Talk about foods, buying foods, and planning meals
Describe quantities
Put events in sequence
Give and follow directions

Grammar
Expressions of Quantity: *A Few, A Little, A Lot of, Much, Many, Enough*
Pronouns: *Something, Anything, Nothing*
Sequence Words: *First, Then, After That, Finally*
Reflexive Pronouns
Conjunctions: *Because, So*

Listening
Listen for specific information in a conversation in a supermarket

Pronunciation
The *sh, ch,* and *j* sounds

Reading
Foods from the Americas

Writing
Write your favorite recipe

Project
Write about a meal with foods from different countries

Warm Up

Go around the room asking students what their favorite foods are. Write the foods on the board. Students may need vocabulary help, but encourage them to use words in English that they know.

Discuss the introductory questions as a class.

1 Listen and Discuss

- Tell students to look at the pictures. Ask: ***What foods do you see here that you like? What foods do you see that you don't like?*** Write the categories of foods on the board (for example, ***meat, seafood, fruit,*** etc.) Ask: ***Do you eat (seafood) every day? How much (fruit) do you eat?*** Ask about each food category.
- Have students look at the foods on page 38 and make two lists: one of the foods they know, and one of the foods they don't know.
- Arrange students into groups to discuss their lists. Encourage students to explain the foods to their classmates. Open the group discussion to a class discussion to discuss any remaining unknown foods.
- Direct students' attention to the flyer. Ask: ***What is on sale this week? What is the sale?*** Make sure that they do the math to figure out what it will cost to buy more than one of each item. To check comprehension, ask: ***How much is one kilogram of grapes?*** (7.45 SAR) ***How much are two kilograms?*** (11.18 SAR) ***How much is a watermelon?*** (18.65 SAR) ***How much are two boxes of mushrooms?*** (20.18 SAR) ***How much are two cartons of milk?*** (11.25 SAR) ***How much are 12 eggs?*** (8.40 SAR) ***How much are 24 eggs?*** (12.60 SAR)

CD2, T2 Play the audio. Have students listen and read along. Tell them to pay attention to how each word is pronounced.

CD2, T2 Play the audio again. Have students listen and repeat.

- Direct students' attention to the photographs on page 39. Ask: ***Where are the women?*** (the supermarket) ***What are they probably thinking about?***
- Write the following on the board: ***appetizer, main dish, dessert***. Answer any questions about meaning. Then ask about each category. For example: ***What appetizer/main dish/dessert do you most often eat?***

CD2, T2 Play the audio of the woman's thoughts. Students listen and read along.

- Check comprehension by asking: ***What is she probably going to make for the appetizer?*** (a salad) ***What about for the main dish?*** (chicken and rice) ***And the dessert?*** (date cakes)

CD2, T2 Play the audio again. Call on individual students to repeat different sentences.

Quick Check

A

- To direct students' attention to the food groups on page 38, ask questions, such as: ***What are carrots? Are they a kind of fruit or vegetable? Is rice a kind of bread or a grain?***
- Have volunteers read aloud the food items in **A**. Elicit where to put *apples*. (under *Fruit*) Have students work individually to do the same with the other food items. Go over the answers with the class.
- As an extension, have students work in pairs and add two other words to each food group.

Answers

Fruit: apples, dates
Seafood: tuna
Oils and Condiments: ketchup
Meat: turkey
Vegetables: garlic
Bread and Grains: couscous

B

- As review, have students repeat what the woman is going to make for an appetizer, main dish, and dessert. With books closed, have students identify the ingredients for each of the three dishes.
- Have students look at the presentation and do the task individually. Go over the answers with the class.

Answers

Answers will vary. Sample answers:

Dish	Ingredients Needed
Appetizer	tomatoes, peppers, onions, olive oil, lemons
Main Dish	a whole chicken, some garlic
Dessert	dates

2 Pair Work

A

CD2, T3 Play the audio for the model conversations. Students listen and repeat.

- Tell students about the last time you went to the supermarket. Encourage students to ask you questions similar to the ones in the sample conversations. Answer truthfully.
- Have students say when they last went to the supermarket or a grocery store and which one they went to. Have students work in pairs, asking and answering questions by substituting the underlined words. Students can role-play these conversations many times with different partners, changing the underlined information each time.

B

CD2, T3 Play the audio for the model conversation. Students listen and repeat.

- Point out that *How much* in **B** is different in meaning from *How much* in **A**.
- Brainstorm 20 of the most common food items people buy. Write them on the board in two columns labeled ***A*** and ***B***. Identify students in each pair as Student A or Student B. Tell Student A to ask about the items in column A and Student B to ask about the items in column B. Have students take notes about their partner's answers.
- As an extension, have students call out the prices their partners said and see if people in the class agree with the prices.

Workbook

Assign page 111 for practice with food vocabulary and the expressions *a few, a little,* and *a lot of*.

Teaching Tip

Review and recycle language whenever possible to provide reinforcement of new language. You can always ask students about their likes and dislikes or their past and future activities in order to practice new structures and vocabulary.

Additional Activity

Review partitives. Write on the board: ***a _____ of vinegar; two _____ of vinegar.*** Elicit ways to complete the phrases; for example, *bottle/cup* and *bottles/cups*. Brainstorm with the class noncount food and drink items, and write them on the board. Have students work in pairs to come up with ways to count them.

Let me see what I need for dinner.

First, for the appetizer, maybe I'll make a salad. I'll get a few tomatoes, peppers, and onions. I have enough parsley and cucumbers for a salad. I have to get some olive oil. I only have a little left, and I don't have any lemons at all.

Then for the main dish, I'm going to make chicken and rice. I'll need a whole chicken and some garlic. I think I have the other ingredients.

I have nothing for dessert. Maybe I'll bake some date cakes. I'll need some dates for that.

Now, I think that's everything.

Quick Check ☑

A. Vocabulary. Use the groups on page 38 to classify these foods: apples, tuna, ketchup, couscous, turkey, garlic, dates.

B. Comprehension. Complete the chart. What does the woman need to buy for dinner at the supermarket?

Dish	Ingredients Needed
Appetizer	
Main Dish	
Dessert	

2 Pair Work

A. Ask and **answer** about your last trip to the supermarket.

Did you get any coffee?
I got a little.
How about lemons?
I got a few.

How much chocolate did you buy?
I bought two bars.
And how many eggs?
I got a dozen.

B. Ask and **answer** about prices.

How much are oranges in your country?
They're 2 euros a kilo.

3 Grammar

Expressions of Quantity: *A Few, A Little, A Lot of, Much, Many, Enough*

Count	Noncount
I eat **a few** carrots.	I eat **a little** seafood.
I eat **many** vegetables.	I don't eat **much** bread.
How many bananas do you eat?	**How much** milk do you drink?

Use *a lot of* and *enough* for both count and noncount nouns.

I eat **a lot of** eggs, but I don't eat **a lot of** bread. I don't eat **enough** fruit.

Pronouns: *Something, Anything, Nothing*

I have **something** for lunch.

I don't have **anything** for lunch.
I have **nothing** for lunch.

Sequence Words: *First, Then, After That, Finally*

First, you mix the flour and the eggs. **Then** you add a little butter.
After that, you put in a teaspoon of baking powder. **Finally**, you let it rise.

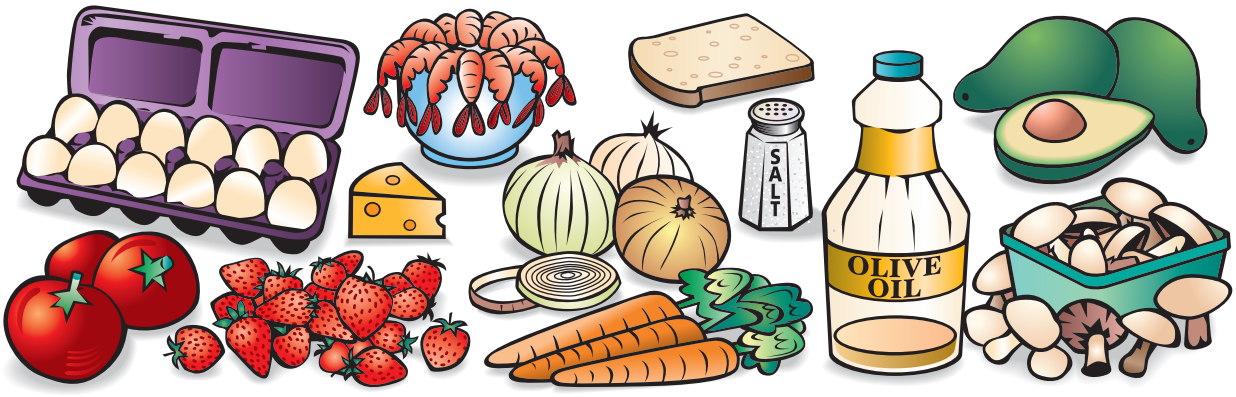
A. Complete the sentences with ***something***, ***anything***, and ***nothing***.

1. You're a good cook. You always have _____ delicious for dinner.
2. The refrigerator is empty. There is _____ to eat in here.
3. I haven't made _____ special for supper. Make yourself a sandwich.
4. There's _____ better than a nice cup of coffee after a meal.
5. Aren't you having _____ for breakfast? You should eat _____ in the morning. It isn't good to go out on an empty stomach.

B. Work with a partner. Ask and answer questions with ***How many*** and ***How much***.

A: How many onions are there?
B: There are a few.

A: How much cheese is there?
B: There is a little.



3 Grammar

Expressions of Quantity: *A Few, A Little, A Lot of, Much, Many, Enough*

- Before students open their books, write the following words from the grammar chart on the board in two columns. Write ***vegetables, carrots, bananas, eggs*** in the first column; and ***bread, seafood, milk, fruit*** in the second column. Ask: ***How are the words in each column similar?*** Elicit that the words in the first column are count nouns and the words in the second column are noncount nouns.
- Tell students to open their books. Have volunteers read the 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 eat enough vegetables, but I don't eat enough fruit.***

Language Builder

Explain the importance of using the article *a* with *a few* and *a little*. Without the article, the meaning changes. For example, *Joe eats a few carrots every day* means that Joe eats two or three carrots every day. *Joe eats few carrots* means that Joe doesn't usually eat carrots.

Pronouns: *Something, Anything, Nothing*

- Have volunteers read aloud the sentences. If the class meets before lunch, have students say which sentence is true for them. If the class meets after lunch, have them change the verbs to the past tense and say which is true for them; for example, *I didn't have anything for lunch.* Point out that *anything* and *nothing* are similar in meaning but that we do not use *not* with *nothing*.

Sequence Words: *First, Then, After That, Finally*

- Have volunteers read aloud the sentences. Elicit who is speaking. (someone who is baking)

Language Builder

Explain that in writing, we use a comma after the sequence words and expressions that begin a sentence. The sequence word *then* can be written with or without a comma after it. However, *then* is used with a comma when it precedes a summing up, or conclusion sentence: *Then, you're saying you don't want to go.*

A

- Have students complete the exercise individually and check answers in pairs.
- As an extension, have students work in pairs to say who might be talking in each sentence and where the speaker is. For example, for the first item, say: ***The speaker is a guest for dinner at a friend's house and is complimenting the person who cooked the meal.***

Answers

1. something
2. nothing
3. anything
4. nothing
5. anything, something

B

- Have students describe what they see in the picture. Then have volunteers read the sample conversations aloud. Point out that *a few* or *a lot* answers questions with *How many* and that *a little* or *a lot* answers questions with *How much*.
- As an alternative, do the task as a memory game. Have students study the picture for one minute. Tell them to try to remember the quantities of each item. Identify students in each pair as Student A or Student B. Tell Student As to close their books and answer Student B's questions. Then students switch roles.

Answers

Answers will vary. Sample answers:

A: How many strawberries are there?
B: There are many.

A: How many tomatoes are there?
B: There are a few.

A: How much oil is there?
B: There is a little.

A: How much salt is there?
B: There is a lot.

A: How many carrots are there?
B: There are a few.

A: How many mushrooms are there?
B: There are a lot.

C

- Have students describe what they see in the picture. Elicit what the two people, Noura and Mona, might be saying to each other.
- Have students skim the conversation for specific information before they write anything and say what Noura and Mona are talking about. Have them complete the conversation individually. Go over the answers with the class.
- Have students practice the conversation in pairs. Make sure they switch roles.

Answers

1. any
2. many
3. a few
4. much
5. a little
6. enough
7. package
8. dozen

D

- Ask if students have ever made a pizza. If anyone has, have him/her talk about the experience. If no one has, ask if students think pizzas are easy or difficult to make.
- Have students look at the pictures and identify the ingredients. Make sure they know that the ingredients are shown on the left. Then using the pictures, elicit the steps in making a pizza.
- Have students read the recipe before they write anything. Tell them to find out how long it takes to make a pizza. (over an hour)
- Elicit the missing word in the first sentence as a model. Remind students that they are going to use both *before* and *then* twice.
- Have students complete the task individually and then check answers in pairs.

Answers

1. Before
2. First
3. Then
4. After
5. Before
6. Then
7. Finally

Workbook

Assign pages 112–114 for more practice with the grammar of the unit.

Teaching Tip

It often helps to set up a real situation in the classroom to help exploit language. For example, set up a "supermarket scene." Bring some nonperishable food and nonfood items to class. Label the items. Have students discuss the prices. Alternatively, you could just bring in supermarket flyers to discuss.

Additional Activity

Activity 1: Have students identify dishes they know that require a lot of ingredients. Have students list the dishes and the ingredients. Then have them tell the class the dish and the necessary ingredients with quantity words. For example: *For stew you need a lot of beef or lamb, one onion, a few carrots, and a few potatoes. You also need a little oil, a little salt, and a little pepper. You also need two tomatoes.*

Activity 2: Have students volunteer to make the pizza recipe at home. Ask them to report to the class how successfully they followed the recipe and how the pizza turned out. Or, ask the volunteer to bring in samples for the class!

fun facts

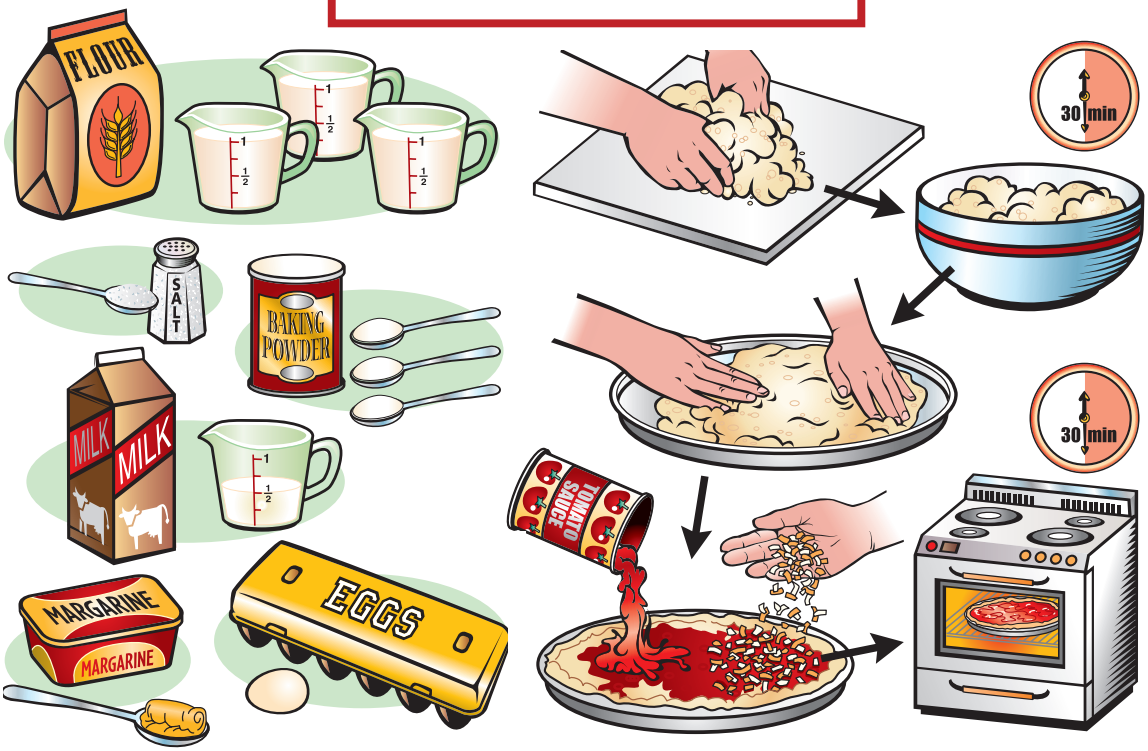
- Most people agree that the modern pizza originated in Naples, Italy. Today, Naples is still famous for its pizza.
- Pizza Margherita, the most popular pizza in the world today, was first created in 1889 to honor Queen Margherita of Italy. This is a pizza made with the colors of the Italian flag: tomatoes for the color red, mozzarella cheese for the color white, and basil for the color green.
- The biggest pizza ever made was baked in Norwood, South Africa in 1990. The massive pie was 37.4 meters across and weighed 12,194 kilograms. It contained 4,500 kilograms of flour; 1,800 kilograms of cheese; and 900 kilograms of sauce.
- People all over the world like different toppings on their pizza. In Japan, eel and squid are favorites; in Costa Rica, coconut is preferred; Brazilians like green peas; and in India, popular pizza toppings are pickled ginger and minced mutton.

C. Complete the conversation with ***any***, ***a little***, ***a few***, ***dozen***, ***package***, ***enough***, ***many***, and ***much***. Then practice with a partner.

Noura: Do you need help?
Mona: Yes. I'm going to make a cake. Please check the refrigerator. Are there (1) ____ eggs?
Noura: Yes, there are.
Mona: How (2) _____?
Noura: There are only (3) _____ left.
Mona: How (4) _____ butter is there?
Noura: There's only (5) _____ left. There isn't (6) _____ for a cake.
Mona: Can you please go to the store and get a (7) _____ of butter, and a (8) _____ eggs?

D. Complete the recipe. Use ***after***, ***before*** (twice), ***first***, ***finally***, and ***then*** (twice).

HOW TO MAKE A PIZZA



(1) _____ you start, check that you have all the ingredients. (2) _____, put three cups of flour, one teaspoon of salt, and three teaspoons of baking powder into a bowl. (3) _____ add half a cup of milk, one tablespoon of margarine, and one egg to the ingredients in the bowl, and mix them well to make the dough. (4) _____ you have made the dough, let it stand for about 30 minutes. (5) _____ you spread the dough, make sure it has risen enough. (6) _____ spread it evenly on the pan using your fingers. (7) _____, you cover it with cheese and tomato sauce and let it bake in a very hot oven for about 30 minutes.

Serves 3 people

▲ eggs / fry

4 Language in Context

Give advice about cooking. Role-play with two other students.

A: How should I cook the chicken?
B: Why don't you roast it in the oven?
C: I usually fry it.
A: I think I prefer to grill it.

chicken / roast ▸

▾ artichokes / steam

▲ vegetables / boil

▲ burgers / grill

▲ cake / bake

5 Listening

Listen to the conversation between Asma and Mrs. Hassan. Write down the things that Asma has in her shopping cart in the supermarket.

In Asma's Shopping Cart

6 Pronunciation

Listen. Notice the pronunciation of the three sounds. Then practice.

1	2	3
shrimp	**ch**eese	**j**am
fi**sh**	**ch**ocolate	**j**uice
sugar	**ch**ips	oran**g**e

7 About You

1. Do you like to go to the supermarket? Why, or why not?
2. When did you last go to the supermarket, and what did you buy?
3. What are food prices like in your country?
4. Can you cook? What's your favorite recipe?
5. Have you ever baked a cake? Tell about your experience.
6. Have you ever eaten an unusual dish? Tell about it.

4 Language in Context

A

- Have students look at the pictures and identify the food items. Go over the meaning of the cooking words. Have three volunteers read aloud the sample conversation.
- Have students practice the conversation in groups of three. Tell them it is OK to change other words in the sample conversation in addition to the food and cooking words.

Answers

Answers will vary. Sample conversations:

A: How should I make the vegetables?
B: Why don't you boil them?
C: I usually steam them.
A: That's what I'll do.

A: What's a good way to cook eggs?
B: I fry them.
C: I don't like fried eggs.
A: How about if I boil them?

5 Listening

- Focus students' attention on the direction line and the chart. Ask: ***Who are you going to hear talking? Where does the conversation take place?*** Elicit various responses.

CD2, T4 Play the audio while students listen for general comprehension.

- Ask students what they think the relationship is between Asma and Mrs. Hassan. (Maybe they are neighbors. Or, maybe Mrs. Hassan is the mother of one of Asma's friends.)

CD2, T4 Play the audio again. Have students write down the things that Asma has in her shopping cart.

CD2, T4 Play the audio a third time for students to check their answers.

Audioscript

Mrs. Hassan: Hi, Asma. I see you're buying the groceries today.

Asma: Hello, Mrs. Hassan. My parents are busy, so I have to do the shopping. The store has some special offers here this week, you know.

Mrs. Hassan: What are you buying? What's in your cart?

Asma: I have four packages of frozen chicken burgers. They're on sale for 3 dollars a package. That's really cheap. And I have two dozen buns. When you buy one dozen, you get a dozen free. And look, I've got extra large bags of potato chips for $1.50 each. That's really, really cheap.

Mrs. Hassan: But what are you going to do with all those buns and potato chips? They're going to be stale before you can eat them all. I'm not sure that the food is such a bargain when you can't eat it all.

Asma: I guess you're right. I didn't think of that.

Mrs. Hassan: And besides, that food isn't very healthy. Did you get any fruit or vegetables?

Asma: No. Only the peaches were on special, and I don't like peaches. I didn't buy any vegetables either.

Mrs. Hassan: Why don't you put the food in your cart back on the shelves, and I'll help you shop?

Answers

In Asma's Shopping Cart

four packages of frozen chicken burgers
two dozen buns
extra large bags of potato chips

6 Pronunciation

- Have students watch your mouth as you say the initial sounds of *shrimp*, *cheese*, and *jam*. Emphasize the /ʃ/, /tʃ/, and /dʒ/sounds.

CD2, T5 Play the audio. Students listen and repeat.

- As a follow-up, say additional words that have these sounds. Students listen and hold up fingers to indicate what sound they hear: one finger for /ʃ/, two fingers for /tʃ/, and three fingers for /dʒ/.
- Then take turns having students pronounce the words for the class to hear.

7 About You

- Arrange students in small groups to discuss and answer the questions. Have them use the questions as springboards for discussion, but mention that they do not have to limit their discussion to the questions.
- Have one person in each group report back to the class the most interesting points of their discussion.

8 Conversation

- Have students cover the conversation and look at the pictures. Ask: ***What kinds of foods are these? What is the appetizer? What is the main dish? What is the dessert?***
- Write on the board: ***What haven't they eaten yet?*** (the dessert)
- **CD2, T6** Play the audio. Have students listen for the answer to the question on the board.
- **CD2, T6** Play the audio again. Have students listen and read along.
- Point out the **FYI** box for an explanation of the dishes that the mother has prepared. Ask students if they have eaten any of these things and if they liked them.
- Have students practice the conversation in groups of three.

Real Talk

- Have students repeat the phrases after you.
- Ask: ***When the mother says* you guys, *who is she talking to?*** (her husband and daughter) ***Do we say* you guys *for men only or for men and women?*** (men and women) Point out that when someone talks about a *guy*, the person is talking about a man, but *you guys* refers to both men and women. Give an example of when you would say this phrase. For example, say: ***Do you guys want to go to the park after class?***
- Ask: ***Who says* I can't wait?** (father) ***Why does he say this?*** (He's hungry and he likes the food his wife has prepared.) Put the following frame on the board:

  A: I hear you're _____.

  B: Yeah. I can't wait.

  Elicit ways to fill in the blanks. If students need help, write the following suggestions on the board and ask which would *not* work: ***going on vacation/ graduating in June/ going to be in a play/ going to the dentist later.*** (the dentist)
- Ask: ***Who says* Everything's under control?** (mother) ***Does she mean she needs help or she doesn't need help?*** (She doesn't need any help.)
- Ask: ***Who says* I've had more than enough?** (father) ***Is this polite or rude to say?*** (polite) Have students do a quick practice with *No, thank you. I've had more than enough.* Make offers of food and drink that would prompt the response. For example: ***Here, have a fifth cup of coffee/a sixth piece of pizza.***

About the Conversation

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

Answers

1. She prepared an international meal.
2. No, she doesn't.
3. She says that her mother should start her own restaurant.
4. She says that she can teach her daughter how to cook.
5. It is cheaper and healthier than eating out.

Your Turn

- Have students work in pairs. Tell students to imagine Student A has invited Student B for a meal. Student A describes what he or she is preparing. Student B responds, asking questions and offering to help. Students then switch roles.
- Have pairs act out their role plays for the class.

Workbook

Assign page 115 for additional reading practice.

Teaching Tip

There is no more certain way to lose students' attention than by not making eye contact with them. Make sure you look at all students and all parts of the room while you are teaching. Making eye contact with students will also help you judge how well they have understood what you are teaching.

Additional Activity

Have students work in groups of three and pretend they are going to make a special dinner for the rest of the class. Have them choose something to make for an appetizer, a main dish, and a dessert, and then decide the ingredients they are going to need to buy. Have each group tell the class its menu using *first* (appetizer), *then, after that,* and *finally* (dessert). The class votes on the meal they would most like to have.

fun facts

People around the world eat different things. Here are a few dishes that may be considered unusual. Iguana meat is eaten in some Central and South American casseroles. Sugar ants and kangaroo tail are eaten by Australian Aborigines. Shark fins and birds' nests are eaten in China. Snake meat is commonly eaten in Taiwan. Alligator meat is commonly on the menu in Florida, USA. Locusts are eaten in parts of Asia and Africa.

8 Conversation

Father: Mmm! Smells good.
Mother: Well, I have a real international menu today. I hope you guys like it. First, I have a Mexican dip—tortilla chips and guacamole. Then for the appetizer I have a shrimp cocktail, New Orleans style. After that, we'll have Moroccan style chicken tagine and couscous, with Brazilian passion fruit mousse for dessert. And finally, Colombian coffee.
Father: Sounds great. I can't wait.
Daughter: Do you need any help?
Mother: No, thanks. Everything's under control. Let's sit down and have some guacamole.

* * *

Father: The guacamole was great!
Daughter: How do you make it?
Mother: It's easy. You just follow the recipe.
Father: This chicken is absolutely delicious, too!
Mother: Would you like some more?
Father: No, thank you. I've had more than enough.
Daughter: You should start your own restaurant. You're an excellent cook.
Father: Yeah. I totally agree, but let's keep Mom's cooking for us.
Daughter: I have to learn how to cook.
Mother: I can teach you. It's lots of fun, and it's relaxing.
Father: And it's much cheaper and healthier than eating out.

FYI*

guacamole: an avocado dip—see page 45 for a recipe
chicken tagine: a spicy chicken stew, often with olives and apricots
couscous: grains of wheat dough that resemble rice

Real Talk

you guys = an informal way to address two or more people
I can't wait. = I am very eager for something.
Everything's under control. = Everything is organized.
I've had more than enough. = I can't eat any more.

About the Conversation

1. What kind of meal did the mother prepare?
2. Does she need any help in the kitchen?
3. What suggestion does the daughter make over dinner?
4. What does the mother suggest to her daughter?
5. What does the father say about eating at home?

Your Turn

Role-play a conversation with a partner. Imagine you have invited someone for a meal. Discuss the food and the recipes you are preparing. Then switch roles.

*FYI: For Your Information

9 Reading

Before Reading

What do you know about the foods on these pages?

Foods from the Americas

Read about the foods from the Americas. Then try out the recipes.

Tomatoes

Tomatoes are native to Mexico and Central America, and the Aztecs grew them back in the eighth century. In the sixteenth century, Spanish explorers introduced tomatoes to Spain, and the tomato's popularity spread quickly through Europe. The French, Germans, and Italians absolutely loved them. But the British thought they were poisonous at first. In the nineteenth century, a British diplomat introduced tomatoes to the Middle East, and now Egypt and Turkey are among the world's top tomato producers.

Avocado

The Aztecs also cultivated the avocado (they called it ahuactl). The avocado is an oily fruit, rich in vitamins A, B, and C. The fruit does not get ripe on the tree. People need to pick it from the tree before it develops its flavor and full maturity. Sailors used to call avocados "seaman's butter," because the fruit lasts for a long time, and it was good for sea voyages.

Chocolate

Chocolate (chocolatl in the Aztec language) was the treasured drink of the Aztecs. When the Spaniard Hernán Cortés arrived in Mexico in 1519, the Aztecs gave him chocolate as part of a royal welcome. It is said that the Aztec Emperor, Moctezuma, used to drink 50 cups of chocolate a day out of a gold cup. The Spanish introduced chocolate to Europe. However, it was only in the nineteenth century that Henri Nestlé, in Switzerland, created the first bar of chocolate. Nowadays, very few people can resist the sweet food—once only for kings.

9 Reading

READING STRATEGY **Using visual cues**

- Point out the importance of using visual clues to get an overall meaning. Have students look at the pictures and scan the text quickly to identify the nature of the reading. The left-hand page describes the three food items pictured and the right-hand page has recipes with those food items. Students should be able to guess that this is a type of cookbook.
- After students scan, ask the **Before Reading** question. Have them say what they know about the three foods: *tomato*, *avocado*, and *chocolate*. Write the information and ideas they mention on the board.

CD2, T7 Play the audio. Ask students to listen and read along, looking to see if anything on the board is mentioned in the text.

- Have students read the information on page 44 again and circle words they do not know. Encourage students to try to understand the words through context.
- Ask students to say the words and expressions that are new for them. Write the words on the board and go over them. Encourage students who know the words to explain them to their classmates in English. Using the new words and expressions in sentences after you give the meaning can be very helpful. Some of the new words and expressions may include:

  native to = produced or raised in a particular place *The llama is native to South America.*

  poisonous = destructive, harmful, venomous

  That snake is poisonous.

  ripe = mature

  A green tomato is not usually ripe.

  lasts = stays alive, endures

  The avocado lasts for a long time; it doesn't go bad quickly.

  nowadays = at the present time

  Most people use computers nowadays.
- Have students talk about any recipes they know that use tomatoes, avocados, or chocolate.
- Direct students' attention to page 45 and ask them to describe what they see. Read the list of ingredients for the Brownies aloud. Add *of* as you read. For example: *Three quarters of a cup of margarine, one and a half cups of sugar, one and a half teaspoons of vanilla,* and so on. Have students read the other ingredient lists aloud.
- Do a jigsaw reading of the recipes. Before class, write or type out the recipes, one sentence at a time. Cut the sentences into strips. After students have gone over the ingredients, have them close their books. Give each student a strip of paper with a sentence from the recipe. First, students have to find the other people who have sentences for their recipe. Then they work in a group to arrange their sentences in the correct order. The person who thinks he or she has the first step of the recipe reads the sentence aloud. If the others agree that it is the first sentence, the person who thinks he or she has the second sentence reads the sentence aloud, and so on.
- Read aloud each recipe. With books still closed, students listen to see if the order of the sentences in their recipe is correct.
- Ask students to say which dish they would like (or would not like) to make and why. For example: *I would like to make brownies because I love chocolate.*
- As an extension, students might want to try making these recipes at home. Have them report back to the class on the experience and how the dish turned out.

Culture Notes

The Americas

The Americas refers to the Western Hemisphere—North America, Central America, and South America.

Fahrenheit to Celsius

350˚ F is equivalent to 177˚ C.

fun facts

Milton Hershey (1857–1945) founded the Hershey Chocolate Company in 1903. He built his factory in a community in Pennsylvania, USA that is now called Hershey—the sweetest place on earth. The town is filled with chocolate attractions and actually smells like chocolate!

After Reading

A

- Ask individual students to read aloud the sentences.
- Have students complete the task individually. If a sentence is false, tell them to rewrite the information to be true.
- Have students go over the answers with a partner. Finally, go over the answers with the class.

Answers

1. true
2. false (Egypt and Turkey are among the world's top tomato producers.)
3. false (The avocado was called "seaman's butter" because it was a good fruit to take on voyages.)
4. false (Montezuma used a gold cup to drink his chocolate.)
5. false (Henry Nestlé created the first bar of chocolate in the nineteenth century.)
6. true

B

- Students work in pairs. Have one student close his or her book and describe how to make one of the dishes. The other student listens and says *That's right* or *That's wrong*. Then students switch roles.

10 Project

- In groups, have students plan a meal with foods from various countries or their own country. They will plan an appetizer, a main dish, and a dessert.
- Have students brainstorm to decide what to make. Then have them assign roles to group members (for example, coordinator, writer, illustrator, researcher, and presenter) and plan how the project will develop.
- Have each group present their "meal" to the class, by showing their illustrations, telling the recipes, and explaining how each dish tastes. Groups should also submit all of their written materials for assessment.
- Have the class vote on the most appealing "meal."

Teaching Tip

It is important to prepare for your classes, but it is equally important not to over-prepare. To ensure your classes go well, look over the material you will be teaching in advance and think about how you will present it. Also think about what additional materials will be used during the class. If you are showing a video or using an audio selection, preview it in advance. Make a few notes about what you plan to do during the class. However, avoid writing down in detail everything you are going to do. This kind of extensive preparation can inhibit spontaneity in the classroom and make a class less interesting.

Additional Activity

Have students work in groups to discuss similarities and differences among the foods on page 44. Possible answers include: *All three foods came from the Americas. The Aztecs grew all three foods. Spanish conquistadores brought tomatoes and chocolate to Europe in the 1500s. Some people thought the tomato was poisonous, but not the other foods. Europeans invented new recipes for tomatoes and chocolate. The names for avocado and chocolate came from the Aztecs.*

Project: History of Foods

In groups, have students research the history of other foods. Students might research one of the following foods, or use their own idea: the potato, rice, tea, coffee, the turkey, or corn. Assign each group one food item. Tell them to find out information such as where the food or drink was first cultivated, how it became popular in different parts of the world, and why it remains popular. Have each group present its findings to the class.

Pasta with Tomato Sauce

INGREDIENTS:

- 5 cloves garlic
- 3 cups chopped tomatoes
- 5 tablespoons olive oil
- salt and pepper to taste
- fresh basil to taste
- 1 package pasta

DIRECTIONS:

Pasta: Cook separately according to package directions.

Sauce: First, chop the garlic into tiny pieces. Then put the tomatoes, olive oil, and garlic in a saucepan with salt and pepper, and cook on moderate to low heat for 20 minutes. After the sauce is thick, remove the pan from the heat. Tear fresh basil into pieces and add it to the sauce. Pour the sauce over the pasta.

Brownies

INGREDIENTS:

- ¾ cup margarine
- 1 ½ cups sugar
- 1 ½ teaspoons vanilla
- 3 eggs
- ¾ cup flour
- ½ cup dark cocoa (powdered chocolate)
- ½ teaspoon baking powder
- ½ teaspoon salt

DIRECTIONS:

Mix the margarine, sugar, and vanilla in a bowl. Add the eggs, and mix well. After that, add the flour, cocoa, baking powder, and salt. Put the mixture into a baking pan, and bake it in a hot oven at 180° C (350° F) for 40 45 minutes.

Guacamole

INGREDIENTS:

- 2 ripe avocados
- 2 tablespoons lemon juice
- 1 small onion, chopped
- ½ teaspoon salt
- hot sauce (Tabasco or chili) to taste

DIRECTIONS:

Before you cut the avocados, make sure that they are ripe. Mash them in a bowl with the lemon juice. After that, add the chopped onion and the salt. Finally, add the hot sauce to taste, and mix the ingredients well. Serve the guacamole with tortilla chips.

After Reading

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

1. _____ The Spanish introduced tomatoes to Europe.
2. _____ Tomatoes are not grown in the Middle East.
3. _____ Early sailors used avocados because they tasted like butter.
4. _____ Moctezuma sent the king of Spain a gold cup to drink chocolate from.
5. _____ The first chocolate bars date from the twentieth century.
6. _____ The main ingredient of guacamole is avocado.

B. Work with a partner. Choose one of the dishes and describe how to make it.

10 Project

Work in a group. Plan a meal with foods from different countries or your own country.

- Write the recipes and illustrate them.
- Present your meal to the class.

11 Writing

A. What ingredients do you need to prepare your favorite dish? Write a note to a family member who is going to the supermarket. Ask him/her to buy the things you will need.

Dad,

I'm going to make turkey schnitzel for dinner. Can you please pick up the following things when you go to the supermarket?
—some grated Parmesan cheese
—a package of bread crumbs
—4 slices of turkey meat for schnitzel
I think we have everything else. Wait... buy a few eggs and potatoes since there aren't many left.
Thanks a lot. See you tonight.

Maha

Writing Corner

1. Use sequence words to show the order things happen: *first, next, then, after that, finally*.
   To boil an egg, **first** boil the water in a pot. **Next**, put the egg into the water. **Then**, wait 3-5 minutes. **After that**, remove the egg from the water. **Finally**, serve the egg.
2. Use time words such as *when* and *until*.
   Fry the onion in oil **until** it is golden brown.
   When the water boils, put the spaghetti in the pot.

B. Put the directions for the recipe in the correct order. Number the steps 1–8.

Turkey Schnitzel

Ingredients

2 tablespoons milk
½ cup flour
2 eggs, beaten
¼ cup Parmesan cheese, grated
1 cup bread crumbs
salt and pepper
4 thin slices of turkey
4 tablespoons olive oil

Directions

____ Next, dip the turkey slices into the eggs.
____ Fry the turkey at medium heat on both sides until it is golden brown.
____ First, dip turkey slices into the milk, and then coat them with flour.
____ To start, mix the bread crumbs with the Parmesan cheese, salt, and pepper.
____ Finally, coat the slices with the seasoned bread crumbs.
____ After that, heat the oil in a large frying pan.
____ Place the milk, flour, eggs, and seasoned bread crumbs in 4 separate shallow bowls.
____ When the slices are coated, place them on a plate and let them sit for 5-10 minutes.

Suggestion: Serve the turkey schnitzel with salad and fries or mashed potatoes.

C. Write the ingredients and the directions for your favorite recipe. In the directions, remember to use the imperative and sequence words.

11 Writing

A

- Have a volunteer read the note aloud. Ask: ***What is Maha going to make for dinner? What ingredients does she need?***
- Have students write the ingredients they need to prepare their favorite dish. Then tell them to put a check mark next to the ingredients they usually have in the house, such as salt and pepper, flour, oil, etc. They will include the remaining ingredients in their note.
- Have students write a note to a family member. Move around the room and help with vocabulary as needed.
- Have volunteers read the ingredients in their note and ask the class to guess what dish the ingredients are for.

Writing Corner

- Read the example paragraph with sequence words. Explain that *next, then,* and *after that* are similar in meaning. Point out the comma after each sequence word.
- Read the examples with *when* and *until*. Remind students that there is a comma after the time clause if it begins the sentence.

B

- Have students read through the directions and answer any questions they have about vocabulary. Then put students in pairs to complete the exercise.
- Go over the answers with the class by having students read the steps in the correct order.

Answers

4. Next, dip the turkey slices into the eggs.
8. Fry the turkey at medium heat on both sides until it is golden brown.
3. First, dip turkey slices into the milk, and then coat them with flour.
1. To start, mix the bread crumbs with the Parmesan cheese, salt, and pepper.
5. Finally, coat the slices with the seasoned bread crumbs.
7. After that, heat the oil in a large frying pan.
2. Place the milk, flour, eggs, and seasoned bread crumbs in 4 separate shallow bowls.
6. When the slices are coated, place them on a plate and let them sit for 5-10 minutes.

C

- Have students work individually to write the recipe for one of their favorite foods. They can write the recipe from memory, consult a good cook, or look in a cookbook. Make sure that they do not copy a recipe in English.
- Have students share their recipes with the class.
- Compile the recipes to create a class cookbook or ask volunteers to make one.

Workbook

Assign page 116 for additional writing practice.

12 Form, Meaning and Function

Reflexive Pronouns

- Go over the material in the chart for reflexive pronouns.
- Direct students' attention to the **Note**. Explain that when we use a reflexive pronoun in this way, it means the same as *alone* or *independently* and is added for emphasis. In other words, it's grammatically correct to say *I made the cake*, but adding *myself* points out that it was done without help.
- Write sentence frames such as the following on the board, and have students fill in each blank with the correct reflexive pronoun.
  Everyone else went home. We were all by _____.
  Can you do it _____, or do you need help?
  She reminded _____ not to forget her dentist appointment.
  He hurt _____ when he fell off his bike.

Because versus *So*

- Go over the material in the chart.
- Explain that one way to remember the difference between *because* and *so* is to remember that *because* refers to a cause and *so* refers to an effect.
- Write sentence frames such as the following on the board, and call on a volunteer to complete each sentence.
  He missed the bus, so _____.
  Because she didn't study hard, _____.
  He needed more money, so he _____.

Language Builder

Explain two more meanings of *so*. It can be used (with no comma) when expressing a desired result. For example: *I studied hard so I could do well on the test.* It is also commonly used as an adverb for emphasis. For example: *I was so tired I couldn't finish my homework.*

A

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

Answers

1. herself
2. yourself
3. yourselves
4. himself
5. itself
6. ourselves
7. themselves
8. myself

B

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

Answers

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

C

- Go over the example with the class. On the board, write: ***The fridge is empty...*** Elicit how to complete the sentence with *so*. (so we need to go grocery shopping)
- Have students work individually to write sentences with *because* and *so*.
- Have students compare answers in pairs, and then call on volunteers to read the answers for the class.

Answers

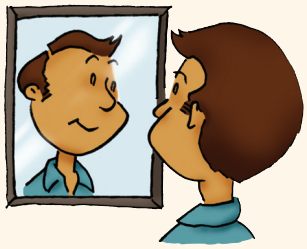
1. The bread was stale, so we threw it away./We threw the bread away because it was stale.
2. I can't cut the steak with this knife because it isn't sharp enough./This knife isn't sharp enough, so I can't cut the steak with it.
3. Maha is on a diet, so she avoids eating foods with lots of calories./Maha avoids eating foods with lots of calories because she's on a diet.
4. I really enjoy cooking because it's fun and relaxing./Cooking is fun and relaxing, so I really enjoy it.
5. She watches cooking shows on TV, so she can learn new recipes./She can learn new recipes because she watches cooking shows on TV.

12 Form, Meaning and Function

Reflexive Pronouns

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

I	→	myself	we	→	ourselves
you	→	yourself	you	→	yourselves
he	→	himself			
she	→	herself	they	→	themselves
it	→	itself			



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

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

Because versus *So*

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

You should eat a good breakfast **because** it gives you energy.
We didn't have anything to eat at home, **so** we went out for dinner.

A. Complete the sentences with the correct reflexive pronouns.

1. Nawal cut _____ while she was peeling potatoes.
2. The instructions on the box say: "Do it _____."
3. Welcome everyone! Please help _____ to coffee and snacks.
4. My father was hungry, so he made _____ a sandwich.
5. When you set the timer, the oven will turn _____ off.
6. Our refrigerator broke down, so we bought _____ a new one.
7. The children are old enough to look after _____.
8. I burned _____ when I took the cake out of the oven.

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

1. The service was excellent, _____ they left the waiter a big tip.
2. She bought four frozen pizzas _____ they were on sale.
3. Avocados are good for you _____ they're rich in vitamins.
4. Ali didn't feel well, _____ his mother made him some chicken soup.
5. I can't make cookies _____ I don't have all the ingredients.
6. She didn't remember the recipe, _____ she called her mother.

C. Join the sentences with ***so*** and ***because***. Use the pronoun *it* where necessary.
We need to go grocery shopping. The fridge is empty.

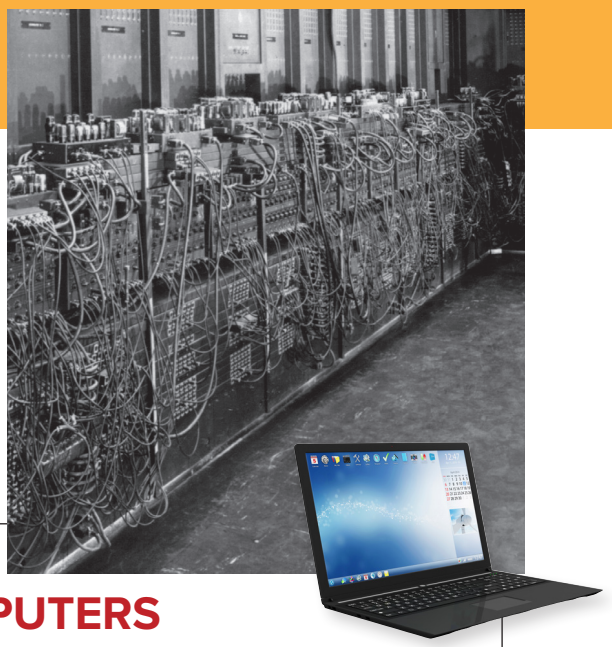
We need to go grocery shopping because the fridge is empty.

1. The bread was stale. We threw the bread away.
2. I can't cut the steak with this knife. The knife isn't sharp enough.
3. Maha is on a diet. She avoids eating foods with lots of calories.
4. I really enjoy cooking. Cooking is fun and relaxing.
5. She watches cooking shows on TV. She can learn new recipes.

5 Since When?

1 Listen and Discuss

1. How long do you think these inventions have been around?
2. How have these things changed people's lives?
3. Which of them can't you live without?



INVENTIONS

Many inventions aren't as old as you think. The following inventions are part of people's everyday lives, but some haven't been around for all that long. Read about their history. Does any of the information surprise you?

COMPUTERS

Computers have changed the lives of so many people. The IBM 701 computer produced in 1953 was huge, slow, and took up an entire room. It was the first computer that was successfully sold to businesses. Smaller PCs came into widespread use in the 1980s. Over the last few years, laptop computers have become smaller, faster, and lighter, and they contain a greater number of features.

PRINTERS

Mass printing has been around since Johannes Gutenberg invented movable type and the printing press in 1440 in Germany. Nowadays, small, portable, high-tech printers can be found in offices and homes everywhere.

TELEVISIONS

Television has been around for a long time. The television set has become a common household device. It first became commercially available in the late 1930s, and black-and-white TVs became widespread in homes in the 1960s. Nowadays, we have digital color TVs and even mirrors that are also TV screens.

CAMERAS

Digital photography hasn't been around for that many years. In 1975, Steven Sasson, an engineer at Eastman Kodak, captured a black-and-white image on a digital cassette tape at a resolution of .01 megapixels. Before that, cameras used rolls of film to produce a photograph. George Eastman introduced rolls of film to the public in 1888 for use in his box camera.

Unit Goals

Vocabulary
Inventions
Physical qualities
Activities

Functions
Talk about inventions
Express actions that have happened recently
Express actions that began in the past and continue into the present

Grammar
Present Perfect Tense versus Simple Past
Present Perfect with *For* and *Since*—affirmative, negative
Questions with *How Long*
Passive—Simple Present, Present Perfect, Simple Past

Listening
Listen for specific information in a conversation

Pronunciation
Contractions of *have*

Reading
A History of Special Effects

Writing
Write about your most important possessions and how long you've had them

Project
Write about the most important invention of the last century

Warm Up

Ask students what items they used at home while getting ready for school that day. For example, they might have watched TV or used a microwave oven to prepare breakfast. Ask which items they think were invented within the last one hundred years. Have a class discussion on this question: ***How was what you did today different from what people did one hundred years ago?*** During the discussion, ask questions such as the following: ***What appliances did you use this morning? When were they invented? Can you live without them?***

1 Listen and Discuss

- Have students describe what they see in the pictures on pages 48 and 49. Have students say which items they have or use. Tell them not to read the text yet. Ask questions about the pictures for students to guess about, or use their prior knowledge to answer.
- Ask about the computers: ***Which computer is a PC? When did PCs become popular? When did people use computers like the one in the black-and-white picture? What adjectives do you think describe that computer?*** Elicit ideas like *huge* and *slow*. Ask: ***How is the laptop computer different from the older computer?*** Elicit ideas like *smaller*, *faster*, *lighter*, and *more features*.
- Write ***Johannes Gutenberg*** on the board. Have students look at the pictures of the printers. Ask: ***Who is Johannes Gutenberg? Where was he from? When did he live?*** Students will likely be familiar with this inventor. If not, prompt them to understand that he invented the printing press. Ask: ***How are printers different nowadays?*** Elicit ideas like *small* and *portable*.
- Ask about the TVs: ***When did people first buy TV sets? When did they become common in homes? How are TVs different nowadays?*** Elicit ideas like *digital* and *color*.
- Ask about the stove and microwave: ***Does the stove have an oven? Where is it?*** Have students point to it. ***Which came first, the gas stove or the electric stove? What heats and cooks food the fastest?*** Elicit: *microwaves*.
- Ask about cameras: ***What did people need to buy for their cameras before digital cameras?*** Elicit: *film*. ***What makes one digital camera different from another?*** Elicit: *megapixels*.
- Ask about the cell phones: ***When did cell phones first appear? How much do you think the older cell phone weighed? How much do you think it cost? How long can you talk on your cell phone before you have to recharge it? How long do you think you could talk on the older cell phone before you had to recharge it?***
- Have students discuss the introductory questions, either as a class or in small groups.

CD2, T8 Play the audio. Have students listen as they read along.

- Have a class discussion about what information students found surprising. For example, did they think that any item was invented before it actually was?
- Ask specifically about when inventions became common in the students' country. Some dates in this article are based on usage in the U.S., which may differ from other parts of the world.

Quick Check

A

- Have students close their books. Write ***technology*** on the board. Tell students to call out words that come to mind when they think about technology. Write the words on the board.
- Have students open their books. With a partner, have them find six words on pages 48–49 that relate to technology.
- Check answers as a class.

Answers

Answers will vary. Sample answers:

invention, computer, PCs, screens, laptop, printer, device, television, digital, cassette tape, recharging, megapixels

B

- As review, have students call out the six inventions presented on pages 48–49 without looking in their books.
- Have a volunteer read aloud the first question. Elicit the answer. Then have students work individually to answer the questions and check answers in pairs.

Answers

Answers will vary. Sample answers:

1. IBM has produced commercially successful printers since 1953/for about 60 years.
2. Printing has been around since 1440/for almost six hundred years.
3. TV sets have been common in houses since the 1960s/for more than 50 years.
4. The first microwave oven appeared in homes about 45 years ago.
5. Cameras have been on the market for more than 120 years/since 1888.
6. People have had cell phones for about 35 years.

2 Pair Work

CD2, T9 Play the audio for the model conversations. Students listen and repeat.

- Have a volunteer ask you a question about digital cameras with *how long*. Answer the question with information from page 48. For example: ***They've used them for more than 30 years.***
- Have students work in pairs to ask each other questions about the inventions.
- Next, have students change partners and ask each other questions about how long they have used different inventions. They can talk about inventions in the book or any others they can think of.

Workbook

Assign page 117 for practice with the vocabulary of the unit.

Teaching Tip

Whenever you assign pair work, it is always a good idea to have students work with a second partner. In this way, students will get more practice using English .

Additional Activity

Divide the class into groups. Assign each group two of the inventions in the presentation. Have each group write a list of eight questions about the inventions. When they are finished, have students close their books. Have each group send a representative to another group to ask the questions. The group that answers the most questions wins.

fun facts

- Canned fruits and vegetables may actually be healthier to eat than fresh fruits and vegetables.
- Fresh fruits and vegetables are often picked before they are ripe. They ripen in the time it takes for them to reach your local supermarket. But in this time, they can also begin to lose nutrients.
- Canned fruits and vegetables are picked at the peak of ripeness and cooked or processed within hours to seal in their vitamins and nutrients.

STOVES AND OVENS

The first successful gas stove appeared in 1826, and the first electric stove in 1891. The microwave oven was invented by accident in 1946, when engineer Percy Spencer realized that microwaves could heat and cook foods faster than conventional ovens. The first microwave oven for use in homes was produced in 1967.

CELL PHONES

Portable cellular phones first appeared in the late 1970s. The early model was called "the brick." It weighed 2 pounds (907 grams), offered just a half hour of talk time for every recharge, and sold for $3,995. Even though it was clumsy and expensive, consumers lined up by the hundreds to buy the first cellular phones as soon as they hit the market. Since then, phones have gotten smaller and much lighter, and they have become a necessary part of everyday life.

Quick Check ☑

A. **Vocabulary.** Find six words in the article that relate to technology.

high-tech

B. **Comprehension.** Answer about the inventions.

1. How long has IBM produced commercially successful computers?
2. Has printing been around for a long time?
3. How long have TV sets been common in homes?
4. How long ago did the first microwave ovens appear in homes?
5. How long have cameras been on the market?
6. For how many years have people had cell phones?

2 Pair Work

Ask and **answer** about the inventions.

- How long have people used cell phones?
- They've used them since the seventies.
- How long have you had a computer?
- I've had a computer for a long time.

3 Grammar

Present Perfect Tense versus Simple Past

Use the present perfect to talk about an action that happened in the past when the exact time isn't known or important. Use the past tense when the exact time is given.

Present Perfect

A: **Have** you ever **been** to France?
B: Yes, I**'ve been** there.

Past

A: When **were** you there?
B: I **was** there **two years ago**.

Present Perfect with *For* and *Since*

Use the present perfect with *for* and *since* to talk about an action that began in the past and that continues into the present.
For indicates the period of time: *for two months, for a year, for a long time*.
Since indicates when the action began: *since yesterday, since last June*.

Past	Present	Future
2008 – →	I've lived here for several years. I've lived here since 2008.	

Affirmative (+)

I've	studied English	**for** five years.	(I + have)
You've			(you + have)
He's		**since** third grade.	(he + has)
She's			(she + has)
We've			(we + have)
They've			(they + have)

Negative (–)

I/You/We/They	haven't	received an email	**for** two days.
He/She	hasn't		**since** Tuesday.

Question with *How Long*

How long have you played football?	I've played football	**for** three years. **since** I was 12.

A. Complete the sentences with ***for*** or ***since***.

1. Hameed has had the same TV _____ 15 years.
2. I've had my laptop _____ last June.
3. We've worked on this project _____ a month.
4. My friends haven't visited me _____ my graduation.
5. We haven't used our car _____ a long time.
6. I've been drinking tea _____ years.
7. Tariq has worn glasses _____ the age of seven.
8. _____ when have you had that beautiful watch?

3 Grammar

Present Perfect Tense versus Simple Past

- Have volunteers read aloud the questions and answers in the chart. Elicit when we use the present perfect and when we use the simple past. Explain that the present perfect is used to refer to an indefinite time in the past. That is, we do not know when something happened, or when it happened is not important. With the simple past, however, we know exactly when something happened.
- Write the following questions on the board using the present perfect and the simple past.

  Have you seen the TV show (title)?

  Did you see the TV show (title) yesterday?

  Elicit answers from students making sure they use the correct verb tense in their answers.

Present Perfect with *For* and *Since*

- Review how to form the present perfect in the affirmative and negative forms. Elicit *has/have* or *hasn't/haven't* + past participle. Have students identify the past participles in the example sentences in the chart. (*lived, studied, received*) Remind students that with regular verbs, the past participle is usually the same as the past. For example:

  I play football.

  I played football yesterday.

  I've played football since I was a child.
- Remind students that many common verbs have irregular past participles. Elicit the irregular past participle for the verb *Be*. (been)
- Point out that in this part of the chart the present perfect is used to talk about an action or state that started in the past and continues up to the present. This use of the present perfect here is different from its use in the first part of the chart: There the present perfect is used to talk about something that happened at an indefinite time in the past.
- Have students study the diagram. Then ask them to explain in their own words the difference between *for* and *since*. (*For* refers to an extended period of time, and *since* indicates a specific point in time.) Write ***for*** and ***since*** on the board. Have students say a period of time not in the grammar chart; for example, *seven years*, *one day*, *a long time*. Write the expressions on the board under ***for***. Have students say a point of time in the past; for example, *a week ago, last Monday, seven years ago*. Write the expressions under ***since***.

Question with *How Long*

- Have volunteers read aloud the question and answers. Point out that *How long* refers to the length of time someone has done something.

A

- To model the task, elicit the answer for number 1. Have students do the task individually and check answers in pairs.
- As an extension, have students make true sentences about themselves for three of the time expressions used in the sentences. For example: *I have wanted to go to Paris for 15 years.*

Answers

1. for
2. since
3. for
4. since
5. for
6. for
7. since
8. Since

B

- Ask students to describe what they see in the pictures. Have them scan the chart and say which items in the chart are not in the pictures. (radio, filmmaking, airplane)
- Have a volunteer read aloud the sample sentence. Point out that the plural form is necessary for count nouns like *credit card*. Have students work in pairs to make sentences about the inventions in the chart and how long people have used them.
- Pairs that finish first might go back and make a second sentence for each invention. For example, if they made a sentence about canned food with *since*, they could write a second sentence with *for*.

Answers

Answers will vary. Sample answers:
People have eaten canned food since the early 1800s.
People have worn wristwatches for over 100 years.
People have had radios since 1901.
People have used toothpaste for over 170 years.
People have used electric lightbulbs since 1879.
People have made films since 1895.
People have used paper clips since the 1890s.
People have flown airplanes since 1903.
People have used ballpoint pens for a long time.

C

- Without looking back at pages 48 and 49, have students call out the inventions they remember from the unit opener. Then have volunteers read aloud the sample conversations. Model the task by asking a student about one of the inventions. For example, ask: ***Do you have a cell phone? How long have you had it?*** Then have a volunteer ask you about an invention. Answer truthfully.
- Have students work in pairs, asking and answering questions about the inventions.

Answers

Answers will vary.

D

- Direct students' attention to the title. Ask: ***What invention do you think the title refers to?*** Elicit *refrigerators* and *air conditioners*. Ask: ***How did people keep food cool before there were refrigerators? When did people first have refrigerators in their homes? When did people first use air conditioning?*** Students likely will not know the exact answers to these questions, but allow them to speculate.
- Tell students not to complete the blanks yet. Ask them to scan the paragraph and underline all the time expressions. (*for ages, 4,000 years ago, in the eighth century, In 1834, in the early 1920s, Since then, About the same time, Since that time*)
- Have students work individually to choose the correct tense, and then check answers in pairs. Then read the completed paragraph aloud, writing the correct verb forms on the board.

Answers

1. have tried
2. invented
3. kept
4. imported
5. put
6. built
7. appeared
8. have preserved
9. became
10. have cooled

Workbook

Assign pages 118–120 for more practice with the grammar of the unit.

Teaching Tip

If you correct a student in class, make sure he or she repeats the correct form. This will help the student to remember it better and also ensure that the correct form is the one that stays in his or her memory.

Additional Activity

Have students work in groups to choose three inventions they could never live without. Have them list the inventions and say why they chose each. When they have completed this part of the activity, inform them that now they have to give up the three inventions for a year. Have them say how the absence of these inventions will change their lives.

fun facts

There have been many inventions that have changed our lives, but many people feel that the following are some of the most important: antibiotics and penicillin, electricity, the lightbulb, the telephone, and the printing press.

B. Work with a partner. Make sentences about the inventions.

People have had credit cards since 1951 / for about 60 years.

Invention	Date	Invention	Date
credit card	1951	electric lightbulb	1879
canned food	the early 1800s	filmmaking	1895
wristwatch	1910	paper clip	the 1890s
radio	1901	airplane	1903
toothpaste	1841	ballpoint pen	1888

C. Have you used any of the inventions in exercise **B** above or on pages 48 and 49? How long have you used them? Ask and answer questions with a partner. Add other inventions.

A: Do you have a credit card?
B: Yes, I do.
A: How long have you had it?
B: I've had it for two years. OR I've had it since I was 18.

A: Have you ever been on a plane?
B: Yes, I have. I flew on a plane on my vacation.

D. Complete the paragraph with the verbs in parentheses. Use the present perfect or simple past tense.

Keep Cool

People _____ (1. try) to keep cool or keep their food cool for ages. The Chinese _____ (2. invent) ice cream 4,000 years ago, and they _____ (3. keep) it in snow in underground chambers. In Baghdad in the eighth century, a king _____ (4. import) snow and _____ (5. put) it in the walls of his summer home to cool the home. In 1834, Jacob Perkins _____ (6. build) a machine to make ice in London. The first home refrigerators _____ (7. appear) in the early 1920s. Since then, people _____ (8. preserve) their food in refrigerators. About the same time, air conditioning of large spaces _____ (9. become) possible. Since that time, people _____ (10. cool) themselves with air conditioners in stores, offices, and homes.

4 Language in Context

Discuss these topics with a partner:

- Things you've done/haven't done for months, years, ages
- Things you've done/haven't done since you were small, last year, the age of 10
- Things you've never done

I haven't been rock climbing in a long time. OR *I've never been rock climbing.*

5 Listening

Listen to the conversation. Answer the questions.

1. Since when has Fahad walked for exercise?

   _____

2. How long has Fahad had his new job?

   _____

3. How long has Saeed been married?

   _____

6 Pronunciation

Listen. Notice the contractions of ***have***. Then practice.

How**'ve** you been? Where**'ve** you been? What**'ve** you done?

7 About You

1. How long have you studied English?
2. How long have you played a sport or had a hobby?
3. How long have you had any of these items: computer, laptop, digital camera, scooter, cell phone?
4. How long have you gone to school?
5. How long have you lived in your house?
6. How long have you known your best friends?

4 Language in Context

- Have volunteers read aloud the three topics for discussion. Have students describe what they see in the photograph. Then say a true statement about your experience with rock climbing, and ask a student about his or hers. For example: ***I've never been rock climbing. What about you, Fahd?*** Then call out various activities, preferably from earlier units, and have students at random make sentences; for example, ***go bowling, work out at a gym, go to an amusement park,*** etc.
- Give students a few minutes to note down at least three activities for each topic. Then have them discuss the topics in pairs. Encourage students to ask each other questions. When they have finished, have each student tell the class something interesting about his or her partner.

Answers

Answers will vary.

5 Listening

- Write ***Fahad*** and ***Saeed*** on the board. Tell students that they are going to hear a conversation between these two people. Students should listen for the relationship between Fahad and Saeed. (They are old friends/ colleagues.)

CD2, T10 Play the audio. Students listen to find out the relationship between the speakers.

- Have students read the questions so that they know what they are to listen for.

CD2, T10 Play the audio again. Students listen and answer the questions.

Audioscript

Fahad is walking in the park, and he meets a friend, Saeed.

Saeed: Hi, Fahad. You're looking good! Do you work out every day?

Fahad: Yes. I have changed my lifestyle completely. Since I had my heart problem, I've walked every morning, I've eaten healthier food, and I haven't stayed out late at night the way I used to. And I've stopped smoking. I've tried to have a healthier lifestyle.

Saeed: And are you still working in the airport control tower? It's been three years since I worked there with you.

Fahad: No, I've had a new job for six months. I'm training air traffic controllers. It's less stressful, and I have more time off. What about you?

Saeed: Well, I got married. I've been married for almost a year. My wife and I like to cook, and I've gotten a desk job. So, I've gained a bit of weight. That's why I've started to exercise.

Answers

1. Fahad has walked for exercise since he had his heart problem.
2. Fahad has had his new job for six months.
3. Saeed has been married for almost a year.

6 Pronunciation

CD2, T11 Play the audio. Students listen and repeat.

- Call on various students to read the sentences aloud. Correct their pronunciation of the contractions as necessary.
- Point out that these contractions are more often used in speaking than in writing.

Language Builder

Remind students that in informal situations, *you* is pronounced /yə/ rather than /yu/ in sentences such as the examples they just heard.

7 About You

- Direct students' attention to the photo. Ask: ***How many of you have a scooter?*** For those who raise their hands, ask other questions. For example: ***When did you get it? How often do you use it?*** (Do not ask a question with *how long,* since that is question number 3.)
- Have students work in small groups to talk about how long they have done the activities. Tell students to use *for* or *since* to answer questions with *How long*.
- Have one person in each group report back to the class about their group's discussion.

8 Conversation

- Have students cover the conversation and look at the picture. Ask: ***How old are the men? How is their style different? Whose look do you like more?***
- Tell students the two men haven't seen each other for a long time. Ask: ***What are they going to talk about?*** Tell students to be specific. Write their ideas on the board.

CD2, T12 Play the audio. Ask students to listen to the conversation for the ideas on the board.

CD2, T12 Play the audio again. Have students look at the conversation and read along as they listen.

- Have students practice the conversation in pairs, changing roles.

Real Talk

- Have students repeat the words and phrases after you.
- Ask: ***Who says* Long time no see?** (Adnan) ***When do we say this?*** (when we haven't seen someone for a long time)
- Ask: ***Who says* ...er?** (Fadi) ***Why does he say this?*** (to show he's thinking) Point out that in conversations English-speakers avoid silent pauses, and sounds like *er* and *hmm* are preferred. Ask students questions. Tell them to pause before they answer, using ...*er*.
- Ask: ***Who says* What have you been up to?** (Fadi) ***What has Adnan been up to?*** (He took over his father's restaurant and he got married.) Tell students to imagine it is five years in the future and they haven't seen their classmates in that time. In a chain, have students ask each other what they've been up to. Students answer based on what they think they will have done in the next five years.
- Ask: ***Who says* Congratulations?** (Fadi) ***Why does he say it?*** (Adnan got married.) ***What other times do people say* Congratulations?** (Some examples include when a baby is born, when students graduate, and when people get promoted.)
- Ask: ***Who says he wanted to start a career before he settled down?*** (Fadi) ***Who has settled down?*** (Adnan) ***Is Fadi ready to settle down now?*** (Yes, he's getting married next month.) Have students say when they think they're going to settle down.

About the Conversation

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

Answers

Answers will vary. Sample answers:

1. They haven't seen each other for five years/since high school.
2. Adnan hasn't changed at all, but Fadi looks more serious.
3. Fadi is working in a bank.
4. Fadi has been working in a bank for one year.
5. Adnan has been married for about a year.

Your Turn

- Have students role-play a conversation in pairs. Encourage them to make the conversation as natural as possible but to try to be creative as well. Have volunteers present their conversations to the class.
- Have students vote on the best reenactment.

Workbook

Assign page 121 for additional reading practice.

Teaching Tip

One of the best ways to promote natural conversation in the classroom is to take advantage of brief, spontaneous moments that occur during class. When the class talks about an exercise or a reading and a student makes a comment or tells a story related to the topic, take advantage of this chance to ask other students about their opinions.

Additional Activity

Have students work in pairs to role-play a conversation between Adnan and another friend from high school, telling the friend about his meeting with Fadi.

fun facts

- Scooters are a popular form of transportation all over the world, but especially in large cities in Europe and Asia. They are an easy way to get through heavy traffic quickly, and are often used by delivery people.
- Laws governing the use of scooters and what kind of license you need to drive one vary from country to country.
- The first scooter, or motorized bicycle, was developed in 1894, in Germany.

8 Conversation

Fadi: Hi. This is a surprise.

Adnan: Hi there. Long time no see.

Fadi: Yeah. We haven't seen each other for about... er...

Adnan: Five years. Since high school.

Fadi: Has it been that long?

Adnan: Yeah. So, how are you doing?

Fadi: Great. I'm working in a bank. I've been in the accounting department for a year now. And you haven't changed at all.

Adnan: Well, you have. You're looking more, well, serious. I suppose you're happy with your job?

Fadi: Yes, very much so.

Adnan: This is good, as it is important to like one's job.

Fadi: And what have you been up to?

Adnan: I've taken over my father's restaurant. And I got married last year.

Fadi: Really? Congratulations! I'm getting married next month. I wanted to finish college and start a career before I settled down.

Real Talk

Long time no see. = I haven't seen you for a long time.
...er = a sound of hesitation, to show that the speaker is thinking
What have you been up to? = What are you doing these days?
Congratulations! = a response to good news relating to an achievement
settle down = get married

About the Conversation

1. How long has it been since Adnan and Fadi have seen each other?
2. Have they changed a lot?
3. Where is Fadi working?
4. How long has Fadi been working in a bank?
5. How long has Adnan been married?

Your Turn

Work with a partner. Role-play a conversation between you and an old friend you haven't seen for a long time. Include the following topics:

1. Say how long you haven't seen each other.
2. Say where and when you last met.
3. Say what you're doing now.

9 Reading

Before Reading

1. What do you know about early film production?
2. What do you know about special effects?

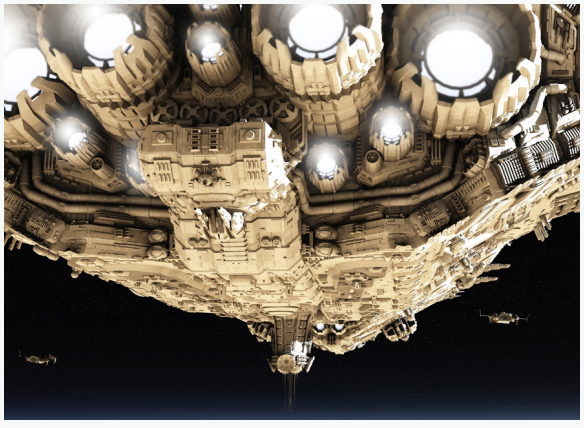
A HISTORY OF SPECIAL EFFECTS

Audiences have been fascinated by the moving images in films ever since the Lumière brothers first showed short films in a café in Paris on December 28, 1895. **That** day, the audience screamed when a train on the film came straight toward them. Since **then**, filmmakers have used various techniques to amaze viewers. **These** techniques form the art of special effects—and create the visual illusions on the screen.

One of the first special effects used in motion pictures was discovered by accident. While filming in the streets of Paris in 1896, Georges Méliès's camera stopped and started again. When he viewed the film later, he found that the "stop trick" had caused a bus to turn into a carriage and pedestrians to disappear or change into different people. Because the film sequence had been interrupted, the picture seemed to mysteriously change before his eyes. Since **then**, filmmakers have used tricks like **this** to make people see things that didn't happen in real life.

Filmmakers today still use other old techniques such as miniatures and the animation of small-scale models. One of the most famous special effects in film history was the title character in *King Kong*, made in 1933. The huge gorilla on top of the Empire State Building was actually only 18 inches (45 centimeters) high. The film contained many revolutionary technical innovations for **its** time.

Another classic was *Star Wars (1977)* and its sequels, created by George Lucas. His ideas for the imagery and action scenes were so fantastic that the special effects crew often had to invent new techniques to accomplish them. **They** made many improvements in effects technology and developed a computer-controlled camera to create scenes with more realistic motion.



Nowadays, digital technology has given special effects a totally new dimension. Films such as *Jurassic Park*, *Toy Story*, *Transformers,* and *Pirates of the Caribbean* have become references in the art of visual effects. Imaginary situations and characters that only existed in books and comic books, such as *Spiderman*, have also been made to look realistic on television thanks to computer-generated images.

The art of filmmaking never stops. What amazing visual effects will filmmakers use in the future? You'll see **them** on the screen soon!

9 Reading

READING STRATEGY **Using context**

- Point out to students that readings often have vocabulary related to a special topic. The writer frequently gives clues to the meaning of these words or gives definitions. For example, point out the word *screamed* in the first paragraph. If students don't know the meaning, have them read the whole sentence which shows that the *audience* (the people watching the film) was afraid. Ask: ***What does an audience do when they are afraid?*** Elicit: *They scream.* Have students look at *interrupted* in the second paragraph. Have them read the entire sentence and the two sentences before it. Have them guess the meaning of *interrupted*. (stopped in the middle)
- Have students discuss the first **Before Reading** question about early film production. List key phrases on the board as students make suggestions. Students might mention that early films were in black and white rather than color and that very early films were silent (There was no talking/audio.).
- Have students look at the pictures and identify the films. Elicit what the films have in common. (They all have a lot of special effects or show imaginary scenes.)
- Have students discuss the second introductory question about special effects. Specific questions might be: ***Which films today have lots of special effects?*** Make a list of films on the board. Ask: ***What special effects did they use for the films in the pictures? Why do films have special effects?*** You might want to mention that films set in space use special effects because such places can't be filmed. Also, disaster films use special effects so that people are not hurt.

CD2, T13 Play the audio. Ask students to read along as they listen and underline the titles of the seven films mentioned.

- Have students reread the passage one paragraph at a time. Pause after each paragraph and check understanding of the main points of the paragraph. Make statements for students to identify as *true* or *false*. For example:

(paragraph 1)

The Lumière brothers made the first film. (true)

The first film had no special effects. (false—Special effects were used to make people think a train was coming straight toward them.)

(paragraph 2)

George Méliès discovered the "stop trick" by accident. (true)

The "stop trick" made it look like people and things in the film changed into someone or something else. (true)

Other filmmakers were not interested in the "stop trick" technique. (false—Filmmakers have used tricks like this since then.)

(paragraph 3)

King Kong was the name of an animal. (true)

The gorilla looked big in the film but was really very small. (true)

(paragraph 4)

George Lucas was a very innovative filmmaker with new ideas. (true)

The special effects crew of Star Wars used old techniques and technology. (false—They invented new techniques and made improvements in effects technology.)

A computer-controlled camera was used in the* Star Wars *film to create scenes with realistic motion. (true)

(paragraph 5)

Special effects nowadays are different because of computers. (true)

People study* Toy Story, Transformers, *and* Pirates of the Caribbean *because of their special effects. (true)

The comic book* Spiderman *comes from the film of the same name. (false—The film comes from the comic book of the same name.)

fun facts

- The first films of the Lumière brothers were 17 meters long and had to be turned by hand through a projector. They lasted for approximately 50 seconds.
- The *Lord of the Rings* trilogy includes 2,730 special effects shots. Over 500 visual effect artists worked on the trilogy.

After Reading

A

- Have students search the reading to find the words in the left column and guess the meaning. Then they choose the correct answer. Go over the answers with the class.

Answers

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

B

- Have students work individually to answer the questions. Tell them to underline the parts of the text that provided them with the answers.
- Students compare answers with a partner. Then check answers as a class.

Answers

Answers will vary. Sample answers:

1. Audiences have watched movies since 1895/for more than 115 years.
2. The "stop trick" was discovered by accident.
3. A small model of a gorilla was used, but in the film it looked large.
4. They used a computer-controlled camera to create scenes with more realistic motion.
5. *Jurassic Park, Lord of the Rings, Toy Story, Transformers,* and *Pirates of the Caribbean.*
6. Answers will vary.

Discussion

- Have students work in groups to have a discussion, using the questions as the basis for expressing themselves on the subject of films. Then open up the discussion to include the whole class.

10 Project

- Have students work in groups to choose an invention that has had a significant effect upon the way people conduct their everyday lives. Tell students they can write about items that were invented long ago or that have become popular more recently, such as the microwave oven and digital cameras.
- Tell students they should use a variety of sources, such as the Internet and any reference books they have access to. Remind them to be careful not to copy from any of the sources and that their reports should be in their own words.
- Have each group prepare a written report to submit as well as a presentation for the class.

Teaching Tip

Always prepare students before they read a text. They will understand the language much better if they already have a context and some information about the subject. Some good pre-reading techniques include asking general questions about the subject of the reading and pre-teaching new vocabulary words.

Additional Activity

Have students talk about their favorite films in groups. Have them tell when they saw it, who was in it, what it was about, whether it had special effects, and why they liked it.

Project: Famous Inventors

Brainstorm with the class the names of famous inventors. Organize the class into small groups. Assign each group an inventor. Have them find out about the life of the inventor and the steps leading to his or her most famous invention. Have each group present the information they learn to the class.

After Reading

A. Match the words with their meanings.

1. ____ technique	**a.** a new way of doing things
2. ____ sequence	**b.** a small model
3. ____ interrupt	**c.** succeed in doing something
4. ____ miniature	**d.** a way of doing things
5. ____ innovation	**e.** stop in the middle
6. ____ accomplish	**f.** actions or events in a particular order

B. Answer about the article.

1. How long have audiences watched films?
2. How was the "stop trick" discovered?
3. What special effect was used for *King Kong*?
4. How did the special effects crew of *Star Wars* create realistic motion?
5. What films have become references in the art of visual effects?
6. Have you seen any of the films mentioned in the article? What is your opinion of them?

Discussion

1. Give examples of special effects in films you've seen on TV. Which impressed you the most?
2. Describe a TV film you saw that had a lot of special effects.
3. Do you like to watch old black and white films? Why, or why not?
4. Have you ever seen a 3-D (three-dimensional) film?
5. What do you think special effects will be like in the future?

10 Project

1. Work in groups. What do you think is the most important invention of the last century? How has it changed people's lives?
2. Present your arguments to the class about why you think it is so important.

11 Writing

A. Look back at the **Reading** on page 54. What does each word refer to?

1. That (line 3) _____
2. then (line 5) _____
3. These (line 6) _____
4. then (line 15) _____
5. this (line 16) _____
6. its (line 20) _____
7. They (line 23) _____
8. them (line 33) _____

Writing Corner

For better cohesion in writing:

1. Use subject, object, and possessive pronouns or possessive adjectives.
   I collect stamps. I keep **them** in albums according to **their** country and date.
2. Use demonstrative pronouns and adverbs like: *this, that, these, those* or *then, there*.
   I started collecting stamps five years ago. Since **then**, I've collected over 2,000 of them.
   This is the oldest stamp that I have. **Those** are from Argentina.
3. Use relative pronouns like: *who, that, which*.
   The man **who** gave me this stamp said it is very old. It was on a letter **that** he received when he was a young boy.

B. Read the paragraphs. Circle the pronouns. What or who do they refer to?

I have one possession that is really important to me. This is my bike, which is special for many reasons.

I've had my bike for about two years. When I first saw it in the window of the sports shop, I just knew that I had to have it. My parents agreed that I could buy it, but they said I had to pay for it myself. That's one reason why it's so special to me. I'd never bought anything so expensive before. Since then, my bike and I go everywhere together. I ride it to school, to the park, to football practice, and sometimes I just ride it without any destination in mind.

I always try to keep my bike in good condition, but sometimes it breaks down. I've learned to repair a flat tire. Once, the chain came loose, so I learned how to fix that, too. Whenever I manage to save a bit of money, I like to get new accessories for my bike. I've bought reflectors, new handle bar grips, a bicycle pump, and a water bottle. As soon as I save enough money, I'm going to buy a Cateye Cycle Computer that calculates distance and speed.

I love riding and exploring new neighborhoods. Riding helps me clear my head and forget about my worries. It's great exercise, too. Of course, I'm careful when I ride in traffic and I always wear a helmet.

C. Write about some of your most important possessions. Say how long you've had them and why they are special. Remember to use appropriate pronouns to link sentences.

11 Writing

A

- Have students look back at the article on page 54. Tell them that they should look for the boldfaced pronouns or possessive adjectives. They will have to read the previous sentence(s) to determine what the word in bold refers to.
- Do the first one as an example. Have students locate the word ***That*** and read the sentence before. Ask a volunteer to say what *That* refers to and where the reference is in the sentence.
- Have students work individually to complete the exercise and then compare answers in pairs.
- Check answers as a class by calling on students to say what each pronoun refers to and point to where the reference is in the text.

Answers

1. December 28, 1895
2. December 28, 1895/when the Lumière brothers first showed short films
3. techniques filmmakers use
4. 1896/when Georges Méliès found the "stop trick"
5. the "stop trick"
6. the film *King Kong*
7. the special effects crew
8. amazing visual effects

Writing Corner

- Have a student read aloud the example. Elicit what *them* and *their* refer to in the sentence. (stamps)
- Read the example in 2 without the demonstratives: ***I started to collect stamps five years ago. Since five years ago, I've collected over 2,000 stamps. This stamp is the oldest stamp that I have. Those stamps are from Argentina.*** Explain that this is very repetitive. Then have a volunteer read the example. Tell students that *This* and *Those* are demonstrative pronouns and ask what they refer to. (this stamp, those stamps) Explain that *then* is a demonstrative adverb that means "at that time." Elicit what time *then* refers to in the sentence. (five years ago)
- Go over the last example. Explain that a relative clause describes a noun that comes before it (in the main clause). Relative clauses begin with *that, who,* or *which*. Tell students that *who* is used with people (*The man who gave me this stamp...*); *which* is used with things (*It was on a letter which he received...*); and *that* can be used with people or things. Elicit the other pronouns in the example and ask what each refers to. (me = the speaker; it/It = the stamp; he/he = the man)

Language Builder

Demonstrative adjectives (*this, that, these, those*) can be used as pronouns when they refer to known things or people, especially if they are visible. For example, you hold up a book and say: ***This is mine.*** Demonstrative pronouns can also refer to an entire phrase. For example: ***John can't see very well. This is because he isn't wearing his glasses.*** *This* refers to the fact that John can't see very well.

B

- Call on different students to read parts of the model text. Explain any new vocabulary or have students work out the meaning of a new word from the context.
- To check comprehension, call on students to answer questions. For example: ***Who paid for the bike? Why is the bike so special? When did the person get the bike? What did the person do when the chain came loose? What does the Cateye Cycle Computer do?***
- Put students in pairs to find the pronouns and decide what each refers to.
- Check answers by calling out pronouns from the text at random and asking pairs to say what each refers to. In order to locate the pronouns faster, you may wish to have students number the lines of the text.

Answers

Paragraph 1
I/me = the owner of the bike
that = one possession
This = the important possession
which = my bike

Paragraph 2
I/myself/me = the owner of the bike
it = the bike
they = my parents
That = having to pay for it myself
then = buying the bike

Paragraph 3
I = the owner of the bike
it = the bike
(fix) that = a loose chain
that = Cateye Cycle Computer

Paragraph 4
I/me = the owner of the bike
It = riding

C

- Have students work in small groups to talk about their most important possessions. Have them take notes on the ideas other students find interesting.
- Have students use their notes to write about their most important possessions. They should include information about why they are important, how long they have had them, and what they plan to do with them. They can include drawings or photos if they wish.
- Ask volunteers to share their writing with the class.

Workbook

Assign page 122 for additional writing practice.

12 Form, Meaning and Function

The Passive

- Go over the material in the chart for the passive. Have volunteers read the sentence pairs. Demonstrate how the object has become the subject in the second sentence and explain that the tense of the verb *be* agrees with the passive subject.
- Point out that when using the passive, stating the agent (who or what performed the action) is not necessary when it is obvious. If the agent is included in a sentence, it usually comes immediately after the past participle and is preceded by *by*.
- Write sentences in the active voice on the board. Have students change each sentence from the active to the passive. For example: ***Saudi Arabian people celebrate National Day on September 23rd.*** (National Day is celebrated by Saudi Arabian people on September 23rd.) ***The cat has eaten the fish.*** (The fish has been eaten by the cat.) ***Ancient Egyptians built the Pyramids.*** (The Pyramids were built by ancient Egyptians.)

A

- Go over the example with the class.
- Have students work individually to rewrite each sentence in the passive.
- To check answers, call on volunteers to read their sentences for the class.
- Point out that the agent is necessary in numbers 1, 4, and 8 because the agent adds to the meaning. In numbers 2, 3, 5, 6, and 7, the agent is not necessary because the meaning is clear without it and the agent is obvious. For example, companies produce cars, so there's no need to state this.

Answers

1. The first car was made by Karl Benz in 1886.
2. Cars are produced all over the world today.
3. Many changes have been made in our city.
4. Was penicillin discovered by Alexander Fleming?
5. The documentary was filmed in a desert oasis.
6. Were you invited to the graduation ceremony?
7. English is spoken all over the world.
8. The digital camera was invented by Steven Sasson in 1975.

B

- Do the first item as an example with the class.
- Have students work individually to rewrite each sentence in the active form.
- To check answers, call on volunteers to read their sentences for the class.

Answers

1. Word processors have replaced typewriters.
2. This restaurant serves all entrées with rice and salad.
3. Did the Wright brothers fly the first airplane?
4. People in the Middle East have used soap for nearly 5,000 years.
5. Cell phones and computers have changed the way we communicate.
6. Saudi Arabia produces roughly thirteen percent of the world's oil.
7. Al-Zahrawi wrote an encyclopedia of medical practices in 1000.
8. Da Vinci designed many flying machines, but he never built them.

12 Form, Meaning and Function

The Passive

We use the passive to emphasize the *action* and not *who* or *what* does it.
To make the passive, we use the verb *be* and a past participle.*

Simple Present: Millions of people use the Internet. (active)
The Internet **is used** by millions of people. (passive)

Present Perfect: Technology has changed our lives. (active)
Our lives **have been changed** by technology. (passive)

Simple Past: Alexander Graham Bell invented the telephone. (active)
The telephone **was invented** by Alexander Graham Bell. (passive)

The person or thing that does the action is the *agent*. When we want to show the agent, we use *by* + the agent. When the agent is not necessary, we leave it out.

A thief stole my bike.
My bike **was stolen**. (*by a thief* is not necessary)

Someone has broken the window.
The window **has been broken**. (*by someone* is not necessary)

The boys broke the window.
The window **was broken** *by the boys*. (necessary)

* See page 82 for a list of the past participles of irregular verbs.

A. Change the sentences from active to passive.

A company in Germany makes these cars.
These cars are made by a company in Germany.

1. Karl Benz made the first car in 1886.
2. Companies all the over world produce cars today.
3. They have made many changes in our city.
4. Did Alexander Fleming discover penicillin?
5. They filmed the documentary in a desert oasis.
6. Did they invite you to the graduation ceremony?
7. People speak English all over the world.
8. Steven Sasson invented the digital camera in 1975.

B. Change the sentences from passive to active.

1. Typewriters have been replaced by word processors.
2. All entrées in this restaurant are served with rice and salad.
3. Was the first airplane flown by the Wright brothers?
4. Soap has been used by people in the Middle East for nearly 5,000 years.
5. The way we communicate has been changed by cell phones and computers.
6. Roughly thirteen percent of the world's oil is produced by Saudi Arabia.
7. An encyclopedia of medical practices was written by Al-Zahrawi in 1000.
8. Many flying machines were designed by da Vinci, but they were never built.

6 Do You Know Where It Is?

1 Listen and Discuss

What do you think people mean when they say a town or neighborhood has a good quality of life?

Do You Know Where This Place Is?

Look at each photo, read the text, and guess the name of the city or country. In what ways is it similar to or different from where you live?

◂ The public transportation system is the most efficient in the world. The bullet trains can travel at 186 miles (300 kilometers) per hour and are extremely punctual. Fares for the express trains are as expensive as airplane fares, but overall, the time required for the train trip is usually shorter, since there is no need to travel to an airport.

The city is known to be one of the safest cities in the world. The overall crime rate is roughly the same as that of Singapore, but lower than that of Tokyo, Toronto, and many other large cities. ▸

◂ It is home to one of the oldest universities in the world and one of the largest. Nowadays, the town isn't as quiet as it used to be, but the quality of life is still just as good. There are lots of green areas, and a quarter of the population cycles around the town: over the bridges, through the parks, and along the narrow streets.

Answers

A Japan, **B** Hong Kong, **C** Cambridge (England), **D** Mexico City

Unit Goals

Vocabulary
Features of a community
Urban living
Transportation words

Functions
Talk about quality of life
Describe features of places
Make comparisons
Ask for information

Grammar
Comparative and Superlative Forms of Adjectives
Comparisons with *as...as*
Indirect Questions
Definite Article: *The*

Listening
Listen for specific details in a news story about garbage and recycling

Pronunciation
Intonation of direct and indirect questions

Reading
The Bride of the Red Sea

Writing
Write about the assets and future aims of your city or neighborhood

Project
Write about a town or city in your country or the world

Warm Up

Have students talk about their town or city. Ask questions, such as ***What's your hometown like?*** For students who live in the same town or city, ask: ***Do you agree with (Ali)? Do you think (city) is (boring/exciting), too?***

Before students open their books, have them discuss the introductory question. Ask what kinds of services their town or city offers. Ask questions such as the following: ***Are there good restaurants/hospitals/ cultural events/ schools in the town? Is there good transportation/ housing?***

1 Listen and Discuss

- Have students open their books to page 58. Tell them to cover the answers at the bottom of the page. Have students look at the pictures and say whether any of them are of their country. Ask the following questions:

  How fast do you think the train goes?

  How do people probably describe the train service in this country? Elicit words like *punctual, efficient,* and *expensive*.

  Are the cities in the pictures small, medium-size, or large?

  What are the largest cities in the world?

  What is the population of the largest cities?

  What problems do large cities have? Elicit ideas like *crime* and *traffic*.

  How is the town in picture C different from the city in picture B? Elicit ideas like *old buildings, green areas,* and *bicycle transportation*.

- **CD2, T14** Play the audio. Have students read along as they listen. After each description, pause the audio and have students guess the name of the place. Tell them if they are right or wrong. (The answers are at the bottom of the page.)
- Check students' comprehension by making statements and having students say the name of the place. For example: ***This place does not have a lot of crime.*** (Hong Kong) ***It takes a long time to get to school or work in this place.*** (Mexico City) ***It's easy to travel between cities in this place.*** (Japan)
- Have students discuss how each of the places is similar to or different from where they live.
- Before students look at the Quality-of-Life Indicators on page 59, ask: ***What do you think people want in the town or city they live in?*** If students have trouble coming up with ideas, to get them started, ask: ***Do people want hospitals in their town?*** Write students' ideas on the board.
- Go through the indicators and ask if any of them are written on the board. Take this opportunity to explain any of the indicators students do not understand. For example, say: ***Did anybody mention prices for things like food, rent, and telephone service? That's the cost of living. Did anybody talk about the cost of buying a home or renting an apartment? That's the cost of housing.***

Quick Check

A

- Write the following sentences on the board and have students complete them about cities in their country:

  _____ ***is bigger than*** _____.
  (comparative)

  _____ ***is the biggest city in the country.***
  (superlative)

- Have students underline the other comparative and superlative forms in the article. Go over the answers with the class.

Answers

A: the most efficient; as expensive as; shorter
B: the safest; lower
C: the oldest; the largest; as quiet as
D: the worst; worse

B

- Quickly review what the article talks about for each of the four places. For example, say ***Mexico City*** and elicit *traffic*.
- Have students do the task in pairs. Then go over the answers with the class, calling on students to read aloud the sentences and other students to give the correct answers.

Answers

1. false (Trains are as expensive as planes.)
2. false (The bullet trains travel at 300 kilometers per hour.)
3. true
4. false (Noise is not a problem.)
5. true

C

- Go over the ordinal numbers, *first* through *ninth*. Then have students look at the quality-of-life indicators and work individually to rank them according to importance in their lives. Students might add additional indicators if they choose.
- Have students compare answers in pairs.
- As a wrap-up, compile the results on the board to see if pairs ranked the indicators similarly. Find out which indicators are the most important to all of the students.

Answers

Answers will vary.

2 Pair Work

- Brainstorm with students a list of large cities they all know. Write at least six on the board. Then brainstorm a list of adjectives that typically describe cities. Elicit words like *crowded, polluted, safe, dangerous, clean, dirty, noisy,* etc. Write them on the board.
- **CD2, T15** Play the audio for the model conversations. Students listen and repeat.
- Model the task by asking questions about the cities on the board.
- Point out the use of *as...as* for two things that are equal and *not as...as* for two things that are unequal.
- Have students ask and answer questions in pairs about the places and adjectives on the board.

Workbook

Assign page 123 for more practice with the vocabulary of the unit.

Teaching Tip

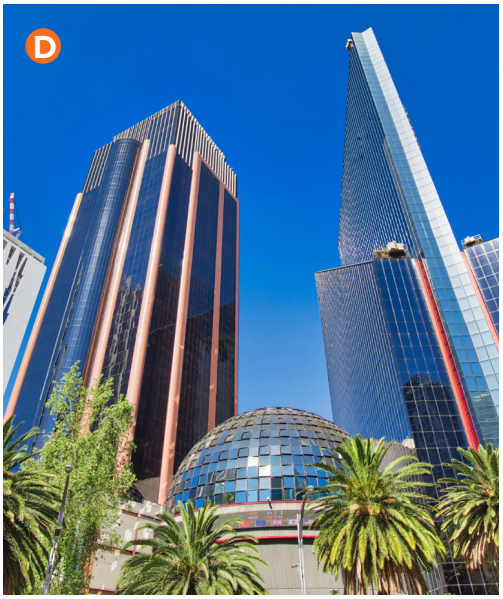
Always predict the language students will need for oral activities. For example, if you ask students to rank something, such as the quality-of-life indicators, review the use of ordinal numbers.

Additional Activity

Have students make comparisons about living choices. Write choices on the board. For example: ***live in a house/in an apartment; live in the city/in the country; work in an office/at home; have good schools/good public transportation.*** Write on the board: ***Is it better to live in a house or an apartment?*** Have a few students respond. Be sure they give reasons for their choices. Then have students ask one another questions in groups. Have one person in each group report back to the class about the group's answers.

fun facts

- The bullet train railway system in Japan is called the *Shinkansen*. It has operated since 1964. During tests, these trains have reached up to a speed of 361 miles (581 kilometers) per hour.
- Although the bullet trains are very fast, they have an excellent safety record.



◂ Surveys show that the city has the worst traffic in the world. It is worse than Sao Paulo, Brazil. The average commuter spends four hours in traffic per day. There are approximately 6 million cars, taxis, buses, and other vehicles carrying 22 million people.

Quality-of-Life Indicators

What do you look for in a town/community? Check the indicators that are important to you.

- ☐ Cost of living
- ☐ Cost of housing
- ☐ Clean air/air quality
- ☐ Low crime rate
- ☐ Green areas
- ☐ Hospitals
- ☐ Schools
- ☐ Public transportation
- ☐ Culture and recreation

Quick Check ☑

A. Vocabulary. Underline the comparative and superlative forms in the article.

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

1. _____ In Japan, trains are less expensive than planes.
2. _____ The trains in Japan travel at a speed faster than sound.
3. _____ The crime rate in Hong Kong is as low as that of Singapore.
4. _____ Cambridge has a lot of green areas, but noise is a problem.
5. _____ The traffic in Mexico City is much worse than in Sao Paulo.

C. Rank the items in the quality-of-life chart from 1-9. Compare your answers with a partner.

2 Pair Work

Ask and **answer** about the places you know. Use ideas in the article and the chart.

- Do you know what the cost of living is like in Amman?
- It isn't as expensive as it is in Abu Dhabi.

- Which do you think is more polluted, Sao Paulo or Mexico City?
- Sao Paulo is just as polluted as Mexico City.

3 Grammar

Comparative and Superlative Forms of Adjectives

Buses are **fast**.
Bus tickets are expensive.

Comparative

Trains are **faster** than buses.
Train tickets are **more expensive**.

Superlative

Planes are **the fastest**.
Plane tickets are **the most expensive**.

Buses are **less expensive** than taxis. But the subway is **the least expensive** way to travel.

Irregular Forms: **good / better / the best** **bad / worse / the worst**

Comparisons with *as...as*

Use *as...as* to say that two things are the same or different. You can use *just* for emphasis.

In Japan, trains are **as expensive as** planes.
This hostel is **just as comfortable as** the hotel, and it doesn't cost **as much**.
Our neighborhood isn't **as noisy as** our old one, and it isn't **as dangerous**.

Indirect Questions

There is no inversion of the subject and verb in indirect questions.

Direct Questions	Indirect Questions
What's the name of the street?	Do you know what the name of the street is?
Where is the nearest bank?	Do you know where the nearest bank is?
When does the store open?	Do you know when the store opens?
Where can I get good pizza?	Could you tell me where I can get good pizza?
How many people live here?	Could you tell me how many people live here?
Who planned this town?	Could you tell me who planned this town?

A. Complete the sentences. Use the correct form of the adjectives.

1. The downtown area is usually _____ (noisy) than the suburbs.
2. The hospitals in cities are usually _____ (good) than ones in the country.
3. Public transportation is _____ (frequent) at night than during the day.
4. My hometown has the _____ (clean) air of all the towns in this country.
5. Many people say that Sao Paulo has the _____ (bad) traffic in the world.
6. The subway is _____ (crowded) at rush hour than at other times.
7. Housing is usually _____ (expensive) in the country than in the city.
8. The cost of living in small towns is usually _____ (cheap) than in big cities.

3 Grammar

Comparative and Superlative Forms of Adjectives

- Have volunteers read aloud the sample sentences. Ask if the statements are true about their country.
- To make sure students understand the difference between the comparative and superlative, ask: ***Why do we use* faster *in the sentence about trains and buses but* the fastest *in the sentence about planes? What is the difference between the comparative and the superlative?*** Elicit that with the comparative we compare two people, two places, two things, etc. With the superlative we compare three or more items in a group or in the entire world.
- Ask: ***Why do we add* -er *to* fast *but put* more *before* expensive?** Elicit that we add *-er* to most one-syllable adjectives when we make them comparative, and use *more* with most three or more syllable adjectives. Point out that *less* is the opposite of *more*. Ask: ***What word do we often use with comparative adjectives?*** (than)
- Ask: ***Why do we add* -est *to* fast *but put* most *before* expensive?** Elicit that we add *-est* to most one-syllable adjectives when we make them superlative, and use *most* with most three or more syllable adjectives. Ask: ***What word do we use before superlative adjectives?*** (the)
- Elicit and review the spelling rules used when forming comparatives and superlatives:

  Change *y* to *i* before adding *-er* or *-est* to two-syllable adjectives.

  For one-syllable adjectives ending in *-e* (*nice*), add *-r* (*nicer*) or *-st* (*nicest*).
- To review the irregular comparative and superlative forms of *good* and *bad*, write the following on the board and have students complete the blanks:

  (name of athlete) is good, but (name of athlete) is _____. He is _____ in the world.

  (name of TV program) is bad, but (name of TV program) is _____. It's _____ program on TV.

  Then have students say whether they agree with the opinions expressed in the sentences.

Comparisons with *as...as*

- Explain that *as + adjective + as* is used to compare two things. In the affirmative, *as + adjective + as* identifies two people or things as equal. For example: *Mona is as tall as her mother. They are both 1.69m tall.* Used with *not, as + adjective + as* identifies two people or things as unequal. For example: *Carson's Café isn't as good as The Eatery. The Eatery is better.*

Language Builder

Point out that with one-syllable adjectives it is more common to use *not as...as* than *less*. For example: *Trains aren't as fast as planes* is more common than *Trains are less fast than planes.*

Indirect Questions

- Have students read aloud the questions, taking turns to say the direct question and then the indirect question. Point out the subject-verb word order in indirect questions, explaining that there is subject-verb inversion in the first part of the question, not in the second part, which is a noun clause.
- Write direct questions such as the following on the board:

  Where's the nearest supermarket?
  Who's the youngest person in our class?
  What's the best restaurant in town?
  How do I get to the airport?
  When is (program) on TV?

  Have students use these direct questions to ask indirect questions. The questions should begin with *Do you know...?* or *Could you tell me...?* Have volunteers answer the questions.

A

- Model the task by eliciting the correct answer for number 1. Have students complete the sentences individually and check answers in pairs.
- Go over the answers with the class. As volunteers read aloud each sentence, ask if the statement is true about where the students live (except for number 5).

Answers

1. noisier
2. better
3. less frequent
4. cleanest
5. worst
6. more crowded
7. less expensive
8. cheaper

B

- Explain that students will restate the sentences using *as...as.* Have two volunteers read aloud the sample sentences. Have students work individually to rewrite the sentences and then compare answers with a partner.
- In pairs have students take turns reading aloud the sentences in the book and the restated sentences with *as...as*.

Answers

1. The XYZ model is as fast as the Flash computer.
2. Majid is as smart as his brother Nasr.
3. The blue car isn't as expensive as the red car.
4. Paris is as amazing as Rome.

C

- Have two volunteers read aloud the sample questions.
- Have students work with a partner to ask indirect questions. Partners should try to give any logical answer they can—even *I don't know*.

Answers

1. Do you know where the main post office is?/Could you tell me where the main post office is?
2. Do you know how often the buses come?/Could you tell me how often the buses come?
3. Do you know what time the bank opens?/Could you tell me what time the bank opens?
4. Do you know where the nearest pharmacy is?/Could you tell me where the nearest pharmacy is?
5. Do you know who can give us directions?/Could you tell me who can give us directions?
6. Do you know which way the center of town is?/Could you tell me which way the center of town is?
7. Do you know when the gas station closes?/Could you tell me when the gas station closes?
8. Do you know what the name of the highway to town is?/Could you tell me what the name of the highway to town is?

D

- Have students skim the conversation and say what the two people are talking about. Ask: ***What are the names of the restaurants?*** (Antonio's and Gino's)
- Have students complete the conversation with comparative and superlative forms. Go over the answers with the class. Then have students practice the conversation, being sure to switch roles.

Answers

1. best
2. good
3. better
4. most popular
5. best
6. best

Workbook

Assign pages 124–126 for more practice with the grammar of the unit.

Teaching Tip

If there are any students in your class who are having difficulty or who are falling behind the others, try to talk to them about it outside of class. You may be able to discover why they are having difficulty and help them to do better, and you will also show them that you care about their progress. Never talk about a student's poor performance during class. The student is likely aware that he or she is not doing well. Bringing it up in front of other students will only make the student feel inferior to his or her classmates.

Additional Activity

In groups, have students compare two restaurants they all know, two films they have seen, two sports stars, or two teen magazines. Have them use the conversation in **D** to make comparisons. They should refer to the underlined answers for ideas. You might also write some possibilities on the board, such as ***better than/the best, not as good as, cheaper than/the cheapest, more/the most popular/expensive,*** and so on.

fun facts

London used to be considered the city with the worst traffic in the world until they introduced the Congestion Charge. Now each car that travels within the city during working hours (7A.M.–6P.M.) Monday through Friday must pay a fee of £8. This charge has reduced traffic by 30 percent.

B. Write sentences with ***as...as***.

The Maxi camera is easy to use. The Digitron model is just as easy.
The Maxi camera is just as easy to use as the Digitron.

1. The Flash computer is fast. The XYZ model is just as fast.

_____

2. Majid is a smart young man, and so is his brother Nasr.

_____

3. This red car is expensive. The blue car is less expensive.

_____

4. Rome is an amazing city, and so is Paris.

_____

C. Work with a partner. Make indirect questions. Use ***Do you know...?*** or ***Could you tell me...?***

What time does the bus arrive?
Do you know what time the bus arrives?

1. Where is the main post office?
2. How often do the buses come?
3. What time does the bank open?
4. Where is the nearest pharmacy?
5. Who can give us directions?
6. Which way is the center of town?
7. When does the gas station close?
8. What is the name of the highway to town?

D. Complete the conversation. Use comparative and superlative forms of the adjectives. Then practice the conversation with a partner.

A: In your opinion, what is the _____ (**1.** good) restaurant in town?

B: I think it's Antonio's.

A: I disagree. Antonio's isn't as _____ (**2.** good) as Gino's. Gino's has _____ (**3.** good) pasta than Antonio's.

B: But Antonio's is always crowded.

A: Of course. It's the _____ (**4.** popular) restaurant in town. But it is still not the _____ (**5.** good) place to eat.

B: So, can you tell me where the _____ (**6.** good) food in town is?

A: In my opinion, it's at 209 Mulberry Street.

B: But that's where you live.

A: Exactly. No one's cooking is as good as my mom's.

4 Language in Context

1. Work in pairs. Choose the best place for Yousef to live. Then compare with other pairs.
2. Take a class vote. Which place does the class think is best for Yousef?

Yousef is looking for a place to live. He wants a small, quiet place in a good neighborhood. He doesn't have a car, but he has a motorcycle. Yousef is a student, and he has a part-time job. He earns about $1,500 a month.

5 Listening

Listen to the news story about garbage and recycling. Answer ***true*** or ***false***.

1. _____ The garbage from one week in Mexico City can fill a large stadium.
2. _____ The United States doesn't produce as much garbage as Mexico.
3. _____ Today, only paper and cans are recyclable.
4. _____ About one hundred pounds of recycled paper saves one tree.
5. _____ In Curitiba, Brazil, people can get bus coupons when they recycle garbage.

6 Pronunciation

Listen. Notice that the indirect question has rising intonation.
The information question with ***Where*** has falling intonation. Then practice.

Do you know where the bus stop is? ↗ Where is the museum? ↘

7 About You

1. Describe three things in your town that have changed in the last year or two.
2. Talk about something that has become cheaper or more expensive recently.
3. Compare things that are/aren't as good in two neighborhoods in your town.
4. What are the best restaurants, stores, and hangout places in your town? Does the class agree?

4 Language in Context

- Have students work in pairs to choose the best place for Yousef to live. First, have students read about Yousef and the kind of place he is looking for. Then have them read the four ads on the "For Rent" board. Have pairs discuss Yousef's situation and then match his needs to one of the ads.
- Model some basic language of comparison for students to use and questions to ask. For example:

  Which place is the most/least expensive?

  Is the house more expensive than the apartment?

  Which place is the most convenient for transportation?

  Which neighborhood is the best? Why?

  Brainstorm additional questions with the class.
- Call on pairs to tell the class which place they chose for Yousef and why. Then take a class vote on the best living situation for Yousef.

Answers

Answers will vary.

5 Listening

- Introduce students to the topic of the listening by asking some questions. For example, ask:

  What happens to the garbage we throw away every year?

  How many kilos of trash do you think you throw away every day?

  How careful are you about recycling?

  What kinds of things can people recycle?
- Tell students they are going to listen to a news story about garbage and recycling. Have them read the sentences and say the places the speaker is going to talk about. Then ask them to predict the answers.

CD2, T16 Play the audio. Students listen and write *true* or *false*.

CD2, T16 Play the audio again for students to check their answers.

- Go over the answers as a class. Find out who predicted the answers correctly.

Audioscript

One of the biggest problems in cities around the world is disposing of garbage. Mexico City produces approximately 11,000 tons of trash every day. One week's garbage is enough to fill the Aztec Stadium, one of Mexico's largest stadiums, which can hold about 115,000 people.

But the United States produces the most garbage of all the countries in the world: over 240 million tons a year. That's about four and a half pounds (2 kilos) per person per day. Some cities have recycling centers. Residents can separate paper, glass, cans, and plastic from the regular waste.

Today, almost any kind of garbage can be recycled, and the environment can be protected. For example, 110 pounds (50 kilos) of recycled paper saves one tree. Some cities have trained their citizens and encouraged them to keep their cities clean. In many cities in the United States, people have to put plastic bottles and cans in separate garbage bags or cans. Paper also is kept separate. The plastic, paper, and metal are taken to special centers for recycling.

In Curitiba, a large city in the south of Brazil, the inhabitants like to say that theirs is the most ecological city in the world. The city council found a very practical solution to the problem of trash: recyclable trash can be exchanged for bus coupons or for food.

Answers

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

6 Pronunciation

- Point out the difference in intonation between indirect questions, such as *Can you tell me where the bank is?* (rising intonation) and *Wh-* questions, such as *Where's the bank?* (falling intonation).

CD2, T17 Play the audio. Students listen and repeat.

- Have students turn back to page 60 and practice asking the indirect and direct questions in the grammar chart with correct intonation.

7 About You

- Have students work in small groups to discuss different aspects of their town or city. Have one person in each group report back to the class.
- As an extension, open up the discussion to a comparison of two cities in the world, or the students' city with another city in their country.

8 Conversation

- Ask students to think about the differences between living in the suburbs and in the city. Ask: ***What are the advantages/disadvantages of living in the suburbs/city?*** Draw a chart on the board, and write notes as students give answers.

CD2, T18 Play the audio. Ask students to listen to see if any of their ideas on the board are mentioned.

CD2, T18 Play the audio again. Have students read along as they listen.

Real Talk

- Have students repeat the phrases after you.
- Ask: ***Who says* a bit?** (Adel) ***Adel's apartment was a bit what?*** (run down) ***Was it very run down or a little run down?*** (a little) Have students use *a bit* to talk about how they're feeling at the moment. For example: *I'm a bit sleepy/bored/hungry*, etc.
- Ask: ***What does Adel say was run down?*** (his new apartment) ***Why isn't it run down now?*** (He renovated it.) If necessary, explain that when you renovate a building, you paint and repair things so that it is in good condition. Ask: ***Are there any buildings in our town that are run down?***
- Ask: ***Who says* Definitely?** (Adel) ***Why does he say it?*** (He is very certain about his answer to the question.) Ask questions that are likely to elicit *Definitely* from students. For example: ***Will you be happy if you have no homework tonight?***
- Ask: ***Who says* The only thing is that...?** (Adel) ***What does he say next?*** (He spends a lot of time commuting.) ***Is this a good thing or bad thing?*** (bad) Have students say something negative about their town beginning with *I like where I live. The only thing is that...*
- Ask: ***Who says* You can't have it all?** (Adel) ***Why does he say it?*** (He likes everything about where he lives except for one thing, the commute.)

Your Ending

- Read the three endings aloud and have students repeat them.
- Have students work in pairs to choose the ending they like best, or make a new ending.
- Call on students to give their ending, saying why they chose it.
- Have students practice the conversation in pairs, switching roles.

About the Conversation

- Have students work with a partner to ask and answer the questions.
- To check answers as a class, call on a student to read the question and have that student call on a classmate to answer.

Answers

Answers will vary. Sample answers:

1. No, it isn't. It's safe.
2. Adel renovated his apartment.
3. He spends a lot of time commuting to work.
4. Faris lives near Rangers Stadium.
5. He often can't find a place to park, and sometimes there is a lot of noise.

Your Turn

- Have students work in pairs to talk about their neighborhoods. Encourage them to describe both positive and negative features of their neighborhood.

Workbook

Assign page 127 for additional reading practice.

Teaching Tip

When holding a class discussion, avoid giving your own opinion too soon in the discussion. If you give your opinion early on, students may be hesitant about offering different opinions, thus limiting the scope of the discussion.

Additional Activity

Have pairs role-play the conversation between Faris and Adel, but this time have Adel say negative things about his new neighborhood. For example: *I'm not happy I moved here. There's a lot of traffic and crime.* Ask pairs to present their conversations to the class.

fun facts

- The U.S. recycles about 32.5 percent of its waste today. This amount has doubled in the last decade. Austria leads the EU by recycling about 63 percent of its waste.
- An aluminum can that is thrown away will still be a can 500 years from now. Recycling one aluminum can saves enough energy to run a TV for three hours.

8 Conversation

Faris: So how long have you lived out here in the suburbs?

Adel: Since I left home, about two years ago. I wanted to have a place of my own. The apartment was a bit run down, so I had to renovate it.

Faris: Well, you did a good job. It's really nice and cozy.

Adel: I'm glad I moved into this neighborhood. It's quiet and safe, and I have really nice neighbors.

Faris: Are there a lot of stores and green areas in the neighborhood?

Adel: Definitely! There are parks and supermarkets and a mall. The only thing is that I spend a lot of time commuting to work. But you can't have it all. What's your place like?

Faris: Do you know where the Rangers' stadium is? I live about two blocks away. I often can't find a place to park, and there's sometimes a lot of noise because of the games.

Adel: Why don't you find another place and move out?

Your Ending

What do you think Faris's response is?

1. It's close to my job.
2. I guess I'm used to it.
3. Now I'm a Rangers fan.
4. Your idea: _____

Real Talk

a bit = a little
run down = in need of fixing/not looked after
Definitely! = an expression that shows strong agreement
The only thing is that... = used to introduce a problem/issue
you can't have it all = everything has something negative

About the Conversation

1. Is Adel's neighborhood dangerous?
2. What did he do to his apartment?
3. What doesn't he like about the suburbs?
4. Where does Faris live?
5. What doesn't Faris like about his place?

Your Turn

Talk with your partner about your neighborhood. Discuss the following things.

1. Where do you live—in a house or an apartment?
2. What do you like/dislike about your neighborhood?
3. What facilities are in your neighborhood?

9 Reading

Before Reading

1. Which cities in the Middle East do you think have the best quality of life?
2. What do you base your opinions on? Give reasons.

King Fahd's Fountain ▸

THE BRIDE OF THE RED SEA

For 12 consecutive years, Jeddah has been named a "global city" by the GaWC for offering a high quality of life to its citizens. So what makes Jeddah a global city and one of the best places to live in the Middle East? Residents and visitors point out several aspects relating to everyday life, such as the city's cultural diversity, modern architecture and engineering, rich cultural heritage, and high quality of education.

Jeddah is a leading destination for international students and travelers. It has several public and private universities that provide a very high standard of academics. Jeddah is also the gateway to the Holy City of Makkah and hosts millions of pilgrims from around the world on their way to Hajj every year.

Jeddah has been an example of modern architectural and engineering innovation since the 1980s. One of the city's major landmarks is King Fahd's Fountain, the highest fountain in the world. It jets water as high as 312 meters (1024 feet) and can be seen from nearly everywhere in the city. Other landmarks include the NCB Tower, the IDB Tower, and the Jeddah Municipality Tower. There are also plans to build the 1,000-meter high Kingdom Tower, which, when completed, will be the world's tallest building.

During the 1980's, many works of art were introduced into Jeddah's public areas, making it one of the largest open-air galleries in the world. Modern sculptures, ranging from abstract works to traditional coffee pots and airplanes, decorate the pedestrian streets and roundabouts of the city. There are also a number of museums and galleries to visit. Bayt Naseef in Al-Balad was once home to the wealthy merchant family who hosted King Abdul Aziz Ibn Saud in 1925. Today, it houses a historic museum and heritage exhibits.

The historic center of Al-Balad is a charming blend of traditional houses and modern glass skyscrapers, and its huge marketplace features a combination of traditional *souqs* and designer boutiques. Today, huge efforts are being made to preserve its historical architecture.

The city is also famous for its recreation. It is home to many famous football and athletic clubs. A light breeze cools the coast in the Corniche area, where visitors can eat at the many restaurants, relax by the beach, and have fun at the amusement park. And the beautiful coral reefs of the Red Sea are popular with scuba divers. There's always something interesting to do in Jeddah, the "Bride of the Red Sea."

9 Reading

- Write the **Before Reading** questions on the board, and have students discuss them before they open their books. Then have students discuss what they know about Jeddah. Find out if anyone has been there and if so, what the city was like.
- Have students open their books and look at the pictures. Ask: ***What do you think Jeddah is famous for?***
- Point to the first picture of *King Fahd's Fountain* and ask: ***What do you see? How would you describe the city? Why do you think people go there?***
- Point to the picture of *Le Ciel Revolving Restaurant* and say: ***Describe this building. Would you like to visit it? Why do you think people go there?***
- Point to picture of *Bayt Naseef* and ask: ***How old do you think the building is? What do you think people use this building for today?***
- Before students read the text, ask: ***What aspects do you think make Jeddah a great place to live?*** Write students' ideas on the board.

CD2, T19 Play the audio. Ask students to read along as they listen, checking to see if any of their answers are on the board.

READING STRATEGY

Finding the main idea and supporting details

- Point out to students the importance of looking for the writer's main argument as well as the support the writer gives for his or her opinion. First, have students look for the author's main argument. *(For 12 consecutive years, Jeddah has been named a "global city" by the GaWC for offering a high quality of life to its citizens.)* Next, have students find information the writer gives to support this argument. For example: *a leading destination for international students and travelers; an example of modern architectural engineering innovation; famous for its recreation; etc.*

fun facts

Surveys in 2012 ranked the following cities as the world's best places to live: (1) Vienna, Austria; (2) Zurich, Switzerland; (3) Auckland, New Zealand; (4) Munich, Germany; (5) Vancouver, Canada, tied with Düsseldorf, Germany. These surveys are based on numerous factors including quality of life, health care, education, and transportation.

- Have students reread the passage one paragraph at a time and underline new vocabulary. Encourage students to explain the meanings of words to their classmates before you provide an explanation. Words and expressions that may be new for students include the following:

point out = tell someone information you think they do not know

rich = containing a lot of something good

cultural heritage = the buildings, customs, languages, etc., that have existed for a long time and continue to be important to a society

diversity = the state of having a lot of different cultures

gateway = an entrance or an important means of access

pilgrim = a person who travels to a holy place

abstract = expressing ideas by using colors, lines, and shapes without a realistic picture

charming = very attractive or pleasing

Culture Notes

The Globalization and World Cities Research Network, commonly abbreviated GaWC, is a research group at Loughborough University in England. They study the relationships between world cities and classify them into alpha, beta, and gamma categories according to their international connectivity based on economic, political, cultural, and infrastructural characteristics.

alpha++ cities: In this category, London and New York stand out as clearly more integrated than all other global cities and have their own high level of efficiency.

alpha cities: Highly integrated and very important global cities that link major economic regions and states into the world economy.

beta cities: These are important global cities that are instrumental in linking their region or state into the world economy.

gamma cities: These are global cities linking smaller regions or states into the world economy, or important world cities whose major global capacity is not in advanced producer services.

In 2010, the GaWC ranked two cities in Saudi Arabia as global cities: Riyadh as a beta level city and Jeddah as a gamma level city.

After Reading

A

- Have students find the underlined words in the reading and guess the meaning. Then they choose the best definition for the underlined word. Go over the answers with the class.

Answers

1. b
2. c
3. a
4. b
5. a

B

- Have students read the statements and check the ones which are stated in the article. Tell them to underline the parts of the text that provided them with the answers.

Answers

The following should be marked: 1, 2, 3, and 5

Discussion

- Have students discuss in groups which city in the world they would like to live in. Have them base their discussion on information they learned about the quality of life in cities from this unit. Have one person from each group summarize the group's opinions.

Culture Note

Historic Jeddah, the Gate to Makkah was inscribed on the UNESCO World Heritage List in 2014. Located on the eastern shore of the Red Sea, Jeddah became a major port for trade routes from the 7th century. It was (and is) also a major gateway for Muslim pilgrims to the Holy City of Makkah. Thus, the historic city flourished as a multicultural center. The architectural style is characterized by the traditional use of coral building material, which is prominent in the monument of Bayt Naseef.

10 Project

- Have students work in groups. First, have them choose a city or town in their country or another part of the world they think has either a good quality of life, or a bad quality of life. Then have them decide the type of information they want to present to the class; for example: cost of living/housing; medical, cultural, educational facilities; recreation; problems such as traffic, pollution, crime, overcrowding.
- Have each group prepare a written report as well as a presentation for the class. Have students vote on the best/worst place to live, based on the information presented.

Teaching Tip

A good technique to check if students have understood the material you just presented, whether it is a grammar point or a reading or listening exercise, is to ask them to summarize what they just learned/read/heard. Summarizing it will force them to show what they did not understand and will reinforce what they did understand.

Additional Activity

Have students work in pairs to make a list of questions they would ask someone from Jeddah. Have pairs tell the class their questions. Have students summarize the types of information the class is most interested in; for example, the cost of living, the climate, recreation, etc.

Project: Quality of Life

Have students find out about the quality of life in other cities of the world. Assign each group a different city. Have students list categories they would like to find information about. They may use those listed on page 59 or find other information such as: rate of employment, average income, number of schools and universities, and so on. Have students report their findings to the class.

▲ Abdul Raouf Khalil Palace and Mosque

▲ Bayt Naseef

After Reading

A. Choose the meaning of the underlined words that best fits the reading context.

1. for 12 <u>consecutive</u> years (line 1)
a. recent **b.** an unbroken series **c.** next or future

2. point out several <u>aspects</u> (line 6)
a. ideas **b.** ways **c.** features

3. a <u>leading</u> destination (line 10)
a. popular **b.** winning **c.** most important

4. it <u>houses</u> a historic museum (line 39)
a. visits **b.** holds **c.** protects

5. a <u>combination</u> of traditional *souqs* (line 44)
a. mixture **b.** series of numbers **c.** things joined

B. Mark which of the following things a visitor can do in Jeddah, according to the article.

1. _____ You can meet people from different cultures.
2. _____ You can study at university.
3. _____ You can visit the world's tallest fountain.
4. _____ You can see modern sculptures at Bayt Naseef.
5. _____ You can go shopping in Al-Balad.
6. _____ You can visit the Kingdom Tower.

Discussion

What city would you like to live in? Why?

10 Project

Work in groups. Select a town or city in your country or in the world. Present its features to the class and say why you chose it.

VISION رؤيـــة 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

11 Writing

A. Write about Saudi Arabia. Create a chart to make notes on the advantages and benefits (assets) of the country and what you think it can achieve (aims) in the future.
Organize your chart around these themes: Family and Community, Education, Environment and Natural Resources, Culture and Recreation, Transportation, Tourism. Add a theme of your own.

B. Read the extract from the Vision 2030 program.

- Circle each asset
- Underline each aim

Saudi Arabia has many natural resources, such as oil, gold and other valuable minerals.
More importantly, it is blessed with the strength and potential of its people. The children of Saudi Arabia will create a great future and the government will support its people and country.
The families of Saudi Arabia are a strong and important part of society. Families will receive all the help they need to raise their children according to Islamic values and help them develop their abilities.
The country is rich in culture. More cultural events and activities will be organized to educate and provide entertainment. The government has a strong commitment to education and recreation. There will be more libraries, galleries and museums as well as sports facilities for everyone.
Health care and education will be available to all citizens making their lives happier and more secure.
A healthy economy offers opportunities to large and small businesses. Quality services and facilities will attract investors from different countries. A renewed business environment will provide professional opportunities to all citizens.
A high-quality educational system that meets the needs of the job market will provide Saudi professionals with the necessary knowledge and skills.
Saudi Arabia is also blessed with a good location – in between Africa, Asia and Europe – which helps trade. It also has a beautiful natural environment with a stable climate, which will allow us to develop tourism and attract visitors.
Telecommunications and information technology will be developed in and around cities. This will make it easier for people to communicate across the globe and access information.
Government services will support the growth and development of private and non-profit organizations and help them to operate successfully.

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

- Compare the phrases you have underlined with your ideas from exercise **A** and share with a partner. Discuss your charts. How did your type of chart help you to organize your ideas?

C.
- Make another chart to write lists of the assets in your city or neighborhood and what you think the aims should be for your city or neighborhood's future. Will you use the same style of chart that you made in **A**? Why? Why not?
- Write an essay about the aims of your city or neighborhood.
- Include ideas about how you, and other good citizens, can help your city to achieve these aims.

Writing Corner

Most forms of writing are organized in paragraphs.

1. Essays begin with an introductory paragraph that presents the main idea of the essay.
2. The main body of an essay may have one or many paragraphs. Each paragraph focuses on and develops a specific topic; there is usually a topic sentence.
3. At the end, there is a conclusion that sums up the main idea of the essay.

11 Writing

A

- Ask students to consider which types of charts or organizers would be most useful for setting out the assets and aims of something.
- Have students work individually to write notes in the chart. Tell them that they will later use their notes to write an essay about their town or city.

B

- Read the text together as a class by calling on students to read sections. Tell students to try to work out the meaning of new words from the context. Then go over the meanings of new words with the class.
- Now ask students to read the text quietly and to circle each asset and underline each aim.
- Have students compare their circled and underlined answers with their ideas from their charts in exercise A. Go over the answers as a class.
  Have them think about their choice of chart and if this helped them to organize their thoughts effectively. Share ideas as a class.

Answers

Assets: natural resources; strength and potential of its people; families of Saudi Arabia; rich in culture; The government has a strong commitment to education and recreation; a good location; beautiful natural environment; stable climate

Aims: create a great future; government will support its people and country; Families will receive all the help they need.....; cultural events and activities will be organized....; There will be more libraries, galleries and museums as well as sports facilities....; Health care and education will be available to all citizens....; Quality services and facilities will attract investors...; A renewed business environment will provide professional opportunities...; A high quality educational system that meets the needs of the job market....; develop tourism and attract visitors; Telecommunications and information technology will be developed....; Government services will support the growth and development of private and non-profit organizations...;

C

- Read through the Writing Corner together and tell students that they will write an essay about the aims of their city or neighborhood.
- Have students work individually to create another chart about the assets and aims of their city or neighborhood. Allow them to choose the type of chart they will use.
- Encourage them to begin their essay with a topic sentence. Write some possible topic sentences on the board. For example: ***I live in a great city in a wonderful country. (City) is a city with a lot of assets and also a lot of things we can aim towards.***
- Have volunteers read their essays to the class. Have students offer feedback.

Writing Corner

- Go over the information about essay organization. Explain that an essay is a written composition that analyzes a topic from a personal point of view.
- The introduction presents the main topic, or thesis, of the essay and gives the reader a basic outline of what is going to be discussed.
- The main body of an essay is composed of several paragraphs which each develop a particular aspect or argument of the main theme.
- The conclusion offers a summary of the main points from the body of the essay and echoes the thesis from the introduction. It also includes a final statement that signals to the reader that the discussion has ended.

Workbook

Assign page 128 for additional writing practice.

12 Form, Meaning and Function

The Definite Article: *the*

- Go over the information in the chart with the class. Focus students' attention on how *the* refers to specific objects or people, but it is not used when referring to plural or noncount nouns in general. Call on students to read the examples aloud. Provide more examples to show when the article is used and omitted. For example: ***Students read books.*** (*the* is omitted because the sentence refers to any/all students and books in general) **The *books we have are in English.*** (specific books in our class) ***Water is essential to life.*** (general) ***Don't drink* the *water; it's polluted.*** (specific water)
- Read the example with the superlative, and elicit more examples from students.
- Go over the remaining examples in the chart with the class. Elicit more examples of the names of rivers, seas, deserts, mountain ranges, and monuments.
- Point out the note at the bottom of the chart. Read the examples with the class. Elicit further examples by asking: ***What day is it today? What time do you eat breakfast? What do you do on weekdays? Where do you go after school?*** Students respond with sentences.

A

- Go over the directions. Tell students to draw a line in the blank if the article is not necessary.
- Model the first sentence as an example with the class. Then have students work individually to complete the exercise.
- Check answers by calling on students to read the sentences.

Answers

1. When the sun goes down at night, you can see the moon and the stars.
2. The Burj Khalifa in Dubai is the tallest building in the world.
3. The Great Pyramid of Giza is one of the Seven Wonders of the Ancient World.
4. Calligraphers used Kufic script to write the first copies of the Holy Qur'an.
5. Last year we went on vacation to the island of Penang in Malaysia.

B

- Read the directions.
- Put students in pairs to complete the exercise.
- Check answers by calling on students to read the sentences.

Answers

1. The bullet train can travel at a speed of 300 km an hour. It isn't as fast as an airplane, but a trip on the express train can take a shorter time.
2. We usually play football in the park on Saturday morning. In the afternoon, we go for lunch at our favorite restaurant by the beach.
3. What makes Jeddah a global city and one of the best places to live in the Middle East? Is it the quality of life?
4. Cambridge is surrounded by green areas; a quarter of the population cycles around the town, through the parks, and along the narrow streets.
5. The coral reefs in the Red Sea are a popular destination for scuba divers.

12 Form, Meaning and Function

The Definite Article: *the*

The definite article *the* comes before singular and plural nouns: **the** car, **the** cars.

Use *the* for specific objects or people that were introduced before or that are known.
Do not use *the* with plural or noncount nouns when talking in general.

He is a tourist. **The** tourist is in Jeddah.
What are **the** official languages of Canada?

Technology is used in classrooms.

Use *the* with the superlative.

Planes are **the** fastest means of transport.

Use *the* for objects that are one of a kind.

the Earth	**the** sun	**the** moon
the stars	**the** sky	**the** sea

Use *the* with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states, and monuments.

the Red Sea	**the** Amazon	**the** Eiffel Tower	**the** National Museum
the Arabian Desert	**the** Alps	**the** United States	**the** Pacific Ocean

Do not use *the* with proper names, possessive adjectives, months, days of the week, meals, games, sports, or with the words *home*, *school*, *work*, *business*, and *vacation* when used for their purpose.

Fahd is my brother. He is in Dubai on business. Let's play tennis after lunch.

A. Write the definite article ***the*** where necessary.

1. When _____ sun goes down at _____ night, you can see _____ moon and _____ stars.
2. _____ Burj Khalifa in _____ Dubai is _____ tallest building in _____ world.
3. _____ Great Pyramid of _____ Giza is one of _____ Seven Wonders of _____ Ancient World.
4. _____ Calligraphers used _____ Kufic script to write _____ first copies of _____ Holy Qur'an.
5. _____ Last year we went on _____ vacation to _____ island of _____ Penang in _____ Malaysia.

B. Write the article ***a***, ***an***, or ***the*** where necessary.

1. _____ bullet train can travel at _____ speed of 300 km _____ hour. It isn't as fast as _____ airplane, but _____ trip on _____ express train can take _____ shorter time.
2. We usually play _____ football in _____ park on _____ Saturday morning. In _____ afternoon, we go for _____ lunch at _____ our favorite restaurant by _____ beach.
3. What makes _____ Jeddah _____ global city and one of _____ best places to live in _____ Middle East? Is it _____ quality of _____ life?
4. _____ Cambridge is surrounded by _____ green areas; _____ quarter of _____ population cycles around _____ town, through _____ parks, and along _____ narrow streets.
5. _____ coral reefs in _____ Red Sea are _____ popular destination for _____ scuba divers.

EXPANSION Units 4–6

1 Language Review

A. Complete the sentences with expressions of quantity. Sometimes more than one answer is possible.

1. We only have _____ olive oil left. Don't forget to buy _____ oil.
2. Tony doesn't eat _____ seafood at all. He's allergic to it.
3. I'm trying to lose weight. Please give me only _____ french fries.
4. Many children don't eat _____ fruit because they don't like it.
5. _____ milk do you drink in a day?
6. _____ eggs do you eat in a week?
7. I never put _____ onions in the salad. They have too strong of a taste.
8. Have _____ hot tea. It'll make you feel better.

B. Choose the sentence that means the same thing.

1. The cost of living in Rome is just about the same as in Paris.
   - **a.** Rome is cheaper.
   - **b.** There isn't much difference.
   - **c.** They're both expensive.
2. My new air conditioner isn't as noisy as the old one.
   - **a.** The new one is just as noisy.
   - **b.** The new one is much noisier.
   - **c.** The new one is less noisy.
3. This is the most crowded restaurant I've ever been in, but it's always like this.
   - **a.** It's more crowded today than usual.
   - **b.** It's as crowded as usual.
   - **c.** It's sometimes more crowded than this.
4. The taxis are as slow as the buses during rush hour.
   - **a.** Taxis are faster.
   - **b.** Buses are as slow as taxis.
   - **c.** Rush hour is annoying.
5. Our TV screen is as large as yours, but yours has a higher definition.
   - **a.** They're not the same size.
   - **b.** One has a better definition.
   - **c.** They're exactly the same.

C. Complete the sentences with the present perfect or the simple past form of the verb.

1. Sahar and Asma _____ (be) friends for 10 years, and they call each other often.
2. Qassim _____ (work) as a guide before he started his travel agency.
3. The team _____ (win) all their games so far this season.
4. I _____ (not see) a good film on TV for a long time.
5. Ashraf _____ (live) in a dorm since he went to college.
6. Hameed and Adel _____ (meet) when they were at school.

Unit Goals

- **Language Review**
- **Reading**
  Adventure Trips
- **Writing**
  Write a brochure for an adventure trip
- **Chant Along**
  I've Missed You!
- **Writing**
  Write an email to your family
- **Project**
  Survey classmates about long-distance communication

1 Language Review

A

- This exercise reviews expressions of quantity. Write ***some*** and ***many*** on the board. Ask: ***What are some other similar words?*** Elicit: *any, a few, a little, a lot, much, how much, how many.* Add the words as students call them out. Then write ***Expressions of Quantity*** at the top of the list.
- Have students do the task individually and compare answers in pairs. Go over the answers with the class, accepting all possible answers. In the case of a sentence with more than one correct answer, write all the possible answers on the board and ask if the answers have the same meaning or a different one. For example, in number 4 students could say *any, much,* or *a lot of*. *Much* and *a lot of* are similar in meaning; *any* has a different meaning.

Answers

Answers will vary. Sample answers:

1. a little, some
2. any
3. a few
4. any
5. How much
6. How many
7. any
8. some

B

- This exercise reviews comparatives and superlatives. Review the comparative words by putting the *greater than* (>), *less than* (<), and *equals* (=) symbols on the board. Ask students how to express the symbols using words. (*more/greater than, less than, as...as*) Have volunteers read aloud the five sentences. Explain that for each sentence, students are to choose the option that is closest in meaning. Model the task by eliciting the answer for number 1. Have students do the other four remaining items individually. Go over the answers with the class.

Answers

1. b
2. c
3. b
4. b
5. b

C

- This exercise reviews the contrast between the present perfect to talk about duration up to the present, and the simple past. Review the difference with students. Write the following on the board:

  a) Fahd and Ali have lived there a long time.
  b) Fahd and Ali lived there a long time.

  Ask: ***Do the sentences mean the same thing?*** (no) ***How are they different in meaning?*** (*a* means they still live there; *b* means they don't live there any more) ***How are the forms different?*** (The present perfect form for *a* is *has/have + past participle*. The past form for *b* is *verb + -ed*, or an irregular past form.)
- Have students do the task individually and compare answers in pairs. Invite a pair that finishes first to write the answers on the board.

Answers

1. have been
2. worked
3. has won
4. haven't seen
5. has lived
6. met

D

- This exercise reviews the present perfect to talk about the indefinite past. Direct students' attention to the pictures and have them describe what they see. Model the task by telling the class which of the activities you have done. (If you haven't done any of the activities, pretend that you have.) Encourage the class to ask you questions about your experiences. Remind students that they need to use the simple past in the follow-up questions. For example: *Have you ever explored a cave? Was it scary?*
- Have students do the task in pairs. Encourage them to ask follow-up questions if a student has done any of the activities.

Answers

Answers will vary.

E

- This exercise reviews the superlative. With books closed review how to form the superlative. Write the following sentence on the board:

  That is the ____ thing to do.

  Then write in a column the following adjectives: ***exciting, cheap, dangerous, short, long, tiring,*** and ***crazy.*** Elicit how to complete the sentence with the different adjectives. When students have made sentences with each of the adjectives, elicit the rule for when to use *most* and when to use *-est*.
- Have students open their books and write in the chart their own opinions of the activities in the pictures, filling in each box under *My Opinion*.
- Have students discuss their opinions in pairs. They should write their partner's opinions in the boxes under *My Partner's Opinion*.

Answers

Answers will vary.

F

- Organize students into small groups. Have students who were partners in **E** work in different groups in **F**. Students discuss their opinions as well as the opinions of their partner in **E**.
- Finally, have a class discussion about students' opinions. Find out which opinions are popular and what most students think about each of the activities.

Workbook

Assign pages 129–131 for review of grammar and vocabulary presented in Units 4–6.

Culture Notes

Scientists who explore caves for research are called *spelunkers*, and the activity is called *spelunking*. Spelunkers look for important information about biology and evolution in caves. They often find the preserved remains and fossils of prehistoric animals.

Modern mountain climbing became popular in the 1850s when the Alpine Club was formed in London. In 1953, Edmund Hillary and Tenzing Norgay were the first to ascend Mount Everest, the world's tallest mountain.

D. Look at the pictures of adventures on this page, and say which you have done or haven't done.

I've been go-kart racing. OR
I've never been go-kart racing.

1. go-kart racing
2. exploring a cave
3. mountain climbing
4. white-water rafting
5. skydiving
6. riding a camel

E. Now complete the chart with your opinions of the adventures. Then compare ideas with a partner. Write your partner's ideas in the third column.

Adventure	My Opinion	My Partner's Opinion
the most exciting		
the cheapest		
the most dangerous		
the shortest		
the longest		
the most tiring		
the craziest		

F. Work in a group. Defend your opinions of the adventures.

White-water rafting is less dangerous than skydiving, and it's just as exciting.

2 Reading

Before Reading

Discuss the pros and cons of the following adventure sports.

Adventure Trips

Biking in the Alps, Germany

Pedaling through the Bavarian countryside is the way to go for many visitors. You can bike through green valleys and past rivers, including the Danube, while enjoying rural landscapes and experiencing life in German villages. The trail takes you over the Alps and crosses several mountain passes to Garmisch-Partenkirchen. The town is Germany's most famous winter sports center, close to Zugspitze, Germany's highest mountain. A mountain railway and cable car can take you to the peak. The trip along this scenic route is a real treat.

Click here for details:
www.pedalps.com

Skydiving: Flying High in the Rockies, USA

Have you ever dreamed of flying? We can offer you a unique opportunity. SKYHI is top ranked and is the largest and most reliable skydiving facility in Colorado. Every year, people take more than 35,000 jumps at our facility. Conquer your fear, and get an awesome view of the snowy peaks from about 3,000 feet (900 meters) above the Rockies. For those of you who want to relive your greatest adventure over many years, our camera operator will accompany you and film your own personal jump video, or you can even carry your own camera!

Location: 1 hour from Denver, Colorado.
Information: www.skyhidive.com

White-Water Rafting, Chile

We invite you to come and explore the best-kept secret of Patagonia, an amazing place where glacial lakes are connected by hundreds of kilometers of rivers. The Futaleufu River offers 40 miles (64 kilometers) of top white-water rafting. Come and experience the turquoise-colored rapids rushing through the Andean mountain range. This is the safest ride there is, even for beginners. We've been providing rafting trips for more than 30 years.

For more information, click here:
www.andesrafting.net

2 Reading

READING STRATEGY **Understanding purpose**

- Point out that in order to understand a text, readers must be able to recognize the writer's purpose. For example, is it to persuade the reader, to give the reader information, to ask the reader to do something, to give directions, etc.? The purpose of a text is often clear from its presentation and layout, or from the type of language used. (For example, vocabulary with a positive connotation is used in advertisements.) Before playing the audio, have students skim the text to identify its purpose. (to persuade)
- Read aloud the **Before Reading** activity. Have students discuss what they know about the types of adventure sports in the pictures. Students will probably mention the following:

Skydiving is a sport in which the participant jumps from an airplane and falls several thousand feet before opening a parachute. Skydiving is not for people who are afraid of heights!

Cross-country biking is a sport in which the participant rides a long distance, up to several thousand miles, on country roads for a period of time, from a few days to as long as several months.

White-water rafting is a sport in which the participant travels on a raft with one or several other participants through a river's rapids—the part of the river where the water runs very swiftly and is very rough.

- Write the following words and phrases on the board: ***an awesome view; the best-kept secret of Patagonia; glacial lakes; 35,000 jumps; pedaling; rural landscapes; snowy peaks; the trail; turquoise-colored rapids.***
- Answer any questions about vocabulary. Have students work in pairs to match the words and phrases on the board with the correct adventure sport.

CD2, T20 Play the audio for page 70. Students listen and follow along. Have them check whether they matched the vocabulary correctly.

- Have students reread the passage (or play the audio) one paragraph at a time. Pause after each paragraph, and ask questions to check understanding of the main points. For example:

(paragraph 1: Skydiving)

What is the name of the company? (SKYHI)

How do you know the company is popular? (There are more than 35,000 jumps a year.)

How high is the plane when people jump? (900 meters)

What are the two ways you can get a video of your jump? (The company has its own camera operator, or you can use your own camera to record your jump.)

(paragraph 2: Biking)

Which part of Germany does the bike trip go through? (the Bavarian countryside)

What famous river will you see during the bike trip? (the Danube)

What is Garmisch-Partenkirchen? (Germany's most popular winter sports center)

What is Zugspitze? (Germany's highest mountain)

How can you get to the top of the mountain? (There's a railway and cable car.)

(paragraph 3: White-water rafting)

What is special about a white-water rafting experience in Patagonia? (It's a magical place with glacial lakes that are connected by hundreds of kilometers of rivers.)

How long is the trip down the river? (64 kilometers)

Can you go on this trip if you've never done white-water rafting before? How do you know? (Yes. It says even beginners can do it.)

How long has the company been in business? (more than 30 years)

- Ask students which of the adventure sports they would like to try. Write on the board ***feel, hear, see,*** and ***smell***. Have students describe what they think they would feel, hear, see, and smell during each of the experiences. Write their ideas on the board under each sense word.
- Have students look at the customer comments and name the person who went skydiving (Mitch Taylor), the person who went on the cross-country bike trip (Daniel Garcia), and the person who went white-water rafting (Neil Davenport).

CD2, T20 Play the audio of the customer comments. Have students read along as they listen to see if Mitch, Daniel, and Neil mentioned any of their ideas on the board.

After Reading

- Tell students to look at the chart. Tell them to think about what they heard and what they will fill in for each person.
- Then have students work in pairs to complete the chart, referring back to the reading as necessary.
- Discuss answers as a class. Recreate the chart on the board and fill it in as you elicit answers from students.

Answers

Answers will vary. Sample answers:

	Mitch Taylor	Daniel Garcia	Neil Davenport
Kind of adventure	skydiving over the Rockies	biking in the Alps	white-water rafting in Chile
Feel	felt frightened	felt the breeze on his face; felt tired going uphill	felt scared; felt bumps, spins, and shakes; felt the freezing water
Hear	heard the wind rushing by	heard the sounds of nature: the birds, the trees, the water in the streams	heard the sound of the boat hitting the water
See	saw the ground getting closer and closer; watched the beautiful landscape below	saw snow on the slopes; saw green countryside that was full of wildflowers	
Smell		smelled the fresh scent of the plants	

Discussion

- Arrange students into small groups. Have them come up with a list of adventure sports that are popular in their country and discuss what they know about the sports; for example, where people do the sports, how much it costs to do them, if they know anybody who has done them, and what the person said about the experience. Have a spokesperson report to the class the group discussion's main points.

3 Writing

- Have students work in pairs to choose an adventure trip in their country that they are interested in. Have them research the activity on the Internet or interview people who have experienced the adventure. Encourage them to include details about what people feel, hear, see, and smell when participating in the activity.
- Have students prepare their brochures. Encourage them to include photos or drawings.
- Have each pair present their adventure trip to the class. Post the brochures in the classroom and have students vote on the best one.

Workbook

Assign page 132 for additional writing practice.

Comments from customers about their experience

The instructor told me to stand up and walk toward the exit door. I thought, "What if my parachute doesn't open?" I've never been so frightened in my life. My camera operator was ready. I couldn't back out now. So I let myself go out the plane. Those were the most exciting and enjoyable seconds that I have ever experienced. I saw the ground getting closer and closer, and I heard the wind rushing by. I checked my altimeter and pulled the ripcord of my parachute. There was a strong jerk. Suddenly it was calm, and I watched the beautiful landscape below as I floated peacefully to the landing area.

Mitch Taylor

I've ridden cross-country for several years, but this was my first cycling tour—and I'm looking forward to the next one. It was spring, there was still some snow on the slopes, and the countryside was green and full of wildflowers. I could smell the fresh scent of the plants in the air when the breeze blew against my face. Biking is much more fun than being stuck inside a car or on a tour bus. I love to be in contact with nature and hear all the sounds: the birds, the trees, the water in the streams. Going uphill can be tiring sometimes, but the views are worth the effort.

Daniel Garcia

At first, I was scared, but after a while, I got used to going up and down. The bumps, spins, and shakes were the least of my worries. I've gone to amusement parks since I was a kid, but this was a different matter. It was the real thing, and it was up to us to control the experience and stay safe. I paddled to get away from the rocks, and heard the sound of the boat hitting the water. It splashed up inside the boat, and I got completely soaked. But I wasn't worried about the freezing water. My objective was to get to the end of the journey safely. It was a great feeling of accomplishment when it was over.

Neil Davenport

After Reading

Fill in the information from the texts. Not all the rows will be filled.

	Mitch Taylor	Daniel Garcia	Neil Davenport
Kind of adventure			
Feel			
Hear			
See			
Smell			

Discussion

What adventure trips do people take in your country?

3 Writing

Work with a partner. Write a brochure for an adventure trip in your country. Present it to the class.

4 Chant Along

I've Missed You!

Hello, Mom!
Hello, Dad!
It's been a long, long time
Since I've made a call.
It's been a long, long time
Since I've seen you all.
You have always been in my heart.

Listen, son!
We've thought about you
All this time.
You've been constantly on our mind.
We've been so far, far apart.

Been so busy.
Had exams.
Have I missed you?
Yes, I have.
Have I studied?
Yes, night and day.
I have worked hard
To make you proud.
I can't wait to come home.

Little brother, is that you?
You have grown an inch or two!
Little sister, how are you?
I have wondered what is new.
I've missed you all so terribly.
Have you thought about how much
You mean to me?

4 Chant Along

- Elicit how people feel when they have not seen their family for a long time. Brainstorm with the class typical things that family members say to each other when they are far away from each other. Write their ideas on the board.
- Ask: ***What is the best way to communicate with your family when you are far away from each other—by cell phone, by computer with a webcam, by email, or with a letter? Why?***
- Have students open their books and describe how the people are communicating with each other.
- Point out the title of the chant. Elicit the rule for the present perfect tense as it is used here. (to indicate that the action began in the past and continues into the present)
- To give students further practice with the present perfect, photocopy the chant and blank out the following words:

  been (line 3)

  Since (line 4)

  I've (line 6)

  have (line 16)

  Have (line 17)

  missed (line 26)
- Have students close their books. Hand out the photocopied verses. Have students work in pairs and predict the missing words.
- Have students open their books and check their answers. Then have students read the verses of the chant aloud, calling on students at random to read one or two lines.

CD2, T21 Play the chant a couple of times so that students can learn the rhythm.

CD2, T21 Finally, play the complete chant one more time and encourage everyone to chant along.

- At the end, ask: ***What do you think the young man is thinking?*** This is an open-ended question, so be sure to have students give the reason for their opinion.
- As an extension, invite students to try writing additional verses for this chant or to write their own chant on a similar theme.

Vocabulary

A

- Have students underline the four target words in the chant and try to guess the meaning of each from the context. Then have them look at the three choices for each of the target words and choose the best definition. Go over the answers with the class.

Answers

1. b
2. a
3. c
4. b

B

- Have students work in pairs to come up with explanations of the sentences.

Answers

Answers will vary. Sample answers:

1. You are very dear to me and I love you.
2. We think about you all the time.

Comprehension

- Have students read through the chant once more. Read aloud the first statement and elicit the correct answer. Then have students work individually to write *true* or *false* about the remaining statements. Go over the answers with the class.

Answers

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

Writing

- Have students brainstorm ideas in pairs. First, have them decide where the student is and what he is studying. Then have students discuss the types of activities he has probably been doing where he is.
- Have students write their emails and exchange them with their partners to see how similar or different they are. Select a few emails to read aloud to the class.

Discussion

- As a model, have volunteers ask you the questions. Answer truthfully.
- Have students work in pairs and discuss the answers to the questions. Tell them to take notes about their partner's responses. Then have students switch partners and tell their new partners what their former partners said.

5 Project

- Tell students about your long-distance calling habits. For example, say: ***I make five or six long-distance calls a week, usually to my parents and sometimes to my brother and sister. That's because none of my family lives near me. When I call people abroad, I usually use my computer and a webcam to talk to them. Sometimes I talk to friends for more than an hour.***
- Give students a minute or two to think about the long-distance phone calls they make. Tell students they are going to walk around the classroom and talk to each of their classmates about his or her long-distance calling habits. Elicit from students some questions to ask, and write them on the board. For example: ***How often do you make long-distance calls? Do you use your cell phone, a landline, or do you call through your computer? Who do you call the most? How long do you usually talk? How often do you speak to the person? What's the most you've ever spent on a long-distance call?***
- Have students do the task. When they finish, have them write a summary about their findings, noting which classmate makes the most long-distance calls.
- Finally, have a student read aloud his or her summary and see if the class agrees.

fun facts

- Skype is a popular voice-over-Internet service. It allows users to communicate by voice, video, and instant messaging over the Internet. Calls to other users within the Skype service are free of charge, but calls to landline and cell phones are charged through a debit-based user account system.
- It is estimated that Skype has over 700 million registered users worldwide.

Vocabulary

A. What do the following words mean in the chant?

1. constantly
a. forever **b.** all the time **c.** a occasionally

2. proud
a. pleased **b.** disappointed **c.** worried

3. wonder
a. be amazed **b.** dream **c.** ask oneself

4. terribly
a. not well **b.** very much **c.** just a little not very much

B. Explain the meaning of the following sentences in your own words.

1. You have always been in my heart.

_____

2. You've been constantly on our mind.

_____

Comprehension

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

1. _____ The student hasn't seen his family for a long time.
2. _____ He's in a distant place.
3. _____ He hasn't studied very hard.
4. _____ The parents want to know if their son has missed them.
5. _____ The student doesn't want to come home.

Writing

Imagine you are the student. Write an email to your family. Say what you have been doing, why you miss them, and so on.

Discussion

1. Have you ever called a friend or family member that you hadn't seen for a long time?
2. What was his/her reaction?
3. What did you talk about?
4. Imagine you have to go far away to study. What would you miss most?

5 Project

Do a survey in your class to find out who communicates long-distance. Find out what methods of long-distance communication are the most popular.

Vocabulary

1 Lifestyles

VOCABULARY

Nouns

addict
fanatic
fitness
herbal tea
lifestyle
puzzle
thumb
vegetarian

Verbs

download
enjoy
hate
overdo
solve
work out

Phrases with verbs

access the Internet
chat online
get a haircut
spend money/time

Adverbs/Expressions of frequency

all the time
always
every day/week
frequently
from time to time
generally
hardly ever
never
normally
now and then
occasionally
often
once/twice a day
once/twice a week
once in a while
rarely
regularly
seldom
sometimes
usually

Adjectives

challenging
physical
proud

Question words

How long?
How much?
How often?

Preposition

except

EXPRESSIONS

Real Talk

Anyway
exercise freak
turn (someone) off
You see

2 Life Stories

VOCABULARY

Nouns

appointment
attitude
blood
colleague
community
donation
effort
employee
facility
infant
leadership
league
litter
newborn
operation
owner
principal
twin

Verbs

award
compete
donate
encourage
gather
join
practice
receive

Phrases with verbs

comb the beach
get in touch with
grow up
take responsibility
used to

Adjectives

environmental
crippling
hopeful
original
outstanding

EXPRESSIONS

Wishing someone well

congratulations
wish (someone) all the best

Real Talk

big break
to be into something
to turn up
What about . . . ?

3 When Are You Traveling?

VOCABULARY

Nouns

accent
baggage
belongings
boarding pass
carry-on
climate
container
departure
difficulty
exchange student
flight
gate
liquid
photo identification
safety
stranger
suitcase
tag
vaccination
visa

Verbs

board
check
ensure
identify
leave
miss
pack
proceed
remove

Phrases with verbs

fly back
make a mistake
take off (your shoes)

Adverb

nowadays

Adjectives

delayed
major
necessary
required

EXPRESSIONS

Idioms

compared to
for a while
in case of

Expression to reassure

Don't worry. I'll be all right.

Requesting and agreeing

May I (see your ticket), please?
Sure.

Saying someone doesn't have to do something

That won't be necessary.

Real Talk

kind of
pretty
pick up

EXPANSION Units 1–3

VOCABULARY

Nouns

bee
branch
cage
crops
faucet
forest
glacier
ice cap
lake
parrot
planet
ranch
stream
trunk

Verbs

cool off
flow
install
irrigate
manufacture
preserve
provide
recycle
store

Adjectives

accessible
alarming
aquatic
essential
indispensable
locked up
steamy
usable

EXPRESSIONS

Idioms

be the case
do our share
take for granted

4 What Do I Need to Buy?

VOCABULARY

Nouns

appetizer
avocado
bean
beef
bread
butter
carrot
cereal
cheese
chicken
condiment
corn oil
crab
cucumber
dairy product
dates
egg
flour
fruit
garlic
grain
grape
ingredient
lamb
lettuce
mango
margarine
meat
milk
mushroom
olive oil
onion
papaya
parsley
pepper
pineapple
potato
recipe
rice
salmon
salt
sausage
seafood
shrimp
squid
strawberry
sugar
vegetable
watermelon
yogurt

Partitives

cup of
kilo of
package of
tablespoon of
teaspoon of

Verbs

add
bake
boil
cover
fry
grill
mix
roast
spread
steam

Sequence words

after that
finally
first
then

Pronouns

anything
nothing
something

Expressions of quantity

a dozen
a few
a little
a lot of
enough
many
much

EXPRESSIONS

Making offers

Do you need any help?
Would you like some more?

Real Talk

Everything's under control.
I can't wait.
I've had more than enough.
you guys

5 Since When?

VOCABULARY

Nouns

accounting
brick
consumer
device
feature
image
invention
microwave oven
model
printer
printing press
recharge
resolution

Verbs

appear
capture
invent
offer
produce
take up
take over

Adjectives

available
clumsy
conventional
digital
entire
high-tech
household
huge
light
mass
movable
portable
professional
successful
widespread

Prepositions

for
since

EXPRESSIONS

Idioms

be around
by accident
hit the market

Real Talk

Congratulations!
. . . er
Long time no see
settle down
What have you been up to?

6 Do You Know Where It Is?

VOCABULARY

Nouns

bridge
bullet train
commuter
fare
suburb
survey
vehicle

Features of a town/ community

clean air
cost of living
crime rate
green area
housing
public transportation system
quality of life
recreation

Nouns—Measurement words

kilometer
mile

Verbs

commute
cycle
move out
park
renovate

Adjectives

cozy
efficient
low
narrow
overall
polluted
punctual

Adverbs

approximately
roughly

EXPRESSIONS

Real Talk

a bit
Definitely!
run down
The only thing is that . . .
you can't have it all

EXPANSION Units 4–6

VOCABULARY

Nouns

accomplishment
breeze
cable car
landscape
objective
parachute
pass
peak
rapids
scent
skydiving
trail
treat
valley
white-water rafting

Verbs

accompany
conquer
float
paddle
pedal
rush
wonder

Adjectives

calm
enjoyable
freezing
frightened
glacial
long-distance
rural
proud
scenic
tiring
unique

Adverbs

constantly
terribly

EXPRESSIONS

Idioms

be in contact with
get used to
look forward to
worth the effort

1 A report on the habits of young people

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
make clear and interesting statements				
give interesting examples				
use appropriate vocabulary				
write a closing paragraph				
use pronouns to link sentences				
edit and correct my mistakes				

2 A personal biography

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
mark the events in my life on a timeline				
use punctuation and capitals correctly				
use tenses correctly				
introduce myself in the opening paragraph				
order events chronologically				
give interesting examples				
use appropriate vocabulary				
write a closing paragraph				
use appropriate language/style				
edit and correct my mistakes				

3 An email to a friend

I can ...	Great!	Good!	OK!	Needs work
organize and plan an email				
prepare notes for paragraphs				
use punctuation and capitals correctly				
use tenses correctly				
write an appropriate greeting				
express my feelings				
use interesting vocabulary				
describe activities and places effectively				
write an appropriate closing				
use appropriate informal language/style				
edit and correct my mistakes				

EXPANSION Units 1-3 A report about an endangered species

I can ...	Great!	Good!	OK!	Needs work
organize and plan a report				
research and take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
organize and order facts				
include interesting details				
use a range of vocabulary				
write a closing paragraph				
use appropriate language/style				
edit and correct my mistakes				

4 A recipe

I can ...	Great!	Good!	OK!	Needs work
collect information about a recipe				
take notes and use them to write				
use punctuation and capitals correctly				
express quantities correctly				
use sequence words				
use the imperative to give directions				
use appropriate vocabulary				
use appropriate language/style				
edit and correct my mistakes				

5 A description of personal possessions

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
prepare notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
describe objects effectively				
express my feelings				
use a range of vocabulary				
write a closing paragraph				
use pronouns for better cohesion				
edit and correct my mistakes				

6 An essay about my town

I can ...	Great!	Good!	OK!	Needs work
organize and plan paragraphs				
research and take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
write an introductory paragraph				
compare and contrast details well				
develop paragraphs in the main body				
write topic sentences for paragraphs				
use a range of vocabulary				
write an appropriate conclusion				
edit and correct my mistakes				

EXPANSION Units 4-6 A brochure for an adventure trip

I can ...	Great!	Good!	OK!	Needs work
organize and plan information				
research and take notes on the topic				
use punctuation and capitals correctly				
use tenses correctly				
interest the reader				
give descriptive details				
use interesting vocabulary				
convince the reader				
use appropriate language/style				
edit and correct my mistakes				

Irregular Verbs

Base Form	Simple Past	Past Participle
be	was / were	been
become	became	become
blow	blew	blown
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
hang	hung	hung
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
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
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written

Photo Credits

2 (tl) ©sirtravelalot/Shutterstock, **2** (tc) ©makasana photo/Shutterstock, **2** (tr) ©Meelena/Shutterstock, **2** (cr) ©Feyyaz Alacam/Shutterstock, **2** (cl) ©Monkey Business Images/Shutterstock, **2** (br) ©Photographee.eu/Shutterstock, **3** (tl) ©Marwen khatmi/Shutterstock, **3** (tr) ©Nako Photography/Shutterstock, **5** (tr) ©pio3/Shutterstock, **5** 1 ©Ingram Publishing/SuperStock, **5** 2 ©Friends Stock/Shutterstock, **5** 3 ©l i g h t p o e t/Shutterstock, **5** 4 ©Hi Brow Arabia /Alamy Stock Photo, **5** 5 ©Africa Studio/Shutterstock, **5** 6 ©Levent Konuk/Shutterstock, **6** (cr) ©fotoinfot/Shutterstock, **8** (tr) ©Antonio Guillem/Shutterstock, **9** (tr) ©Sam Edwards/Glow Images, **9** (br) ©gulf eye/Shutterstock, **10** (br) ©phive/Shutterstock, **12** (cl) ©McGraw-Hill Education, **12** (br) ©Artur Didyk/Shutterstock, **12** (bkgd) ©Picsfive/Shutterstock, **13** (tr) ©Raul Mellado Ortiz/Shutterstock, **13** (cl) ©Jon Schulte/Shutterstock, **13** (bkgd) ©Picsfive/Shutterstock, **14** (br) ©jocic/Shutterstock, **15** (tr) ©Littlekidmoment/Shutterstock, **15** (cl) ©Tatweer Co. for Educational Services, **15** (cr) ©zhu_zhu/123RF, **15** 1 ©Robert Daly /age fotostock, **15** 2 ©JUPITERIMAGES/BananaStock/Alamy Images, **15** 3 ©Little_Desire/Shutterstock, **15** 4 ©Tetyana Kokhanets/Shutterstock, **15** 5 ©Zurijeta/Shutterstock, **15** 6 ©Hi Brow Arabia/Alamy Stock Photo, **16** (tr) ©Universal History Archive/UIG/Shutterstock, **18** (tl) ©Witt/Sipa/Shutterstock, **18** (cl) ©Mosa›Ab Elshamy/AP/Shutterstock, **18** (br) ©adznano3/Shutterstock, **19** (tr) ©Shutterstock, **21** (br) ©Rawpixel.com/Shutterstock, **26** (l to r - t to b) ©S.Borisov/Shutterstock, **26** (l to r - t to b) ©Sorbis/Shutterstock, **26** (l to r - t to b) ©Ljupco Smokovski/Shutterstock, **26** (l to r - t to b) ©McGraw-Hill Education/McGraw-Hill Education, **26** (l to r - t to b) ©carpe89/Shutterstock, **26** (l to r - t to b) ©McGraw-Hill Education/McGraw-Hill, 26 (l to r - t to b) ©Nadezda Murmakova/Shutterstock, **26** (l to r - t to b) ©lendy16/Shutterstock, **27** (tr) ©ESB Professional/Shutterstock, **27** (cr) ©pio3/Shutterstock, **27** (cl) ©Mahmoud Farahat/Shutterstock, **28** (t) ©Hyserb/Shutterstock, **28** (cl) ©Ahmed Hamdy Hassan/Shutterstock, **28** (cr) ©Mohammed Kamaludheen/Shutterstock, **28** (b) ©H1N1/Shutterstock, **32** (b) ©Popova Valeriya/Shutterstock, **33** (t) ©Eric Isselee/Shutterstock, **33** (tc) ©inxti/Shutterstock, **34** (tr) ©Andrey Myagkov/Shutterstock, **34** (cl) ©showcake/Shutterstock, **34** (br) ©panco971/Shutterstock, **35** (tr) ©Amy Nichole Harris/Shutterstock, **35** (cr) ©astudio/Shutterstock, **35** (c) ©Vladimir Mulder/Shutterstock, **35** (br) ©NT_pong/Shutterstock, **36** (tr) ©wowow/Shutterstock, **36** (cl) ©javarman/Shutterstock, **36** (cr) ©Jill Lang/Shutterstock, **36** (cl) ©Dejan Lazarevic/Shutterstock, **36** (cr) ©szefei/Shutterstock, **36** (br) ©basel101658/Shutterstock, **37** (tr) ©Julien Tromeur/Shutterstock, **37** (br) ©Borisoff/Shutterstock, **38** 1 ©Heath Doman/Shutterstock, **38** 2 ©Alex Staroseltsev/Shutterstock, **38** 3 ©Hal_P/Shutterstock, **38** 4 ©Elena Schweitzer/Shutterstock, **38** 5 ©PaulPaladin/Shutterstock, **38** 6 ©Anton Starikov /Shutterstock, **38** 7 ©Gelpi/Shutterstock, **38** 8 ©JIANG HONGYAN/Shutterstock, **38** 9 ©Constant/Shutterstock, **38** 10 ©Danny Smythe/Shutterstock, **38** 11 ©Sandra Caldwell/Shutterstock, **38** 12 ©Andrjuss/Shutterstock, **38** 13 ©Diana Jo Marmont/Shutterstock, **38** 14 ©DronG/Shutterstock, **38** 15 ©Tatiana Popova/Shutterstock, **38** 16 ©Shebeko/Shutterstock, **38** 17 ©Rafa Irusta/Shutterstock, **38** 18 ©Norman Chan/Shutterstock, **38** 19 ©Cameramannz/Shutterstock, **38** 20 ©italianestro/Shutterstock, **38** 21 ©Anita Patterson Peppers/Shutterstock, **38** 22 ©Semjonow Juri/Shutterstock, **38** 23 ©Nataliya Sdobnikova/Shutterstock, **38** 24 ©kulyk/Shutterstock, **38** 25 ©Inc/Shutterstock, **38** 26 ©Eric Gevaert/Shutterstock, **38** 27 ©Elena Schweitzer/Shutterstock, **39** (cl) ©Ana Blazic Pavlovic/, **39** (cr) ©Stanislav71/Shutterstock, **39** (tl) ©Brilliant-Tariq Al Nahdi/Shutterstock, **41** (tr) ©Karen Appleyard/Alamy Stock Photo, **42** 1 ©Ingram Publishing/SuperStock, **42** 2 ©magone/123RF, **42** 3 ©Zigzag Mountain Art/Shutterstock, **42** 4 ©Tetra Images /Alamy, **42** 5 ©ChameleonsEye/Shutterstock, **42** 6 ©Praisaeng/Shutterstock, **43** 1 ©Andrew Bret Wallis/Getty Images, **43** 2 ©Purestock/SuperStock, **43** 3 ©Paul Cowan/Shutterstock, **43** 4 ©Diego Samy/Shutterstock, **44** (cl) ©oleksiy/123RF, **44** (cr) ©Ian 2010/Shutterstock, **44** (b) ©mama_mia/Shutterstock, **44** (bkgd) ©lewalp/Shutterstock, **45** (tr) ©Joe Gough/Shutterstock, **45** (c) ©Iconotec/Glowimages, **45** (br) ©vitals/Shutterstock, **48** 1 ©Everett Historical/Shutterstock, **48** 2 ©Rashevskyi Viacheslav/Shutterstock, **48** 3 ©Dja65/Shutterstock, **48** 4 ©tankist276/Shutterstock, **48** 5 ©Ingram Publishing/SuperStock, **48** 6 ©ZynatiszJay/Shutterstock, **48** 7 ©George Doyle/SuperStock, **48** 8 ©Sergey Ryzhov/Alamy Stock Photo, **49** 1 ©arogant/Shutterstock, **49** 2 ©Hurst Photo/Shutterstock, **49** 3 ©Roman Vukolov/Shutterstock, **49** 4 ©studioZEVS/Shutterstock, **51** 1 ©Somchai Som/Shutterstock, **51** 2 ©dcb/Shutterstock, **51** 3 ©Volodymyr Krasyuk/Shutterstock, **51** 4 ©Vvoe/Shutterstock, **51** 5 ©New Africa/Shutterstock, **51** 6 ©domnitsky/Shutterstock, **51** 7 ©photo one/Shutterstock, **52** (tr) © Image Source, all rights reserved./ Image Source, all rights reserved., **52** (br) ©ApoGapo/Shutterstock, **54** (tr) ©meunierd/Shutterstock, **54** (bl) ©Algol/Shutterstock, **55** (tr) ©Wayo/Shutterstock, **55** (cr) ©Jomic/Shutterstock, **56** (br) ©Shutterstock/Shutterstock, **57** (cr) ©Andrey Lobachev/Shutterstock, **57** (br) ©maxpro/Shutterstock, **58** (tl) ©Rob Tilley/Spaces Images/Blend Images LLC, **58** (cr) ©EarnestTse/Shutterstock, **58** (bl) ©Konstanttin/Shutterstock, **59** (tl) ©eskystudio/Shutterstock, **60** (tl) ©Petr Student/Shutterstock, **60** (tc) ©Tatweer Co. for Educational Services, **60** (tr) ©Dejan Milinkovic/Shutterstock, **61** (br) ©krsmanovic/Shutterstock, **64** (tr) ©Sophie James/Shutterstock, **65** (tl) ©urosr/Shutterstock, **65** (tr) ©Mohammed Kamaludheen/Shutterstock, **66** (l) ©Digital Archive Japan/Alamy Images, **67** (tr) ©kv naushad/Shutterstock, **69** 1 ©n1kcy/123RF, **69** 2 ©emerald_media/Shutterstock, **69** 3 ©vchal/Shutterstock, **69** 4 ©Javier Perini CM/Image Source, **69** 5 ©zefart/Shutterstock, **69** 6 ©Glen Allison/Getty Images, **70** (tl) ©Mauricio Graiki/Shutterstock, **70** (tr) ©lassedesignen/Shutterstock, **70** (b) “Peppy Graphics / Shutterstock”, **71** (tl) ©ViktorKozlov/Shutterstock, **71** (cl) ©Javier Perini CM/Image Source, **71** (cr) ©Ljupco Smokovski/123RF.

Cover (l) Credit Line (Vendor)adznano3/Shutterstock, (r) Credit Line (Vendor)kv naushad/Shutterstock.

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/	**i**ne	/ʒ/	televi**s**ion
/ɔy/	b**oy**	/ʧ/	**ch**eck
/aʊ/	t**ow**n	/v/	**v**ery
/oʊ/	**o**ld	/f/	**f**ine
/ər/	f**ir**st	/w/	**w**ife
		/y/	**y**ard
		/h/	**h**ere
		/ð/	**th**is
		/θ/	**th**ousand
		/m/	**m**ap
		/n/	**n**ow
		/ŋ/	ri**ng**
		/l/	**l**eft
		/r/	**r**ight

Photocopiable 1

Exercise 1

1. The boys often play football in the park.
2. I hardly ever send emails to my friends.
3. We occasionally eat dinner at a restaurant.
4. Where do you usually go on vacation?
5. Faisal talks to his cousin on Skype once in a while.
6. Does he regularly work out at the gym?

Exercise 2

1. How long/much time do you usually spend on homework?
2. How often do they go grocery shopping?
3. How often does she get her hair cut?
4. How long/much time does he spend at work?
5. How much oil does she use in the salad dressing?

Exercise 3

1. addict
2. access
3. chat
4. download
5. challenging
6. enjoys
7. spends
8. solve
9. hate
10. overdo

Photocopiable 2

Exercise 1

1. Prince Sultan was the first Arab to travel in space.
2. The Prince was born and raised in Riyadh.
3. He was trained to be a pilot in the U.S.
4. Did he go to university in Saudi Arabia?
5. He used to work for the Ministry of Information.
6. He flew aboard the space shuttle in 1985.
7. How many days did he spend in space?

Exercise 2

make: effort, donation, appointment, team
win: competition, award
join: effort, competition, team
receive: award, donation, email
beat: competition, team

Answers will vary. Sample answers:
1. Faisal joined a basketball team last year.
2. He received an award for his achievements at school.

Exercise 3

Answers will vary.

Photocopiable 3

Exercise 1

Answers will vary. Sample answers:

1. will be
2. am going to attend/am attending
3. will you do/are you going to do
4. will spend
5. is going to study/will study
6. am going to see/am seeing
7. won't finish
8. will rain

Exercise 2

1. He is going to Canada to study physics at university.
2. They went to the shopping mall to buy new shoes.
3. He needs to go to the consulate to get a student visa.
4. I stayed up late last night to finish my homework.
5. I am surfing the Internet to find information about hotels.

Exercise 3

1. vaccination
2. baggage
3. departure
4. identify
5. carry-on
6. remove
7. gate
8. boarding pass
9. safety
10. flight

Photocopiable 4

Exercise 1

1. anything
2. something
3. nothing
4. anything
5. nothing
6. something

Exercise 2

Meat/Seafood: beef, lamb, shrimp, squid
Dairy: yogurt, milk, butter, cheese
Grains: bread, couscous, rice, cereal
Fruit: dates, lemon, pineapple, mango
Vegetables: onion, potato, cucumber, bean

Exercise 3

1. any
2. a few
3. many
4. a few/enough/a lot of/many
5. enough/any
6. a lot of/many
7. much
8. a little
9. enough/much
10. much
11. enough
12. a lot of/enough
13. a few
14. a little
15. enough
16. a few
17. enough/any/much
18. a few
19. a little
20. any/enough

Photocopiable 5

Exercise 1

1. electric lightbulb
2. digital camera
3. color television
4. microwave oven
5. credit card
6. printing press
7. portable computer
8. air conditioner

Exercise 2

1. haven't seen
2. have you been
3. has it been
4. are you doing
5. am teaching
6. got
7. had
8. is still working
9. has helped
10. started
11. am studying
12. are you doing

Exercise 3

Answers will vary.

Photocopiable 6

Exercise 1

Answers will vary. Sample answers:

1. The bus is just as frequent as the metro, but the metro is much faster than the bus.
2. The tram is not as expensive as the metro, but the metro is more frequent than the tram.
3. The metro is faster and more expensive than the tram.
4. The bus is as expensive as the tram, but the bus is more frequent than the tram.
5. The metro is the fastest means of public transport.
6. The taxi is the most frequent and the most expensive means of public transport.

Exercise 2

1. Could you tell me what the cost of living is like in Saudi Arabia?
2. Do you know what the most efficient transportation in the city is?
3. Could you tell me where we can park our car?
4. Do you know how most people commute to work?
5. Could you tell me when they renovated the museum?
6. Could you tell me how much the train fare to the suburbs is?
7. Do you know what they are doing to reduce pollution in the city?

Exercise 3

Answer will vary. Sample answer:

The ideal city is a safe and comfortable place to live. There isn't a lot of traffic, and the public transportation is fast and efficient. The environment is pleasant, with clean air and lots of parks and green areas where people can relax. The city has many modern buildings such as hospitals, schools, and universities. It also offers a variety of cultural and recreational facilities such as shopping malls, sports stadiums, and museums.

1 Lifestyles

A

1. an exercise freak
2. an Internet addict
3. a devoted employee
4. a vegetarian

B

1. usually downloads videos and games / regularly chats online
2. often spends a lot of time at the office / never takes a vacation
3. always lives a healthy lifestyle / always eats vegetables

C

1. **Q:** Does Sarah's little brother usually watch TV in the afternoon?
   A: Sometimes Sarah's little brother watches TV in the afternoon. (Sarah's little brother sometimes watches TV in the afternoon.)
2. **Q:** Do Sabah and her friends usually go shopping on Thursday?
   A: Sabah and her friends often go shopping on Thursday.
3. **Q:** Does George usually play football on Saturday?
   A: George occasionally plays football on Saturday.

D

Answers will vary. Sample answers:

1. I rarely sleep late on the weekend.
2. I always do my homework in the afternoon.
3. From time to time I watch TV with my family.
4. I chat online with my friends all the time.

E

Answers will vary. Sample answers:

1. **Q:** How many sodas does Faris drink?
   A: He drinks 3 cans of soda a day.
2. **Q:** How much does Ismail exercise?
   A: He exercises 7 days a week.
3. **Q:** How many hours does Noura watch TV?
   A: She watches TV 3 hours a night.
4. **Q:** How long does Fadwa chat online?
   A: She chats online 6 hours a week.
5. **Q:** How many hours do you watch TV?
   A: I watch TV 4 hours a day.
6. **Q:** How many sodas do you drink?
   A: I drink 2 cans of soda a day.
7. **Q:** How much do you exercise?
   A: I exercise 1 hour a day.
8. **Q:** How long do you chat online?
   A: I chat online 2 hours a night.

F

Answers will vary. Sample answers:

1. talks / He frequently talks to his boss on the phone in the evening.
2. watches / Sometimes Mrs. Lewis watches TV.
3. eats / She eats chocolate all the time.
4. makes / She rarely makes dinner.
5. works out / He frequently works out.
6. doesn't do / He never does the dishes.

G

Answers will vary. Sample answers:

1. They go shopping when they're depressed. They spend more money than they have. They feel nervous when they can't go shopping.
2. They can ask friends for help. They can get counseling.

H

Answers will vary.

Hours per week: *should be a number of hours*

How important is it to you?: *should have a check in the appropriate box*

I

Answer will vary. Sample answer:

Habit or Addiction?

I do a lot of things during the week. Some are habits and some are addictions. Going shopping and watching TV are not important. I think they are just habits. Talking on the phone and going to the gym are important. They're not really addictions. I think they are habits too. But going online is very important, and I know this is an addiction! I can probably study more instead of going online. I definitely need to study more!

2 Life Stories

A

Blood Donation Announcement	Birth Announcement
clinic	parents
blood	twins
donations	newborns
donor	infant

B

1. blood; Clinic; donor; donations
2. parents; newborns; infant; twins

C

1. were
2. were
3. grew up
4. played
5. studied
6. went
7. got
8. left
9. didn't like
10. was
11. missed
12. wanted
13. went
14. took
15. wasn't
16. needed
17. stayed
18. started
19. wanted
20. moved
21. saw
22. went
23. opened

D

1. They played sports and studied together.
2. He didn't like his job at first.
3. He worked at the city library.
4. He saw Roger in the park.

E

Picture 1
1. were married **2.** weren't married **3.** was married
Picture 2
1. were raised **2.** wasn't raised **3.** was raised
Picture 3
1. was educated **2.** was raised **3.** was called

F

1. used to
2. used to
3. didn't use to
4. didn't use to
5. used to
6. used to
7. didn't use to
8. used to

G

1. What did Fahd use to do after school?
2. Did Farah use to take the bus to school?
3. Where did they use to go every Thursday evening?
4. Did you use to go to bed early every night?

H

3. He traveled in Africa and South America.
2. Prince William went to Eton College.
6. He trained as a pilot.
1. Prince William was born in London.
5. William and Harry served in the Armed Forces.
7. He became a helicopter pilot.
4. Prince William graduated from university.

I

Answers will vary. Sample answers:

When I was seven, I used to:

sleep with a teddy bear
eat a lot of cookies
play a lot of video games

Now I'm older, and I:

don't sleep with a teddy bear
eat a lot of fruit
play football with my friends

J

Answer will vary. Sample answer:

Then and Now

When I was young, I used to sleep with a teddy bear. But now I don't sleep with one. I used to eat a lot of cookies. Now, I eat a lot of fruit. I used to play a lot of video games, but I play football now with my friends.

3 When Are You Traveling?

A

1. flight
2. gate
3. suitcase
4. baggage
5. carry-on
6. boarding pass

B

1. One family member is traveling with me.
2. We're staying in Miami, Florida.
3. We're visiting for two weeks.
4. No, I'm not bringing any fruits or live plants.
5. No, I'm not carrying more than $10,000 cash.
6. We're coming to the United States for pleasure.

C

1. will go
2. will stay
3. am going to go
4. will be
5. are going to find
6. am going to spend
7. going to be
8. am going to get
9. will leave
10. am going to watch

D

Answers will vary. Sample answers:

Adnan: What are you doing on Saturday?
Faisal: Maybe I will ride in the bicycle race.
Adnan: What time is the race going to start?
Faisal: It's going to start at 10:30 A.M.
Adnan: What are you doing in the afternoon?
Faisal: I will probably go to Yahya's barbecue.

E

1. He's staying up late to finish
2. They're online to buy
3. They're flying to California to visit
4. He's going to Mexico to go surfing.
5. He's going to the gym after school to work out.

F

Answers will vary. Sample answers:

1. I will probably go to the park to play football.
2. I will probably go to my friend's house to play video games.
3. I will probably go to the mall to hang out with my friends.

G

1. T **2.** F **3.** F **4.** T **5.** T **6.** F

H

Answers will vary. Sample answers:

1. I will probably stay at the Broadview Hotel. I want to see the falls from my room.
2. I will probably take the helicopter ride. I want to get some good photos of the falls.

I

Answers will vary. Sample answers:

1. I want to go to Costa Rica.
2. I'm going to surf.
3. I'm going to leave in September.
4. I'm going to stay for one week.
5. I want to leave from JFK in New York.
6. My brother is going with me.
7. I want to stay at a cheap hotel.
8. I want to see rainforests and a volcano, too.

J

Answer will vary. Sample answer:

My Trip

I'm going to take a trip to Costa Rica. I'm going to surf most of the time. I'm going to leave in September and stay for one week. I will probably leave from JFK in New York. My brother is going to go with me. We're going to stay at a cheap hotel. Maybe we'll see rainforests and a volcano, too.

EXPANSION Units 1-3

A

Answers will vary. Sample questions and answers:

1. **Q:** How often do you walk to school?
   A: I usually walk to school.
2. **Q:** How often do you watch TV?
   A: I never watch TV.
3. **Q:** How often do you clean your room?
   A: I sometimes clean my room.
4. **Q:** How often do you go to the mall?
   A: I seldom go to the mall.
5. **Q:** How often do you do your homework?
   A: I always do my homework.

B

1. played	**4.** studied	**7.** made	**10.** drove
2. met	**5.** grew	**8.** had	
3. got	**6.** went	**9.** went	

C

1. Where did your uncle live?
2. What did Amal do/watch yesterday evening?
3. What did Hussain wear to the job interview?
4. What did they do on the airplane?
5. Where did your brother go to college?
6. Where did Ali and his family stay last year when they went to the beach?

D

Answers will vary. Sample answers:
1. My parents were married in Jeddah.
2. I was raised in Jeddah.
3. I was called Little Ali when I was young.
4. My father was educated in Riyadh.

E

Answers will vary. Sample questions and answers:
1. Q: What did Ibrahim use to eat?
A: He used to eat a lot of fast food.
2. Q: What did they use to study?
A: They used to study English.
3. Q: What did Saeed use to drive?
A: Saeed used to drive his father's car.
4. Q: What did your brother and you use to drink every morning before school?
A: My brother and I used to drink coffee every morning before school.

F

Answers will vary. Sample answers:
1. The bus is arriving at 10 A.M.
2. Robert is meeting his friend at the bus station today.
3. Robert and his friend are going to the museum later.
4. Robert and his friend are eating at a fast food restaurant after the museum.
5. Robert is going to the bus station at 4 P.M.

G

1. will fly	**3.** will leave	**5.** will arrive
2. am going to go	**4.** will see	**6.** is going to leave

H

Answers will vary. Sample answers:
1. He is going to take a trip.
He is going to talk on his cell phone.
2. He will probably fly on a plane.
He will probably visit friends.

I

Answers will vary, but should follow the sample answers.

J

Answer will vary. Sample answer:
Conservation at Home

My family and I conserve water and electricity at home, and we will probably do other things to conserve more. Right now, every time I leave a room, I turn off the lights. This is simple to do, but it helps a lot. We will probably watch less TV, too. I don't like this idea, but my parents think it is a very good idea. We don't do a lot to conserve water at home. I have a good idea for this. I probably won't wash the family car. It's hard work and it uses a lot of water. My father probably won't like this idea!

4 What Do I Need to Buy?

A

1. peppers	**5.** yogurt	**9.** cheese
2. shrimp	**6.** sausage	**10.** strawberries
3. chicken	**7.** carrots	
4. pineapple	**8.** crab	

B

Meat: chicken, sausage
Fruit: pineapple, strawberries
Seafood: shrimp, crab
Vegetables: peppers, carrots
Dairy: yogurt, cheese

C

1. a lot of	**5.** a lot of	**9.** a little
2. a lot of	**6.** a few	**10.** a few
3. a little	**7.** a lot of	**11.** a little
4. a few	**8.** a lot of	

D

1. Badria doesn't drink much lemon juice in water.
2. Badria can eat many vegetables on the diet.
3. She can't use many spices.

E

Answers will vary. Sample answers:

1. I eat a lot of meat, but I don't eat enough vegetables.
2. I eat a lot of cookies, but I don't eat enough fruit.
3. I drink a lot of soda, but I don't drink enough water.

F

1. **Q:** How much butter do you use?
   A: You use 1 tablespoon of butter.
2. **Q:** How much salt do you add?
   A: You add a little salt.
3. **Q:** How many mushrooms do you cut up?
   A: You cut up 6 mushrooms.
4. **Q:** How much cheese do you cut up?
   A: You cut up ¼ cup of cheese.
5. **Q:** How many onions do you use?
   A: You use a piece of 1 onion.

G

1. something
2. something
3. anything
4. nothing
5. anything
6. anything
7. nothing
8. something

H

Fruit Salad

- Cut up 1 pineapple, 1 cup of strawberries, 2 oranges, and 1 cup of apples.
- Put the fruit in a large bowl.
- Add ½ cup of sugar and ¼ cup of lemon juice.
- Mix well and put the bowl in the refrigerator for three hours.

I

1. First, cut up 1 pineapple, 1 cup of strawberries, 2 oranges, and 1 cup of apples.
2. Then put the fruit in a large bowl.
3. After that, add ½ cup of sugar and ¼ cup of lemon juice.
4. Finally, mix well and put the bowl in the refrigerator for three hours.

J

1. medicines
2. headache
3. apples
4. eyes
5. vinegar

K

Answers will vary. Sample answers:

Favorite Meal: roasted chicken with salad and fries

Food Group	Food Items	Shopping Trip Order
Meat/Seafood	chicken	3
Breads and Grains	bread	1
Vegetables	lettuce, tomatoes, potatoes	2
Fruit	—	—
Dairy Products	cheese	4
Other	—	—

L

Answer will vary. Sample answer:

My Shopping Trip

I'll go to the supermarket to buy food for my favorite meal—roasted chicken with salad and fries. First, I'll buy some bread. Then I'll buy some lettuce, two tomatoes, and one kilo of potatoes. After that, I'll buy the chicken. Finally, I'll buy some cheese for the salad.

5 Since When?

A

1. microwave oven
2. conventional
3. household
4. clumsy
5. brick
6. light
7. device
8. printer
9. huge
10. image

B

1. arrived
2. ate
3. did / call
4. finished
5. passed
6. were

C

1. My brother has played tennis in the new park.
2. Saeed has tried to learn French.
3. We have gone camping in the mountains.
4. My parents have eaten at the Indian restaurant by the bookstore.

D

1. Has your brother played tennis in the new park?
2. Has Saeed tried to learn French?
3. Have you gone camping in the mountains?
4. Have your parents eaten at the Indian restaurant by the bookstore?

E

1. has made	**6.** gave	**11.** was
2. have worked	**7.** called	**12.** gave
3. have not been	**8.** Was	**13.** has received
4. was	**9.** haven't talked	
5. walked	**10.** wore	

F

1. for **2.** for **3.** since **4.** for **5.** since

G

1. **Q:** How long have Tom and Kenneth used laptops?
   A: Tom and Kenneth have used laptops since they were four years old.
   A: Tom and Kenneth have used laptops for almost their entire lives.
2. **Q:** How long has Chris played football?
   A: Chris has played football since he was eight years old.
   A: Chris has played football for seven years.
3. **Q:** How long have Alex and Sam played video games?
   A: Alex and Sam have played video games since this afternoon.
   A: Alex and Sam have played video games for forty minutes.
4. **Q:** How long has Omar gone to this dentist?
   A: Omar has gone to this dentist since 2006.
   A: Omar has gone to this dentist for many years.
5. **Q:** How long has Grandma had her tea set?
   A: Grandma has had her tea set since she got married.
   A: Grandma has had her tea set for over forty years.

H

1. T **2.** F **3.** F **4.** T **5.** F

I

Answers will vary. Sample answers:

What inventions have changed my life?

credit card laptop
plane digital camera

How have they changed my life?

can shop without cash
can travel quickly around the world
can use the Internet
can take photos on vacation

J

Answer will vary. Sample answer:

These Inventions Have Changed My Life

The following inventions have changed my life: the cell phone, the credit card, the digital camera, and the plane. I can always talk to my friends on my cell phone. My life has been easier because of my cell phone. I can shop anytime without having to carry cash with me. I can also buy things online like airline tickets. I can travel around the world in a plane, and it's a fast and easy way to travel. My life is definitely better because of the plane, particularly when I take a vacation. And finally, I can take lots of vacation photos with my digital camera and send them to my friends!

6 Do You Know Where It Is?

A

1. a **2.** a **3.** b **4.** b

B

1. cost of living
2. public transportation system; punctual; efficient
3. housing; cozy
4. green spaces; quality of life
5. crime rate

C

1. longer	**4.** longest	**7.** dirtier
2. shortest	**5.** cleaner	**8.** cleanest
3. shorter	**6.** dirtiest	

D

1. more expensive
2. less expensive
3. the most expensive

E

1. cooler
2. sunnier
3. quieter
4. noisier
5. friendliest
6. most interesting
7. best
8. better

F

Answers will vary. Sample answers:

1. I prefer to live in the mountains because the weather is cooler.
2. I prefer to live in the mountains because the air is cleaner.
3. I prefer to live in the mountains because the people are friendlier.

G

1. as inexpensive as
2. as good as
3. as expensive as
4. as warm as

H

1. Could you tell me when the bank closes?
2. Do you know where the gym is?
3. Could you tell me how much a train ticket costs?
4. Do you know when the supermarket opens?

I

1. Some people like to live in a big city because there are a lot of people to meet, a lot of places to eat, and a lot of things to do.
2. Less than 10,000 people have to live in a town for it to be considered a small town.
3. Some people regret moving to a big city because they miss the community of a small town.
4. Hammondsport, New York, was recently voted the best small town in America.
5. Three things that young people like to do in small towns include riding ATVs, riding horses, and riding snowmobiles.

J

Answers will vary. Sample answers:

Where I Live

quiet; sunny; friendly; warm; small

Where My Friend Lives

busy; noisy; cold; expensive; cloudy

K

Answer will vary. Sample answer:

Here and There

I live in a quiet village. The weather is warm and sunny most of the year. The village is small, and the people are friendly. I know all of my neighbors, and most of my relatives live in the village. My friend, Jamal, lives in a large city. He loves it. But the city is busier and noisier than my village. It's also more expensive to live in Jamal's apartment in the city. And the worst part is that the weather is always cloudier and colder than in my village by the sea.

EXPANSION Units 4-6

A

Answers will vary. Sample answers:

1. a little
2. much
3. enough
4. a few
5. How many
6. a lot of
7. How much
8. many

B

1. something
2. anything
3. nothing
4. anything
5. something

C

First, crack four eggs into a bowl.
Then stir the eggs for one minute.
After that, pour the eggs into a frying pan.
Finally, cook the eggs for three minutes.

D

1. Tariq and Saeed have eaten at the Indian restaurant.
   Tariq and Saeed ate at the Indian restaurant last Thursday night.
2. We have gone sightseeing in Egypt.
   We went sightseeing in Egypt during our vacation in 2009.
3. Ali hasn't taken chemistry with Mr. Faris.
   Ali didn't take chemistry with Mr. Faris this past year.

E

1. He has driven his new car since Monday.
   He has driven his new car for five days.
2. They have studied French since seventh grade.
   They have studied French for three years.
3. We have lived in our house since I was three years old.
   We have lived in our house for 13 years.

F

1. How long have they lived in Jeddah?
2. How long has she been on the phone?
3. How long has Qassim worked at the hotel?
4. How long has Khalid spoken Japanese?

G

1. least expensive; less expensive; most expensive
2. most popular; least crowded; better
3. heaviest; heavier; lighter

H

Answers will vary. Sample answers:

1. A train is not as fast as a plane.
2. Ice cream is as good as cake.
3. Water skiing is as exciting as surfing.
4. Biology is not as interesting as English.

I

Answers will vary. Sample answers:

1. Do you know how much a subway ticket costs?
2. Do you know what the name of this bridge is?
3. Could you tell me where the best Indian restaurant is?
4. Do you know how many flights there are to Amman today?
5. Do you know where my keys are?

J

Answers will vary. Sample answers:

1. **Kevin:** Do you know what the most popular sport in the world is?
   Pete: Well, I think basketball is more popular than baseball.
   Andy: And basketball isn't as popular as football.
   Jason: So, football is the most popular sport in the world. It's also the best!

2. **Customer:** Could you tell me what fresh fish you have today?
   Waiter: The tuna is fresh, but the salmon is fresher.
   Customer: OK, I'll have the salmon. Could you tell me what it comes with?
   Waiter: It comes with salad and rice or baked potato. I recommend the baked potato. It's much better than the rice.

K

Answers will vary. Sample answers:

Vacation 1
Location: Seattle
Weather: rainy
Activities: visited cousins; shopped
Vacation 2
Location: Miami
Weather : sunny
Activities: surfed; swam

L

Answer will vary. Sample answer:

My Last Two Vacations

Last summer I went to Seattle with my family, and the summer before I went to Miami. Seattle is a busy city, but I didn't see much of it. I visited my cousins in one of the suburbs, and it rained every day. Then I went shopping with my family. Really, that was not a lot of fun. The summer before, I went to Miami on vacation. That was a more exciting vacation. The weather was better because it was sunny. We went to the beach every day, and I surfed and swam.

1 Photocopiable Activity

Exercise 1

Write sentences using the adverbs/expressions of frequency.

1. boys / play / football / in the park (often)

The boys often play football in the park.

2. I / send / emails / to my friends (hardly ever)

_____

3. we / eat / dinner / at a restaurant (occasionally)

_____

4. where / you / go / on vacation? (usually)

_____

5. Faisal / talk / to his cousin / on Skype (once in a while)

_____

6. he / work out / at the gym? (regularly)

_____

Exercise 2

Write questions for the answers. Use ***How often***, ***How much***, or ***How long***.

1. _____

I normally spend two hours on my homework every day.

2. _____

They usually go grocery shopping twice a week.

3. _____

She seldom gets her hair cut. That's why it's so long.

4. _____

He spends about eight to ten hours at work every day.

5. _____

She uses too much oil in the salad dressing.

Exercise 3

Fill in the blanks with the correct word. Use the correct form for verbs.

chat	download	access	addict	spend
solve	challenging	overdo	hate	enjoy

My brother is a cyber (**1**) _____. He just got a new smartphone, so now he can (**2**) _____ the Internet whenever he wants. He uses it to (**3**) _____ online with his friends and to (**4**) _____ the latest games. The more (**5**) _____ the game is, the more he (**6**) _____ it. He (**7**) _____ hours on this one game where he has to (**8**) _____ a mystery. My parents (**9**) _____ that he spends so much time online and tell him not to (**10**) _____ it.

2 Photocopiable Activity

Exercise 1

Put the words in the correct order and write sentences..

1. was / Arab / in / Prince / first / the / travel / Sultan / to / space
   Prince Sultan was the first Arab to travel in space.
2. was / and / Prince / in / the / born / Riyadh / raised
   _____
3. trained / be / a / he / U.S. / in / pilot / was / to / the
   _____
4. Saudi / to / did / university / Arabia / go / he / in ?
   _____
5. Ministry / to / work / he / for / Information / used / the / of
   _____
6. the / shuttle / he / flew / in / space / aboard / 1985
   _____
7. days / spend / space / in / he / many / how / did ?
   _____

Exercise 2

Tick the words that match.

	effort	competition	award	donation	appointment	email	team
make	✔			✔			
win							
join							
receive							
beat							

Choose 2 combinations of words and write sentences.

1. _____
2. _____

Exercise 3

Answer the questions. Then ask and answer with a partner.

1. Where were you born and raised? _____
2. What games did you use to play as a child? _____
3. Did you use to live in another town or city? _____
4. When did you first use a computer? _____
5. What are three things you didn't use to do? _____

3 Photocopiable Activity

Exercise 1

Fill in the blanks with an appropriate tense of the verb in parentheses. For some blanks more than one answer is possible.

1. Please, wait here! I (be) _____ back in a minute!
2. I (attend) _____ a conference in London next week.
3. What (do) _____ if you miss your flight?
4. Maybe they (spend) _____ a week on the island.
5. He (study) _____ engineering when he finishes high school.
6. I have an appointment. I (see) _____ the dentist on Tuesday.
7. We probably (not finish) _____ the project tonight.
8. Do you think it (rain) _____ tomorrow?

Exercise 2

Answer the questions about purpose. Use the prompts.

1. Why is Imad going to Canada? (study / physics / university)
   He's going to Canada to study physics at university.
2. Why did Farah and Amal go to the shopping mall? (buy / new shoes)
   _____
3. Why does Faisal need to go to the consulate? (get / student visa)
   _____
4. Why did you stay up late last night? (finish / homework)
   _____
5. Why are you surfing the Internet? (find / information / hotels)
   _____

Exercise 3

Fill in the blanks with the appropriate word(s).

safety	boarding pass	identify	remove	departure
gate	vaccination	carry-on	baggage	flight

1. In some countries, you need a _____ to protect you against disease.
2. You should put liquid containers in your checked _____.
3. You should be at the airport two hours before _____.
4. Put a name tag on your suitcase to _____ it.
5. Your _____ should be small enough to fit under the seat.
6. You must _____ coins and keys from your pockets.
7. Check the departure board for the _____ number of your flight.
8. Check your _____ for your seat number.
9. Listen carefully to the _____ instructions on board the plane.
10. Have a safe and pleasant _____!

4 Photocopiable Activity

Exercise 1

Fill in the blanks with ***something***, ***anything***, or ***nothing***.

1. There isn't _____ in the refrigerator, so I'm going shopping.
2. I made _____ special for dinner tonight. I hope you like it.
3. There's _____ better than a home-cooked meal.
4. I don't like _____ on the menu. Let's go somewhere else.
5. There's _____ to drink except water.
6. He always eats _____ nutritious for breakfast.

Exercise 2

Put the foods into the right categories.

dates bread yogurt lemon milk onion beef couscous potato lamb butter shrimp pineapple squid rice cereal cheese cucumber bean mango

Meat/Seafood	Dairy	Grains	Fruit	Vegetables

Exercise 3

Complete the conversation with ***any***, ***a little***, ***a few***, ***a lot of***, ***enough***, ***much***, or ***many***. For some blanks more than one answer is possible.

A: Do you need (**1**) _____ help?
B: Yes. I'm making salad and (**2**) _____ sandwiches for lunch. How (**3**) _____ cucumbers and tomatoes are there?
A: Well, there are (**4**) _____ tomatoes, but we don't have (**5**) _____ cucumbers. There are (**6**) _____ onions—the bag is full.
B: How (**7**) _____ oil is there?
A: Just (**8**) _____. There isn't (**9**) _____ for the salad. We'll need to buy some.
B: How (**10**) _____ bread do we have? Is there (**11**) _____ for the sandwiches?
A: We have (**12**) _____ bread. I bought (**13**) _____ loaves at the bakery this morning.
B: Great. There's (**14**) _____ leftover chicken, but not (**15**) _____ for all the sandwiches. I'll boil (**16**) _____ eggs, too. Is there (**17**) _____ mayonnaise?
A: No, the jar's empty. I'll go to the store and get some.
B: OK. Don't forget to buy (**18**) _____ cucumbers and some oil. Oh, please get (**19**) _____ coffee, too. Do you have (**20**) _____ money?

5 Photocopiable Activity

Exercise 1

Choose one word from each box to complete the sentences.

microwave	digital	portable	air	
credit	color	printing	paper	~~electric~~

conditioner	press	oven	~~lightbulb~~	
phone	camera	television	card	computer

1. Before the *electric lightbulb* was invented, people used lamps and candles.
2. With the invention of the _____, we no longer need rolls of film.
3. Before _____, the picture on the screen was black and white.
4. The _____ allows you to heat food and liquids quickly.
5. Many people prefer to use a _____ instead of cash.
6. Before the _____ was invented, books were written by hand.
7. The laptop is a _____ that you can take with you anywhere.
8. With the invention of the _____, we can stay cool all year long.

Exercise 2

Complete the dialogue with the present perfect, the present progressive, or the simple past tense of the verb in parentheses.

A: Hameed, is that you?
B: Adnan? I _____ (**1.** see) you since graduation! How _____ (**2.** you / be)?
A: Great! _____ (**3.** it / be) that long? So, what _____ (**4.** you / do) these days?
B: You won't believe it. I _____ (**5.** teach) English at our old high school.
A: Really? So, you finally _____ (**6.** get) your degree in English. Do you remember Mr. Carson? He _____ (**7.** have) such a sense of humor.
B: Actually, he _____ (**8.** still / work) there. He really _____ (**9.** help) me a lot since I _____ (**10.** start). What about you?
A: I _____ (**11.** study) architecture here in Riyadh. That reminds me, I have to get to class. Let's meet for coffee sometime.
B: Sure. What _____ (**12.** you / do) Thursday afternoon?

Exercise 3

Answer the questions. Then ask and answer with a partner.

1. What is something you haven't done in a long time? Why?

_____

2. Who is someone you haven't seen in a long time? Why?

_____

3. Where is somewhere you haven't been in a while? Why?

_____

4. Have you ever traveled to another country? Where?

_____

6 Photocopiable Activity

Exercise 1

Look at the chart. Use the comparative, the superlative, and (***not***) ***as...as*** to compare the means of public transportation. Use the adjectives: ***fast***, ***expensive***, and ***frequent***.

	bus	tram	metro	taxi
speed	60 minutes	50 minutes	25 minutes	35 minutes
fare	$2.30	$2.30	$4.50	$32.00
frequency	every 10 minutes	every 30 minutes	every 10 minutes	any time

1. *The bus is just as frequent as the metro , but the metro is much faster than the bus.*
2. _____
3. _____
4. _____
5. _____
6. _____

Exercise 2

Write indirect questions. Use ***Do you know...?*** or ***Could you tell me...?***

1. What is the cost of living like in Saudi Arabia?
   Could you tell me what the cost of living is like in Saudi Arabia?
2. What is the most efficient public transportation in the city?
   _____
3. Where can we park our car?
   _____
4. How do most people commute to work?
   _____
5. When did they renovate the museum?
   _____
6. How much is the train fare to the suburbs?
   _____
7. What are they doing to reduce pollution in the city?
   _____

Exercise 3

Write a paragraph describing the features of an ideal city.

_____

_____

_____

_____

_____

SUPERGOAL 5 Audio Track List

CD1

Track	Unit	Student Book Section	
2	Unit 1	**1**	Listen and Discuss
3	Unit 1	**2**	Pair Work
4	Unit 1	**5**	Listening
5	Unit 1	**6**	Pronunciation
6	Unit 1	**8**	Conversation
7	Unit 1	**9**	Reading
8	Unit 2	**1**	Listen and Discuss
9	Unit 2	**2**	Pair Work
10	Unit 2	**5**	Listening
11	Unit 2	**6**	Pronunciation
12	Unit 2	**8**	Conversation
13	Unit 2	**9**	Reading
14	Unit 3	**1**	Listen and Discuss
15	Unit 3	**2**	Pair Work
16	Unit 3	**5**	Listening
17	Unit 3	**6**	Pronunciation
18	Unit 3	**8**	Conversation
19	Unit 3	**9**	Reading
20	EXPANSION	**3**	Reading
21	Units 1–3	**5**	Chant Along

CD2

2	Unit 4	**1**	Listen and Discuss
3	Unit 4	**2**	Pair Work
4	Unit 4	**5**	Listening
5	Unit 4	**6**	Pronunciation
6	Unit 4	**8**	Conversation
7	Unit 4	**9**	Reading
8	Unit 5	**1**	Listen and Discuss
9	Unit 5	**2**	Pair Work
10	Unit 5	**5**	Listening
11	Unit 5	**6**	Pronunciation
12	Unit 5	**8**	Conversation
13	Unit 5	**9**	Reading
14	Unit 6	**1**	Listen and Discuss
15	Unit 6	**2**	Pair Work
16	Unit 6	**5**	Listening
17	Unit 6	**6**	Pronunciation
18	Unit 6	**8**	Conversation
19	Unit 6	**9**	Reading
20	EXPANSION	**2**	Reading
21	Units 4–6	**4**	Chant Along