

المملكة العربية السعودية  
Kingdom of Saudi Arabia



وزارة التربية والتعليم  
Ministry of Education



Teacher's Book

# Flying High for Saudi Arabia



MACMILLAN

Level 4

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# Introduction

Welcome to ***Flying High for Saudi Arabia***, a course designed specially for secondary school students learning English as a foreign language.

***Flying High for Saudi Arabia*** is the result of a comprehensive development process. The authors wrote a complete set of teaching materials which has been widely and successfully used in schools. Large-scale feedback was received from teachers using the material, and ***Flying High for Saudi Arabia*** is the end product.

From the very start of the project, there was careful consideration of teaching methodology in general and the teaching of English as a foreign language in particular. Here is some important background, followed by a presentation of the approach of ***Flying High for Saudi Arabia***, some practical teaching tips and information about the course components.

## Key aspects of the teaching of English in Saudi Arabia

English is taught to non-native learners all around the world. This is generally known as TESOL (Teaching of English to Speakers of Other Languages), but there are two distinct contexts – English as a second language (ESL) in countries where English is the national language, and English as a foreign language (EFL) in other countries.

In English-speaking countries, English (ESL) is taught to people from many different countries, there to study, work or live permanently. Their common language in the classroom is unavoidably English, and they are immersed in English outside the classroom too. They are usually motivated, and those who stay in the country for some time usually learn English well.

But far more students study English in their own countries (EFL) than in an English-speaking country. A few of these students will live and work in countries where English is the national language, but many of them never will. In Saudi Arabia students will probably use English for the internet, reference books, journals, correspondence, the telephone,

etc., and with technicians, business people and foreign visitors. They may use English more with other non-native speakers than with native speakers. Many are not very motivated initially as they continue, or begin, their effort to learn English well. All the learners in a class have the same first language. Most will have little contact with English outside the classroom until they have to use it for study or work.

Teaching English as ESL and as EFL obviously have a lot in common, but it is very important for EFL teachers to appreciate the distinctive aspects of EFL contexts. An EFL course for secondary school students in Saudi Arabia needs to:

- pay extra special attention to motivating students
- compensate for the very limited exposure to and use of English outside the classroom
- teach English for use in Saudi Arabia, as well as for possible international travel
- deal with the implications of learners all having the same first language.

A good EFL coursebook for secondary schools in Saudi Arabia can help in all these areas with:

- content and activities that motivate students
- ample exposure to and use of English in genuinely communicative activities
- practice of English in tasks and situations that are realistic for Saudi school students.

## The approach and structure of the course

***Flying High for Saudi Arabia*** puts communication first and last, and a lot in the middle too, where it also attends carefully to the new language programmed in the syllabus. That approach is in accord with more progressive Communicative Language Teaching and is especially appropriate for high school EFL learners. For easy reference, we have called it the Triple A Approach:

**Access**, or exposure, to new language in context while carrying out communicative tasks

**Analysis** of grammar, and practice of the new language to familiarise students with its structure

**Activation** of the learners' expanding language resources through realistic communicative activities in which the language is put to use.

This approach is reflected in the structuring of the Student's Book. Each unit consists of four two-page lessons, with:

**Lesson 1** working on communicative skills and **access** to new language

**Lessons 2–3** working on **analysis** and practice of new language, as well as communicative skills

**Lesson 4** (*Saudi Arabia and the World*) working on communicative skills with **activation** of the learners' language resources.

Putting communication first in each unit ensures ample exposure to and use of English in realistic scenarios. Learners **access** new language as people do when living in another country, i.e. in its natural usage and before they focus on it. This approach allows the teacher to monitor the learners' 'real English' – the English they would use in communication outside the classroom – and plan appropriate remedial work as necessary.

The approach to the **analysis of new language** in lessons 2–3 varies pragmatically, but whenever possible (which means usually) gets the learners to actively discover for themselves how the language is structured and works. This approach also integrates an extremely important element of learner training – developing autonomy and the ability to learn independently.

The last lesson in each unit (*Saudi Arabia and the World*) takes the new language that has been introduced in lesson 1 and analysed in lessons 2–3, and gives students an opportunity to **activate** it by setting genuinely communicative activities in contexts that are particularly familiar to Saudi students, or else of particular interest to them. Most of the lesson 4s focus on some aspect of Saudi culture and life – e.g. Hajj, Economic Cities, King Faisal International Prizes, rural and city life, cultural ceremonies, wildlife in the Farasan Islands, Al-Hijr, exploration of the Red Sea – though the focus is occasionally on other cultures from a Saudi perspective and their relation to Saudi Arabia. Every lesson 4 ends with a guided speaking or writing task that is broken down into stages to help students prepare, and to aid them in performing the task effectively using the target language.

As is clear from the above, the development of **communicative skills** is of central importance in the *Flying High for Saudi Arabia* approach. Truly communicative listening, speaking, reading and writing are carefully developed, especially in lessons 1 and 4. These skills are vital when using English for study or work.

## Planning lessons using *Flying High* materials

A book lesson and a classroom lesson are not the same thing. The former is text and teaching ideas, the latter is human behaviour in real time. The length of a classroom lesson may range from 45 to 120 minutes or more, and how much can be done in a given time depends on factors such as the number of learners in a group and how fast a group works in general. However, book lessons are usually designed to suit typical classroom periods. *Flying High for Saudi Arabia* lessons are designed for one classroom lesson of about two hours or two of 50–60 minutes, in average conditions.

Book lessons may be divided up in different ways for classroom lessons, sometimes even with the end of one lesson together with the beginning of the next. Our recommendation is always to give your classroom lessons a clear beginning, middle and end. Don't just start 'where you finished last time' or suddenly end 'when time's up.' Usually start with a fairly light communicative activity, do some substantial work in the middle, and end if possible with a communicative activity again, or at least by tying the lesson up as if you intended to end there. If students feel you have planned the classroom lesson and not just gone mechanically through the material in the book, they will respect you more as a teacher. And, of course, the lesson will be better.

## Establishing and developing English as the main classroom language

This is fundamental for successful EFL teaching. It should be done at beginner level and should not be a problem at intermediate level – but sometimes is! Most experienced teachers have effective strategies for doing this. Here are some useful ones:

- Agree with your learners from the start that English will be the main classroom language, explaining how vital that is for their success in learning English.
- Facilitate the learners' understanding of your English by consistently using the same expressions for greetings, instructions, feedback, etc., at first, actually teaching them these expressions.
- Also teach useful expressions for them to use (*What is ... ? How do you say ... ? Can I [leave early]? I don't know*, etc.). A poster with these expressions on the wall can help.

- When a learner does say something in Arabic, see if another can give the English equivalent, or give it yourself. This is a good way of teaching useful new classroom English.
- Incorporate new language into the classroom English repertoire as the course progresses.

### Dealing with first language interference

Teachers should check the new language items in the syllabus against Arabic equivalents. Very often there will be none – Arabic, for instance, has only one present tense and no indefinite article. Some sounds exist in English but not in Arabic (and vice versa). These factors will contribute to the relative difficulty of acquiring new language items – be they grammatical or lexical – and to the likelihood of inappropriate first language interference. Teachers must be prepared to do remedial work long after the item was first focused on and practised. It is useful for intermediate teachers to list the items (often very basic ones) that typically continue to cause their learners problems, and have attractive and effective remedial activities ready for them. It is occasionally useful to get learners to quickly compare their first language and English, and *Flying High for Saudi Arabia* does this when it seems particularly appropriate, e.g. with comparatives and superlatives, where English has double systems (*more / most* vs *-er / -est*), unlike most languages.

### The course components

The **Student's Book** contains eight units, with topics chosen to be particularly engaging for secondary school students in Saudi Arabia. The unit topics range across science, nature, culture and history, as well as many aspects of everyday life such as study, health, relationships, work and money. Each unit contains four two-page lessons that each emphasise different aspects of the Triple A Approach of the course, as described above.

There are *Progress tests* after Unit 4 and Unit 8, which allow teachers to assess their students' overall progress. Each test includes exam-style vocabulary and grammar tasks that revisit the language of the previous four units, as well as reading, listening and writing tasks to evaluate skills development. Each test can be scored and totalled, with a maximum of 60 points available. Suggestions for using the tests are given in the Teacher's Book.

The **Workbook** contains extra vocabulary and grammar activities to give students further opportunity to practise the language covered in the Student's Book. This is particularly important during the **analysis** stage of each unit, to reinforce understanding of the target structures and rules. There are also further opportunities to practise reading and writing skills. The workbook activities can be done in class but are also suitable for self-study.

There are unit-by-unit wordlists at the back of the Workbook, which contain information about pronunciation as well as how common a word is. The starred words indicate the most frequent and useful words in English; words with three stars are the most common.

The **Teacher's Book** provides valuable support for teachers using *Flying High for Saudi Arabia*. There are step-by-step instructions for each activity in the Student's Book, including suggestions for warm-ups. There are also ideas for additional or alternative activities not found in the Student's Book, which are particularly useful for mixed-ability classes. As a further aid to teaching mixed-ability classes, every Student's Book activity is classified in the Teacher's Book as Core, Desirable and Extension. The Desirable and Extension activities are identified throughout the teaching notes with these icons:

**D** Desirable activity

**E** Extension activity

All activities not marked with one of these icons are Core activities. Desirable and Extension activities can be set for students who work at a quicker pace than the rest of the class.

The teaching notes include three types of boxed text. *Language help* boxes give support for teaching specific areas of language and pronunciation, while *Preparation* boxes help teachers to plan ahead for future lessons. *Culture note* boxes provide background information on topics that may be unfamiliar to students and teachers in Saudi Arabia.

Answer keys for every activity together with complete audioscripts are provided for reference. The Teacher's Book also includes a Workbook answer key.



# Flying High and the Saudi English Language Framework

## LANGUAGE SKILLS

### Flying High 3

### Flying High 4

Unit Number															
1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
Lesson number															

## Listening

1 Understand the main idea and/or specific information in monologues or dialogues about familiar and less familiar topics	L1, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L2, L3, L4	L1, L4	L1, L2, L3	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L3, L4	L1, L3, L4	L1, L3, L4	L1, L3	L1, L2, L3, L4	L2, L3
2 Follow talks on topics which are reasonably familiar	L3	L1			L3			L1	L2	L1			L3			
3 Understand most interviews, news reports and documentaries broadcast on the radio or TV provided they are delivered in standard English	L3			L2, L3			L1	L3	L1	L1	L3	L1, L3	L1	L1	L2	L2
4 Understand instructions and announcements on a variety of topics provided they are delivered in standard English and at a normal pace		L4					L4						L3			
5 Identify a speaker's attitude, opinion and feelings	L1, L4			L3		L1, L2		L2	L2		L4	L4			L1, L4	L2

## Speaking

1 Communicate information in everyday situations fluently and accurately	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4
2 Manage less routine situations (check and confirm information, make a complaint, persuade, explain a problem, etc.)		L4	L2	L4	L4	L1, L4		L2			L3	L4		L3, L4		L1
3 Establish social contact in formal and informal situations		L4														
4 Give and follow detailed instructions and directions		L4				L4										
5 Initiate, maintain and close a conversation on familiar and less familiar topics												L4				
6 Logically link ideas by using a variety of connectors	L4															L1
7 Ask for clarification or elaboration to check understanding and fill in gaps in communication				L4												
8 Justify one's opinion by giving reasons, explanations and examples		L2				L1, L2	L1	L1, L2, L3	L2, L3	L1, L2, L3	L1, L3	L2	L1		L1, L2, L4	L1, L3, L4

9 Present a problem clearly, discuss it and make a decision by reflecting on advantages and disadvantages								L2, L3			L3					
10 Produce clear coherent speech: <ul style="list-style-type: none"><li>to describe experiences and events and stress their importance</li></ul>		L3	L2, L4	L3	L2	L2		L1, L3	L2, L4	L2	L2	L2	L2	L2, L3, L4	L3, L4	L1, L3, L4
<ul style="list-style-type: none"><li>to express and ask for opinion on topics of interest including abstract concepts (e.g. friendship)</li></ul>	L1, L2, L4	L2	L3	L3	L1, L2, L4	L1, L2, L3	L1, L2	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3	L1, L2, L3, L4	L1	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L4	L1, L3
<ul style="list-style-type: none"><li>to express and respond to a variety of feelings</li></ul>		L1, L2	L3			L1	L2	L2				L1			L1, L3	

## Reading

<b>1</b> Read independently, adjusting one's approach to the type of text and the purpose of reading	L1, L2, L4	L1, L2, L3, L4	L2, L3, L4	L1, L3, L4	L2, L3	L1, L2, L4	L1, L3, L4	L1, L2, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L2, L3, L4	L1, L2	L1, L2, L3, L4	L1, L2, L3	L1, L2, L3	L1, L2, L3, L4
<b>2</b> Understand the main points and specific information in factual texts on a variety of topics	L1, L2, L3, L4	L1, L2, L3, L4	L2, L3, L4	L1, L3, L4	L1, L2, L3	L1, L2, L3, L4	L1, L3, L4	L1, L2, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L2, L3, L4	L1, L2	L1, L2, L3, L4	L1, L2, L3	L1, L2, L3	L1, L2, L3, L4
<b>3</b> Understand facts, feelings and wishes in letters/e-mails	L3	L3, L4	L2, L3									L3					
<b>4</b> Understand the main points in newspaper and magazine articles on current affairs or topics of professional interest	L2		L2	L1		L2	L3	L1		L1	L2	L1, L2	L2	L2, L3, L4	L1, L3		
<b>5</b> Understand long and linguistically complex texts (including examples of contemporary literature) and locate specific information				L1?	L3	L1, L2	L3	L2	L1	L2	L1				L1, L3		
<b>6</b> Exploit verbal and non-verbal cues accompanying a text to facilitate comprehension		L3		L4	L2	L4								L2	L2, L3		
<b>7</b> Understand text cohesion		L1		L1					L2					L3		L1	
<b>8</b> Guess the meaning of unknown words							L3	L1			L1			L3, L4			
<b>9</b> Make inferences						L3	L3							L1, L2		L1, L2	
<b>10</b> Understand long, complex instructions related to topics of professional interest								L4									

## Writing

<b>1</b> Write clear detailed texts on a variety of topics which are relevant to one's interests, by linking a series of discrete elements	L3	L2, L3, L4	L1, L4	L1, L2	L1	L1, L3, L4	L2, L3, L4	L2, L3, L4	L4	L2, L3, L4	L3, L4	L2		L3	L1, L2, L4	L1, L4	
<b>2</b> Deal with specific aspects of writing (paragraphing, purpose, audience, register, cohesion, coherence)	L3	L3	L4				L2, L4	L2, L4	L4		L3, L4			L3	L4	L1, L4	



<b>3</b> Write notes and messages conveying simple information	L3, L4	L2, L3	L4	L1	L4			L2	L1, L3	L1, L2		L1, L2, L4	L4		L1, L3	L4
<b>4</b> Write formal and informal letters and e-mails (giving news, asking for and giving information, giving advice, expressing feelings, making suggestions, expressing opinion, making a complaint or a request, etc.)	L3	L3	L2												L1	
<b>5</b> Narrate a story			L1	L1, L2						L2						
<b>6</b> Write an essay or report (presenting one's ideas/arguments and justifying them)			L1, L4			L1	L1, L4	L2, L3	L4	L3, L4	L3, L4	L2		L3	L1, L4	L1, L4
<b>7</b> Write detailed descriptions of events and experiences			L1, L4	L2	L1		L2, L3			L2	L4			L3		
<b>8</b> Write a book review															L4	

## FUNCTIONS

### Flying High 3

### Flying High 4

	Unit Number															
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
	Lesson number															
<b>1</b> Discuss general truths, habitual actions, routines and current activities; distinguish between temporary and habitual/permanent situations		L3					L4		L2							
<b>2</b> Express possibility, necessity and absence of necessity		L2														
<b>3</b> Define and give information about people, places and things												L3				
<b>4</b> Ask for and give advice / warn		L2												L2		
<b>5</b> Discuss past habits and situations; narrate and sequence past events		L1	L2, L3				L3			L2						
<b>6</b> Express obligation and prohibition		L2														
<b>7</b> Link past and present time							L4		L2							
<b>8</b> Ask for, understand and give instructions/directions		L4				L4		L4							L2	
<b>9</b> Stress an action rather than the doer of the action													L2, L3			
<b>10</b> Refer to timetables, arrangements and intentions			L4			L3			L2		L2					
<b>11</b> Carry out transactions (e.g. at a hotel, airport, shop, etc.)				L4												
<b>12</b> Express uncertainty and ask for confirmation				L4												
<b>13</b> Express a promise, offer, request, warning, spontaneous decision											L2					
<b>14</b> Make deductions about the present and the past				L3												

15	Discuss future events; refer to actions that will be in progress at / completed before a particular time in the future					L2	L2, L3					L2				
16	Discuss conditions and their results (general truths, likeliness/unlikeliness); refer to unreal or imaginary situations in the present and the past			L2										L2, L3		
17	Express regret / criticism about present and past events/situations			L3												L2
18	Express wishes			L3												L2
19	Describe people/things/manner and make comparisons														L3	
20	Refer to number and quantity	L3														
21	Express opinion															L1
22	Express preference/feelings and make suggestions						L3					L4				
23	Express enthusiasm		L1				L3									
24	Report statements, questions and commands										L4			L4		
25	Discuss services/actions which one arranges to be done for one									L4						
26	Express contrast/antithesis, reason and purpose	L4				L3	L4									
27	Ask for information (informally and formally)				L4	L4										
28	Identify and specify people, places and things											L3				
29	Express familiarity with / acceptance of actions/situations									L4						
30	Discuss a range of familiar topics	L1, L2, L4	L1, L2	L1, L2, L3, L4	L2	L1	L2, L3	L1, L3, L4	L1, L2, L3	L1, L2, L3, L4	L1, L2	L1, L2, L3, L4	L3	L1, L2, L4	L1	L1, L3

## GRAMMAR

Key: U1L2 = Unit 1, Lesson 2	FHSA 1	FHSA 2	FHSA 3	FHSA 4	FHSA 5	FHSA 6
1 Present Simple – Time expressions			U3L4	U1L2		U1
2 Questions – Questions words – Indirect questions – Questions tags	U1L4	U1L3, U4L2, U5L4, U6L3	U5L4	U7L4		
3 Comparisons – Various forms of comparison ( <i>as &amp; adj./adv. &amp; as – not so/as &amp; adj./adv. &amp; as – less/the least &amp; adjective / adverb (comparative &amp; and &amp; comparative)</i> )	U2L3			U8L1		U4
4 Relative clauses – Defining and non-defining		U5L3		U4L3	U3	

<b>5</b> Articles ( <i>a/an/the</i> ) – Nouns ( <i>Countable &amp; Uncountable</i> ) – Quantifiers ( <i>some/any/no/(a) few/(a) little/much/many/a lot of</i> )			U1L3			U4
<b>6</b> Present Progressive – Stative Verbs – Time expressions			U7L4	U1L2		U1
<b>7</b> Adjectives – Adverbs of manner				U7L3		
<b>8</b> Past Simple – Time expressions			U3L4	U1L2		U1
<b>9</b> <i>Used to – Be/Get used to</i>	U1L3, U6L3	U7L3		U1L4		
<b>10</b> Past Progressive	U1L2		U7L3	U2L2		U1
<b>11</b> Present Perfect Simple – Time expressions	U4L2	U3L3, U4L3	U7L4	U1L2		U1
<b>12</b> Present Perfect Progressive – Time expressions		U3L2, U3L3				U1
<b>13</b> Modal verbs ( <i>must, have to, need, may, might, could, can't, should, ought to</i> ) – <i>would rather / had better</i>	U5L4, U7L3		U4L2, U4L3	U4L4	U1, U5	U1, U5
<b>14</b> Future Tenses (Future <i>will</i> , Future <i>going to</i> , Future Progressive, Future Perfect) – Time expressions – Time Clauses	U2L2, U3L2		U5L2, U6L2, U6L3	U3L2		U3
<b>15</b> Infinitive and <i>-ing</i> form	U5L2, U6L3	U6L2		U1L3		U1, U2
<b>16</b> Causative form	U7L2			U2L4	U2	
<b>17</b> Modal verbs + have + past participle			U4L3	U2L2	U5	U5
<b>18</b> Conditional Sentences (Zero Conditional, Types 1, 2 & 3)	U3L3, U8L3	U6L3	U3L2	U6L2, U6L3	U1, U5	U6
<b>19</b> Past Perfect Simple – Time expressions		U8L2	U7L3	U2L2		U2
<b>20</b> Clauses of Reason, Concession and Purpose	U5L3		U5L3, U6L4			
<b>21</b> Past Perfect Progressive – Time expressions		U3L2, U3L3				U1
<b>22</b> Reported Speech				U3L4, U6L4	U4	
<b>23</b> Passive Voice (Present – Past – Future)	U6L2	U2L2, U5L2		U5L2, U5L3	U2	
<b>24</b> <i>All / Both / Neither / None</i>			U1L3	U3L3		
<b>25</b> <i>Both ... and ... / Neither ... nor ... / Either ... or ...</i>				U3L3		
<b>26</b> Unreal Past	U8L3	U6L3	U3L2, U3L3, U4L2	U6L2, U6L3, U8L2	U5	U6

# Unit 1 Family, friends and colleagues

## 1 Brothers and sisters

### Aims Access (+ Activation)

#### Discourse objective

- Establish the unit topic: relationships

#### Language objectives

- Expose students to topic vocabulary through reading and listening
- Expose students to target grammar of the next lesson (present tenses and time)
- Review adjectives of personality and suffixes

#### Specific skills objective

- Develop speaking skills: giving personal details

### 1 Speaking and reading **D**

#### 1a

- Have the students look at the photograph and ask them what it depicts. Find out what they know about the Wright brothers.
- Ask them to tell you what they think is meant by *brothers in flight*.
- Elicit their definitions and ideas.

#### 1b

- Ask the students to read the article quickly to understand the gist.
- Get feedback and ask students to tell you why Orville would have been surprised by technological developments in his life time (e.g. the number and speed of developments).

#### Learner development

Whenever students read a text, ask them to tell you where they think the text came from, e.g. a newspaper, magazine, academic journal, etc. Encourage them to think about the formality and style of the text by looking at the way language is used. Ask them to point out any idioms, phrases, or connectors which provide clues to the level of formality.

#### 1c

- Put the students into pairs and ask them to read the instructions. Ask them to decide who will be Student A and who will be Student B.
- Student A fills in questions 1–4 and Student B fills in questions 5–8.
- Ask the students to ask and answer each other's questions to complete all the information in the chart. You might like to give them a short amount of time to do this. Remind them that they don't need to read the whole article again, but should scan for the information quickly.
- Check answers together. Encourage the students to read the sentence where they found the answer.

**ANSWERS:** 1 Wilbur 2 1892 3 They saw the importance of piloting skills. 4 Wilbur 5 Orville 6 Orville 7 Orville 8 Orville

### 2 Word builder: suffixes

#### 2a

- Write the words *respectable* and *responsible* on the board. Ask the students to quickly find them in the text and to tell you what they describe (Wilbur when he was a child).
- Underline the suffixes *-able* and *-ible*.
- Have the students work individually to write adjectives from the words in the box under the correct suffix. Remind them to write only adjectives describing people's character.
- Check the adjectives by asking the students to come up and write them on the board, asking for a definition of the adjective as they do so.

**ANSWERS:** -able: likeable, agreeable, dependable, reliable, sociable, knowledgeable (*considerable* is possible, but cannot be used for people)  
-ate: considerate, affectionate  
-ful: careful, thoughtful, playful  
-ible: sensible

#### Language help

Remind students about the changes in spelling when adding the suffixes *-able* and *-ible*. When the noun / verb ends in *-y*, it changes to *i* before the suffix, e.g. *reliable*, *identifiable*. When the noun / verb ends in *-e*, sometimes the *-e* is dropped, e.g. *sensible*, *lovable*, and sometimes it isn't, e.g. *likeable*.

#### 2b

- Put the students into groups of three to discuss which adjectives apply to them and which don't.
- Get feedback from the groups.

### Learning tip

- Draw attention to the *Learning tip* and ask the students to work in pairs to make as many words as they can from the base words *attract* and *practice*. Ask them to give you an example sentence using the word.

**ANSWERS:** attract: attraction, attractive, unattractive, attractiveness, attractively, unattractively  
practice: practical, impractical, practicality, practicable, practicability, practitioner

### Learner development

Encourage students to have a 'Word formation' section at the back of their notebooks where they make a note of different parts of speech under the headings *Verb*, *Noun*, *Adjective* (+ opposite), and *Adverb*.

## 3 Speaking and listening

### 3a

- Make sure that the students know the meaning of the word *siblings* (one's brothers and sisters). Ask them to speculate what the phrase *sibling rivalry* means (the competition for a parent's love, and for success and achievements between brothers and sisters).
- Put the students into pairs to discuss the questions.
- Encourage the students to think about their own personalities and how they differ from the personalities of their brothers and sisters (or in the case of an only child, from their peers / best friends).
- Get feedback from the class. Students can show photographs of their siblings around the class.

### ! Language help

*Sibling(s)* is a much more formal way of referring to one's brother(s) or sister(s). It is often used before another noun, e.g. *sibling rivalry*, *sibling affection*, etc.

### 3b

- Ask the students to tell you what *birth order* might refer to. Elicit the birth order of individuals who have brothers and sisters.
- Tell the students they are going to listen to the first question and answer of an interview with a family expert. He is talking about the birth order of siblings.
- Ask the students to make a note of why Dr Wong thinks birth order is so important.
- Play the first two parts of the conversation and elicit the answer.

**ANSWER:** Dr Wong thinks that birth order has a powerful influence on your personality and your life in the future.

### AUDIOSCRIPT TRACK 2

**Brad Carver:** Today, I'm interviewing Dr Alan Wong about the importance of birth order. Dr Wong, you believe birth order is a key factor in our lives, don't you?

**Dr Wong:** Yes, I think birth order has a powerful influence on the kind of person you will be, the kind of people you spend time with, and the type of occupation you would consider taking up.

**Brad:** OK. I'm the first-born in my family. What are the typical characteristics of first-born children?

**Dr Wong:** OK. First-born people are typically perfectionist, reliable, and conscientious. They are usually serious, critical, loyal, conservative, and independent. And they dislike confrontation – they will always try to avoid arguing, instead preferring to work out problems through discussion. Leadership is a common quality: fifty-two percent of American presidents were first-borns. It's very similar for only children.

**Brad:** But why are first-borns like this?

**Dr Wong:** Well, the first baby is a big thing for parents, and they overdo things. As adults are the only role models, first-borns and only children often become 'little adults' as children.

**Brad:** What about middle children?

**Dr Wong:** Second-born children use the first-born as a role model. They may try and compete with the older brother or sister or want explanations of their parents' decisions and expectations. But the reference is always the first-born. Parents are more experienced and knowledgeable with their second-born, so these children may often feel 'not special' or 'not respected'.

**Brad:** And finally, youngest children.

**Dr Wong:** Yes, youngest children tend to be affectionate, uncomplicated, and a bit absent-minded. But that doesn't mean that people stop seeing them as outgoing or charming. The baby of the family is also the one who wants attention, who makes people laugh. They are also more sociable and agreeable, more open to innovation. They're also more rebellious – perhaps even more so than the middle child. Leon Trotsky and Thomas Jefferson were both last-borns.

**Brad:** Fascinating. But surely there are other factors involved in addition to this.

**Dr Wong:** Yes, there are. A child's order of birth is only an influence. Each child is unique and may or may not show the characteristics we've described.

### 3c

- Ask the students to look at the mind maps. Elicit what part of speech they will need to write on each line (an adjective).
- Play the whole recording while students complete the information.
- Check answers.

**ANSWERS:** 2 reliable 5 critical 6 loyal 8 independent 10 special 11 respected 13 uncomplicated 16 sociable 17 agreeable

### 3d

- Put the students into groups to discuss the questions.
- Give students some time to compare their ideas with other groups.

### Workbook D

Have your students work through the exercises on pages 4 and 5. Answers on page 82.

## 2 A friend in need

### Aims Analysis (+ Activation)

#### Discourse objective

- Develop the unit topic: successful friendships

#### Language objectives

- Review present tenses and time
- Review of stative verbs

#### Specific skills objective

- Develop listening skills: note-taking
- Develop reading skills: matching headings to paragraphs

### 1 Speaking

- Have the students read the lesson title and ask them if they can complete the saying (A friend in need *is a friend indeed*).
- Put them into small groups and ask them to discuss the meaning of the saying, and whether they agree.
- Monitor the conversations, making a note of any key points.
- Go through any language points you made a note of while monitoring.

### 2 Listening and speaking

#### 2a

- Tell the students that they are going to hear a conversation between two brothers, Sami and Jasim, talking about friendship.
- Ask the students to read the alternative a) and b) and check their understanding of the word cynical. Ask them to tell you if they are in favour of friendship or are *cynical* about it.
- Play the recording and have them match the opinion with the person.
- Ask them to paraphrase what they heard on the recording that helped them to find the answer.

**ANSWERS:** 1b (Jasim says *'I don't know what I would have done without him.'* *'He's helped me through bad times.'*) 2b (Sami says *'I've been let down too many times.'* *'I don't want to feel I owe people things.'*)

#### AUDIOSCRIPT TRACK 3

**Sami:** Well, thanks, Jasim. This is a great restaurant. I'm really enjoying my meal.

**Jasim:** No problem. I thought it would be nice to see you before I go on vacation.

**Sami:** You're going with Saeed, aren't you? You two are really close.

**Jasim:** Yes. He's been a really good friend to me over the years. I don't know what I would have done without him. He's helped me through bad times, and we've had a lot of laughs together. You don't have any really close friends, do you Sami?

**Sami:** No, I don't. I find it really difficult to get close to people. I suppose I don't trust them very much.

**Jasim:** Don't say that, Sami. I remember when you were a kid you had loads of good friends at school.

**Sami:** Well, that was then and this is now. I guess I've been let down too many times.

**Jasim:** Perhaps you expect too much of people?

**Sami:** I don't think so. I suppose I'm a bit selfish. I prefer my own company, and I don't want to feel that I owe people things. Except for you of course! I owe you for this meal! When you get back I'm going to buy you the best meal in town.

**Jasim:** Oh, Sami! It was my pleasure and honour. What I think is ... that underneath that hard exterior, you're a very caring guy! And thanks again for the book.

#### Learner development

Always ask the students to justify their answers when they do a listening task, by paraphrasing what they heard on the recording.

#### 2b

- Have the students make two columns in their notebooks with the headings 'For' and 'Against' at the top.
- Play the recording again for them to take notes in the appropriate column based on what they hear.
- Invite the students to come and write their answers in the columns on the board.
- Encourage them to add any other ideas of their own.

**ANSWERS:** For: friends help you through bad times; you can have fun with them.  
Against: friends sometimes let you down; you owe things to friends.

#### 2c

- Put the students into small groups and give them some time to discuss their feelings on friendship.
- Elicit feedback and find out if the group is generally more like Jasim and optimistic about friendship, or more like Sami and cynical.

### 3 Grammar builder: present tenses and time – general uses and special cases

#### 3a

- Remind students of the difference between the present simple and the present continuous. Ask them to tell you when we use

the present simple (uses a, b, c, d, i) and when we use the present continuous (uses e, f, g, h).

- Ask them to give you some example sentences for each of these general uses and invite them to write them on the board.
- Students then work individually to underline the verbs in the sentences and to match them to the different uses.
- Check answers.

**ANSWERS:** 2 play, i 3 boils, d 4's raining, h 5 leaves, c 6 are ... arguing, e 7's seeing, g 8 take, pick up, a 9're staying, f

### Language assistant

- Ask the students to read the *Language assistant*. Explain that the time expressions with *for* and *since* are used with the present perfect, e.g. *They have lived here since 1989 / for 20 years.*

### Language assistant

- Ask the students to read the second *Language assistant*.
- Ask them to tell you the other 'stative' verbs they know and write them on the board (*think, know, believe, feel, sense, love, hate, like, taste, see, hear, imagine*).
- Remind them that 'stative' verbs are usually connected to senses, thoughts, and feelings rather than actions.
- Demonstrate that some 'stative' verbs can be used in the continuous form, but their meaning changes, e.g. *I feel uncomfortable.* (= a sense of being uncomfortable) *I am feeling this material to see what it is.* (= touching with my hands)

### 3b

- Ask the students to look at the 'special cases' and to correct the sentences individually. Remind them to refer to the explanations from the *Language assistant*.
- Put the students into groups and ask them to discuss why the sentences are incorrect.
- Elicit answers, pointing out any common errors where necessary.

**ANSWERS:** 1 I can smell something burning. Is the oven on? (*Smell* is a sense and is often used with *can* to describe something that is happening now.) 2 We like rally racing, but it's a little bit loud. (*Like* is a 'stative' verb and isn't normally used in the continuous form.) 3 I thought he'd left the country! I must be seeing things. (The continuous form is used here and changes the meaning of the verb *see*. Here it means 'imagining', rather than seeing with my eyes.) 4 That man looks just like my father, the one over there who is looking at his watch. (*To look like* means 'to resemble' and can't be used in the continuous form, whereas *to look* isn't a 'stative' verb and so it can be used in the continuous form to describe something happening now.) 5 Can you turn the light on? I can't see. (*See* is a sense and is often used with *can* to describe something that is happening now.)

## 4 Reading and speaking

### 4a

- Tell the students that they are going to read an article about the important factors in a friendship.

### Learner development

You might want to ask students to brainstorm what they expect to read about in the text. Draw a mind map on the board. Write in the central box 'Important factors in successful friendships'. If your class is very imaginative, they might be able to develop the rest of the mind map, but if not, you could provide four further 'branches' with the headings *Beliefs, Communication, Interests, and Decision-making*. Invite students to add notes around the headings and then to discuss their ideas.

- Ask them to work individually to match the headings to each paragraph. Remind them to underline sentences in the article which acted as 'clues'.

**ANSWERS:** a2 b4 c1 d3

### 4b

- Ask the students to tell you what the most important factors in a friendship are, according to the article (similarity in beliefs and interests).
- Have them read the article again and answer the comprehension questions. You might want to suggest that students read through the questions first so that they know what information they need to be looking for within the text.
- Let the students check answers in pairs and then check answers together. Remind students to underline where they found the answer and to justify their answers by reading or paraphrasing from the text.

**ANSWERS:** 1 When both friends feel that they are getting something out of a decision. 2 They might feel unhappy because the friendship isn't equal or balanced. 3 By honestly and openly expressing feelings and thoughts. 4 Those which directly relate to the friendship such as recreational interests or career interests. 5 The main point of the article is to show that similarity between two people increases happiness in all the important areas of a friendship.

### 4c D

- Put the students into small groups and ask them to talk about friendships they know and why they are successful or unsuccessful. Ask them to think about whether they agree that people who are similar are more likely to form good friendships.
- Monitor the conversations, making a note of any key points.
- Have each group report back to the whole class on what they discussed.
- Go through any language points you made a note of while monitoring.

### Workbook D

Have your students work through the exercises on pages 6 and 7. Answers on page 82.



# 3 Working relations

## Aims Analysis (+ Access + Activation)

### Discourse objective

- Develop the unit topic: communication skills

### Language objectives

- Review verb complementation: verb + infinitive / gerund
- Expose students to vocabulary related to gesture, posture, and voice

### Specific skills objectives

- Develop listening skills: listening for specific information
- Develop reading skills: multiple choice questions

## 1 Word builder: words for gesture, posture, and voice

### 1a

- Ask the students to read the title of the lesson and to tell you what is meant by working relations (the relationships that people have with their colleagues).
- Check the students' understanding of the words *gesture* (a movement made with the hands) and *posture* (the way a person sits or stands).
- Ask the students to look at the list of verbs and to look up any unfamiliar vocabulary in a dictionary.
- Students then work individually to complete the table.
- Let them check answers in pairs and decide together if the words convey a positive, negative, or neutral meaning. Then discuss how gestures, postures, and sounds may convey different, or even opposite meanings in different cultures.
- Check by putting the words on the board. Ask students to justify their answers with examples.

### Additional E

Invite students to demonstrate each of the actions to you. You could also put students into pairs and ask them to choose an action to demonstrate to their partner for them to guess the word.

**ANSWERS:** (P = positive, NE = negative, N = neutral)  
 Body: slouch (NE), lean (N), shake (N)  
 Voice: shout (N / NE), shake (NE), whisper (N), laugh (P)  
 Face: frown (NE), smile (P), grin (P), stare (NE), glare (NE), yawn (N), laugh (P)  
 Hands: wave (P), point (N / NE), shake (P)  
 Head: nod (P), shake (N / NE)

### 1b

- Students then work together in pairs to choose the best word in each sentence.
- Check answers.

**ANSWERS:** 1 nodded 2 glared 3 slouching 4 frowning  
 5 whispered

## 2 Speaking, writing and listening

### 2a

- Elicit one or two ideas about the kind of factors that can interfere with effective communication.
- Put the students into small groups to discuss other factors. Remind them to make a note of their ideas.
- Elicit feedback.

### 2b

- Tell the students that they are going to hear a training session on communication. Ask them to speculate about where someone might be if they were listening to a training session (on a training course for work).
- Ask the students to read the points a–f so that they know the kind of information they will need to listen for. Ask them what they notice about the points (they are all things which can interfere with effective communication).
- Play the recording and then check answers.

**ANSWERS:** a1 b5 c6 d4 e2 f3

### AUDIOSCRIPT TRACK 4

**Consultant:** Now, as you know, we are currently looking at ways to improve communications within the organization. Today we're going to examine the main barriers to effective communication. What are the most common barriers to effective communication? First, there are differing perceptions. People with different backgrounds of knowledge and experience often perceive the same phenomenon from different perspectives. In other words, financial people will tend to look at something from a financial point of view, salespeople from a sales point of view. What other things might threaten to interfere with communication?

**Man 1:** Well, language itself can be a problem. I mean, you might not understand the language that is being used.

**Consultant:** Yes, language differences are often related to differences in individual perceptions. Many different meanings can be assigned to some words – many common words in English can have up to 28 definitions each. Another barrier to communication is jargon – specialized terms associated with different areas of work. What else?

**Man 2:** I think noise is a problem. In the production area, the noise really interferes with communication, and we often avoid talking altogether or, when we do talk, we have to repeat things several times.

**Consultant:** Yes, that's a good point. Noise frequently interferes with communication, and it's difficult to totally eliminate noise. You could try moving to a quiet area, or if possible, turning off the noisiest machines.

**Man 1:** A bad telephone line is the same sort of thing.

**Consultant:** That's right. Another factor for us to consider is emotional reactions. If we are angry, defensive, jealous, or afraid, this can influence how we understand messages and how we respond.

**Man 2:** So, we need to start being aware of how people are feeling emotionally.

**Consultant:** Yes, and get them to begin to talk about how they're feeling if it's a problem. Another factor is non-verbal communication. We're used to thinking of communication as verbal, but the messages we send and receive are strongly influenced by non-verbal factors. I'm thinking of gestures, body movements, posture, and facial expressions.

**Man 1:** So we send messages in a lot of different ways.

**Consultant:** That's right. Finally, distrust is a key factor in the effectiveness of communication. This is directly related to the credibility of the sender of the message.

### 2c

- Students now listen to the recording again to answer the comprehension questions.
- Give them a short time to read the questions so that they know what information they need to listen for.

**ANSWERS:** 1 Because they see it from different perspectives. 2 Because many words in English have different meanings which may be understood differently, and because of the use of jargon. 3 Move to a quiet area. Turn off noisy machines. 4 The way we feel can affect how we understand the message. 5 Gestures, body movements, posture, and facial expressions.

## 3 Grammar builder: verb complementation – verb + infinitive / gerund

### 3a

- Explain that verbs can sometimes be followed by an infinitive (with *to*) or sometimes by a gerund (verb + *-ing*).
- Demonstrate this on the board with the following pair of examples:  
*Jenny offered to help wash the dishes.*  
 NOT *Jenny offered helping wash the dishes.*  
 So, *offer to do something* is the structure to learn.  
*Greg suggested taking an umbrella.*  
 NOT *Greg suggested to take an umbrella.*  
 So, *suggest doing something* is the structure to learn.
- Focus students' attention on the sentences. Ask them to work individually to write the correct form of the verb in parentheses.
- Check answers.

**ANSWERS:** 1 to resign 2 working 3 feeling / to feel 4 to agree 5 typing

- Then explain that sometimes a verb can be followed by both the infinitive and the gerund without a change in meaning.
- Ask the students to tell you which verb from the example sentences can be followed by both (start: *start to do something* and *start doing something* mean the same thing).
- Elicit any other verbs they know which can be followed by the gerund or the infinitive (*love, like, begin, prefer, (can't) bear, continue*).

### 3b

- Explain that sometimes a verb can be followed by an infinitive or a gerund, but that the meaning changes significantly.
- Put the students into pairs and ask them to match the options to the infinitive or gerund.
- Check answers and ask the students to explain the difference in meaning.

**ANSWERS:** 1 stopped to listen, a (We stopped what we were doing to listen to the boss.) stopped listening, b (We were bored by what the boss was saying so we stopped listening.) 2 try to open, a (It might not be possible to open the window, but Karim wants to try.) try opening, b (Karim suggests opening the window as a solution.)

### Language assistant

- Ask the students to read the *Language assistant*. Encourage them to make a note of word patterns like this when they come across them.



### Language help

You might want to point out that the difference in meaning is usually about the actual and the potential.

Verb + *-ing* = something happens and then there is mental activity, e.g.

*Peter remembered locking the door.* (Peter locked the door and THEN remembered having done it.)

Verb + infinitive = mental activity before a future event, e.g.

*Peter remembered to lock the door.* (Peter remembered he had to lock the door BEFORE he did it.)

## 4 Reading and speaking **D**

### 4a

- Ask the students to tell you what they think makes a good communicator.
- Have the students read the quiz and answer about themselves.
- Have them read the *Scores*.

### 4b

- Put the students into pairs or small groups to discuss the questions.
- Monitor the conversations, making a note of any key points.
- Have each group report back to the whole class on what they discussed.

### Workbook **D**

Have your students work through the exercises on pages 8 and 9. Answers on page 82.

# 4 Saudi Arabia and the World: Family relations

## Aims Activation

### Discourse objectives

- Develop the unit topic: families and talking about the past

### Language objectives

- Focus on *used to* and *would* for repeated actions in the past
- Review family vocabulary

### Specific skills objectives

- Developing reading skills: reading a family tree; reading an autobiography
- Developing listening skills: note-taking
- Developing speaking skills: talking about your family in detail, conducting research
- Developing writing skills: writing a report about life in the past

## 1 Family trees **D**

- A family tree is a particular type of reading text and students need to be taught to be able to read one. If they have not encountered family trees before then teach them the basics. For example, 'm' = married; the level at the top = grandparents; middle level = parents; lower level = children.
- Point to either Reema or Ahmed. Ask a confident student *Who is Reema's brother?* (Yaser); *Who is Reema's mother?* (Tala); *Who is Reema's Grandmother?* (Deema).
- Model the questions for all the different members of the family, e.g. *Who is Ahmed's cousin / maternal uncle / paternal auntie?*
- In pairs students pretend they are either Reema or Ahmed and do the exercise. Go round monitoring that students understand the meaning of the names of all the members of the family.

## 2 Speaking **D**

- Introduce the activity by establishing the difference between 'close' (or *nuclear*) family and extended family. Be sensitive to different students as some students may have nuclear families which do not consist of mother / father / brothers and sisters, for example grandparents or aunties / uncles may have taken on the roles of parents or main guardians, or alternatively some students may live with the extended family.
- Go through the words and phrases in the two boxes (for exercises 1 and 2). Write the following sentences on the board and ask a few students to complete them for their own family: \_\_\_\_\_ is my auntie on my mother's side. \_\_\_\_\_ is my paternal aunt.
- Students do exercise 2. Go round monitoring and making sure that students understand that they should distinguish between *nuclear / close family* and *extended family*.

## 3 Listening and speaking

### 3a

- Introduce the reading by asking students to think about what life was like in the 1950s. Go through the different categories (*housing, transport, etc.*) and make sure that students understand the meaning of the words before they talk in groups.

### 3b

- Write the introductory / gist question on the board. Play the recording through once, asking students to listen only to answer the gist question.

**ANSWER:** She grew up in Makkah in the 1950s.

### 3c

- Students copy the table into their books. Remind students that notes are not sentences; they are simply a few words to remind them of the information. To underline this point tell students that you will get feedback orally after listening. Students should be able to use their notes as prompts so that they can answer your questions.
- Play the recording, pausing after each paragraph to allow students time to write notes in the table.
- Elicit feedback, asking students orally to check answers.

**ANSWERS: Family:** lived with parents and grandparents  
**House:** apartment with two floors, women's floor had a balcony – very hot in summer  
**Electricity / water:** had electricity and water, ceiling fans but no AC, many power cuts and taps stopped running frequently  
**Household chores:** washing by hand  
**Entertainment:** clapping games, reading, playing tag in the garden

## AUDIOSCRIPT TRACK 5

I grew up with my family in an apartment in Makkah in the 1950s. I was one of three children and we lived with my parents and my grandmother and grandfather. The apartment had two floors and there was a balcony on the women's floor with an intricate grille and a curtain – I remember we used to sit there and look out onto the street without being seen.

Our apartment had electricity – which was unusual at the time. So we had light and there were ceiling fans, but no AC of course. The apartment used to get intensely hot in the summer so my sister and I used to play tag in the garden of the apartment block under the shade of the palm trees.

We also had a bathroom and running water but there were power cuts and also the taps used to stop running frequently. No water was a big problem – especially on washing days when we had to wash every sheet and sock and headscarf by hand.

There was no TV – that wouldn't come for another twenty years or so in our house – but we would pass the time by reading and playing clapping games with other little girls in the neighbourhood.

## 4 Reading

- Make sure students understand the word *autobiography*. Preteach the words *hopscotch*, *huge array*.
- Students read the extract silently and complete the table with their notes. Tell students that this time you will take in the table to ensure they are making notes and not writing sentences.
- Get feedback from the students for each column of the table, asking a direct question each time: *What was the transport like? What was the shopping like?* etc.

**ANSWERS: Transport:** no car, used to walk, not many roads  
**Shopping:** went to the market for everything, looked beautiful  
**Entertainment:** invited neighbours to house for cakes and pastries, played hopscotch **Days out:** Fridays went to Grand Mosque, got ice cream afterwards

## 5 Grammar builder

## Language assistant

- Ask students to read the *Language assistant*. Write the example sentences on the board and go through how the sentences are formed: *used to* + infinitive; *would* + infinitive. Make sure students understand that *used to* shows that someone did something regularly or that something happened repeatedly.
- Ask students to identify uses of *used to* and *would* in the reading passage, e.g. *We used to walk to school; my grandfather used to walk us to school; we would take the bus; we would go to the market; the neighbours used to often come to ask if we were doing well; we used to go to the Grand Mosque; we used to get ice cream afterwards.*

## 5a

- Students match the beginning to the end of each sentence. Elicit feedback and write the full sentences on the board.

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

## 5b

Introduce the exercise by writing the example sentence on the board. Then ask students to talk about things they used to do when they were little. Go round monitoring making sure that students are using *used to* and *would*.

## 6 Speaking and writing

## 6a

- Tell students that they are going to write a report on what life was like for their grandparents, using the same headings as in the reading and listening.
- Tell them that they must prepare for the report by interviewing their grandparents, or other people they know who lived in the 1950s (or before), e.g. older aunts and uncles or acquaintances.
- In pairs students think of at least twenty questions they think they would like to ask – using the words in the box as prompts and also thinking about the headings that are listed. Make sure students understand that they can write the questions in English but they will have to ask their grandparents about their lives in the language that their grandparents speak, e.g. *Where did you live? What did you do for entertainment? What about electricity and water? What people did you see regularly? How did you do the washing? Where did you live? How did you get to school / to the doctors / to the market?* etc.
- Tell students to choose the best five to eight questions from their long list of questions. They should interview their grandparents in their mother tongue for homework and make notes while their grandparents speak.

## 6b

- Students should translate their notes and write their report about what life was like for their grandparents in class the next day.

# Unit 2 The best of the past

## 1 Local shop versus supermarket

### Aims Access (+ Activation)

#### Discourse objective

- Establish the unit topic: the best of the past

#### Language objectives

- Expose students to target grammar of the next lesson (the past)
- Expose students to topic vocabulary through reading and listening

#### Specific skills objective

- Develop speaking skills: giving personal opinions / finding information about attitudes towards shopping habits

### 1 Speaking

#### 1a

- Ask the students to tell you how they think shopping habits have changed over the last twenty-five years.
- Have the students read the lesson title and ask them to identify the shops in the two photographs (supermarket and local shop).
- Put the students into pairs. Give the pairs a short time to discuss the questions.
- Get feedback from the pairs.

#### Learner development

Before students read the article, you might want to talk about ways of recording vocabulary. Remind them that a good system, such as recording vocabulary according to lexical area or subject, will make it easier for them to access vocabulary when they need to.

Other useful systems include:

- underlining or highlighting new words in a text and keeping lists of texts and topics
- keeping wordlists and going through them regularly (in alphabetical order, lexical sets, etc.)
- recording words, definitions, examples, and translations
- labeling items on a sketch or simple drawing.

### 2 Reading and speaking

#### 2a

- Ask the students to read the title of the article. Ask them to predict what the article is about, possibly by completing the question 'Is it too late to save them?'
- Have the students read sentences 1–5.
- They then read through the article carefully to find the factual mistakes and correct them.
- Ask them to tell you where they might expect to read an article like this (in a newspaper).
- Encourage them to underline where they found the words in the article which helped them.
- Let them check in pairs before checking answers together.

**ANSWERS:** **1** They are not taught about traditional shops. ('... many young urban dwellers scarcely know the meaning of these words.) **2** They are selling their shops, not diversifying. ('... their premises are being taken over by other fast food chains and international coffee shops.) **3** Correct **4** Correct **5** It may not be too late to save small shops. ('... we may yet be able to put a halt to the inexorable decline of the small local shop.')

#### 2b

- Put the students into small groups to discuss the questions.
- Monitor the conversations, making a note of any key points.
- Have each group report back to the whole class on what they discussed.
- Go through any language points you made a note of while monitoring.
- Get feedback from the class.

### 3 Speaking, writing and listening **D**

#### 3a

- Put the students into pairs to discuss and make a list of the advantages and disadvantages of small, local shops.

#### Language help

A *sociologist* is an academic who studies society, the way it is organized, and the way people behave in relation to each other. The scientific study of society is called *sociology*.

#### 3b

- Tell the students they are going to listen to part of a radio show about patterns of shopping. They should check the points made against their lists and note any other points.
- Play the recording and ask students to check their lists.
- You may need to play the recording again so that students can check all the points.
- Elicit feedback about the points that the sociologists make.

**ANSWERS:** Against small shops: less choice of products, less competitive prices, problems with car parking, seasonal vegetables not available all year round, not always open at convenient times. For small shops: a focus for the community, more friendly, more choice of outlets.

**Teaching tip** When you're playing a recording that requires students to take notes or answer questions while they are listening, always stop the recording at the relevant points to allow them to write. It is useful to mark these points on the audioscript before the lesson.

### AUDIOSCRIPT TRACK 6

**Interviewer:** Today on 'Culture and Change' our guests are sociologists Dr Lawrence Haines and Dr Robert Woods. Our topic is 'the small shop versus the supermarket'. The rise of the supermarket began in the 1960's and 1970's and continued until, today, they now have a stranglehold on the retail sector. A good or a bad thing? Dr Haines?

**Dr Haines:** Oh, a good thing, without a doubt. For a start, choice. Supermarkets now offer the choice of up to 40,000 lines – everything from economy to more expensive products at competitive prices. They provide free car-parking, home deliveries and internet shopping. And you can get seasonal vegetables all year round.

**Interviewer:** Dr Woods. I take it that you would not agree with Dr Haines?

**Dr Woods:** No, I certainly would not. Supermarkets have undermined the very fabric of our society. Local shops provided a focus for the community, a friendly face who knew the customers. Now we are actually denied choice – the only option being the socially sterile atmosphere of the super store. For some people, the elderly and the lonely, the visit to the shop is their only point of social contact.

**Dr Haines:** I see Dr Woods' point. But society has changed – for better or for worse – and there's no going back. In so many households now people are very busy. They don't have time to wander round the local shops – they need the facility of getting everything in one place, often in the evening after work, at times that the small local stores wouldn't have been open.

**Interviewer:** Let's get onto that major revolution, internet shopping, which large stores can provide but small shops can't ...

### 3c

- Students work in pairs to discuss.

**PROBABLE ANSWER:** Dr Haines probably approves of internet shopping, Dr Woods probably does not.

## 4 Speaking and writing D

### 4a

- In pairs, students write their questionnaires. They should include the shopping habits of their own generation, their parents' and grandparents'.
- Monitor the questionnaires and check for accuracy.

### 4b

- Students conduct their survey around the class. One student may ask the questions while the other records the answers.

### 4c

- Students then work together to write up the results of their survey.

### Workbook D

Have your students work through the exercises on pages 10 and 11. Answers on page 82.

### Preparation

Ask the students to use the internet or an encyclopaedia to find out what they can about Paul Revere.



## 2 Heroes past and present

### Aims Analysis (+ Access + Activation)

#### Discourse objective

- Develop the unit topic: heroes past and present

#### Language objectives

- Review ways of talking about the past
- Further exposure to topic vocabulary through reading and listening

#### Specific skills objectives

- Develop reading skills: scanning for specific information
- Develop speaking skills: formal discussion on heroes from the past
- Develop writing skills: writing a story for a history magazine

### 1 Reading and listening

#### 1a

- Ask the students if any of them have heard the story of Paul Revere's Ride.
- Remind them as they listen to make a note of who Paul Revere was and why he was a hero of the American Revolution.
- Play the recording and see if the students can answer the questions.
- Put the students into pairs and give them a short time to discuss what they know about Paul Revere and to share any information they found out about him before the lesson.
- You might want to play the recording a second time for students to listen.

#### AUDIOSCRIPT TRACK 7

see SB p. 16 ex. 1a

#### 1b

- Students now read the text and check their answers.
- Ask them to talk about any heroes they know and admire.
- Encourage them to talk about people they know who might not be conventional heroes, but who put good causes before personal gain.

**ANSWERS:** Paul Revere was an artist, silversmith, and revolutionary. He warned the American leaders that the British were coming, giving them time to prepare a counter-attack.



#### Language help

A *silversmith* is someone who makes items out of silver. You might want to point out other jobs that contain the word *smith* to students. These include:  
*goldsmith* = a person who makes items out of gold  
*blacksmith* = a person who makes horseshoes  
*locksmith* = a person who makes locks and keys

#### 1c

- Ask the students to read the instructions and the statements so they know what they have to do.
- Remind them that they will be scanning for information, but that they don't need to read every word of the text again.
- You might like to do the first statement together to check their understanding of the task.
- Remind students to underline the words or phrases they find.

**ANSWERS:** 1 '... there was a rumor that the British were going to attack that night.' 2 '... he had warned the leaders and prevented a surprise attack on American troops near Boston.' 3 'We tend to think of revolutionary heroes as people who fought to free their countries from oppressive governments in the 18th and 19th centuries.' 4 '... but in more recent history there have been people who fought for other causes.'

#### Learner development

Ask students to choose five words or phrases from the text that they would like to learn. Put them in pairs for them to compare their words and discuss how they are going to record and learn them. Encourage them to use this new vocabulary in the writing task for this lesson.

### 2 Grammar builder: the past

- Ask the students to read the information about past forms.
- Encourage them to give you one more example sentence for each of the forms and write them on the board.
- Remind them that past forms are used in different ways in a narrative. Elicit what the *setting* of a narrative is (the part of a story which establishes the background details or 'sets the scene' such as 'It was a dark and stormy night ...').
- Students then work individually to match the sentences from the reading to the past forms.
- Let them check in pairs before checking answers as a class.

#### Additional E

You might want the students to work together in pairs to write the first paragraph of a story or an account of events using the different tenses. Have the pairs read out the paragraphs for the rest of the class to point out the past forms and their uses. Correct any common errors.



ANSWERS: 1 1c 2 1b 3 2a 4 2b 5 3b

**Learning tip**

- Before students do the writing task, remind them of some of the conventions of narrative writing. Draw their attention to the *Learning tip* at the bottom of the page and have them read the information. Remind them to:
  - keep their story simple and the number of characters to a minimum
  - use descriptive language
  - follow the instructions they are given
  - think about their target audience (in this case, the readers of a history magazine)
  - give their story a title – every story should have one!

**3 Speaking, writing and reading****3a**

- Elicit the names of heroes from the past. You might want to have made a note of one or two of these before the lesson, in case students can't think of any.
- Talk about why they are considered to be heroes.
- Put the students into small groups to talk about any modern-day heroes.
- Get feedback from the groups and write their suggestions on the board.
- Encourage students to talk about the hero who had the greatest impact on Saudi Arabia's history.

**Teaching tip** Before students begin a writing task, always make sure that they are aware of who their target audience is. Ask them who they are writing for and why. Remind them that it is the reader of their piece of writing who they should always have in mind as they write.

**3b**

- Ask the students to read the instructions.
- Elicit who they need to imagine will be reading their story (readers of a history magazine).
- Give students a short time to answer the questions and take notes.
- Monitor what they are doing and ask students to tell you the answers to some of the questions. Elicit the tenses that they will be using for different parts of the narrative.

**Alternative:** You might want students to work together in pairs to take notes about a story.

**3c D**

- Students then work in pairs to discuss their ideas.
- Explain that they should take it in turns to ask and answer questions about the plot and the characters.
- Remind students that they should feel free to make suggestions about how the story could be improved. Refer them to the *Learning tip* for guidance.
- Monitor the discussions, making a note of any key points.
- Have each pair report back to the whole class on what they discussed about their stories.
- Go through any language points you made a note of while monitoring.

**! Language help**

You might want to remind students about the different ways of making suggestions in English. Write the following structures and examples on the board for them to refer to when they do exercise 3c:

*I suggest + (that) + clause, e.g. I suggest (that) you have fewer characters.*

*I suggest + -ing, e.g. I suggest having fewer characters.*

*I suggest + noun, e.g. I suggest fewer characters.*

**3d**

- Students then work individually or in pairs to write their story for the competition.
- Remind them that they should be writing about 150 words and that they shouldn't put their name on their story.
- Encourage them to think of a suitable title for their narrative and to refer back to the Grammar builder for help with using past forms.
- When the students have checked their stories, put them on the wall and invite the rest of the class to read them and vote on the one most likely to win the competition.
- Remind them to justify their opinions with reasons.

**Alternative:** You might want to ask the students to finish their stories for homework. When you collect them at the start of the next lesson, have them photocopied and distribute copies to the class for them to read and vote on.

**Workbook D**

Have your students work through the exercises on pages 12 and 13. Answers on page 82.

# 3 Viewpoint

## Aims Analysis (+ Access + Activation)

### Discourse objective

- Develop the unit topic: comparing city life, past and present

### Language objectives

- Clarify use and non-use of the definite article
- Further develop techniques for recording topic vocabulary
- Present vocabulary related to city life

### Specific skills objectives

- Develop speaking skills: comparing and contrasting photographs
- Develop writing skills: writing an article about life in the past

## 1 Listening

### 1a

- Ask the students to look at the two photographs and to compare and contrast what they can see.
- Encourage them to speculate about what life might have been like in the past. Ask if any of them know which city the photographs were taken in (London).
- Tell students they are going to listen to a lecture. Ask them to speculate what the lecture might be about. At this point, accept all of their suggestions and write them on the board.

### Learner development

When students are asked to compare and contrast photographs, there are certain phrases that they can use. Write the following on the board for the students to refer to before they do exercise 1a:

*This is a photograph of ... whereas this is a photograph of ...*  
*One of the main differences / similarities between the photographs is (that) ...*  
*In this photograph, the people / buildings / weather, etc. are ... but in this one, the people / buildings / weather, etc. are ...*

Remind students that it is a good idea to give some personal opinions about what they can see in the photographs when they have finished comparing and contrasting them and to give reasons for their opinion. For example:

*I think that life must have been harder / easier for the people in this photograph, because ...*

### 1b

- Play the recording for students to check their answer.
- Ask them to tell you whether the speaker thought that life was better or worse in the past. Encourage them to paraphrase what they heard on the recording.
- Encourage them to say whether they agree with the speaker or not and to give reasons for their opinions.

**ANSWERS:** The lecture is about life in Victorian London. The speaker thinks that life was probably worse.

### AUDIOSCRIPT TRACK 8

**Lecturer:** Many people think it would have been nice to live in another century – less stress, less pollution, more time

for leisure, etc. But what was life really like, for example, in the mid-nineteenth century? Let's take London as an example. If you think it was a small, clean city, you'd be very much mistaken. The interesting thing is that London was already one of the biggest cities in Europe, and it had all the problems and none of the conveniences of big cities today. Of course, there weren't any cars yet, but even so, traffic was a problem. There were thousands of carts, horse-drawn carriages, and delivery wagons on the streets, and no traffic laws!

The city was terribly dirty. Many of the streets were not paved, and there was mud when it rained and dust when it was dry. People used to throw garbage and dirty water into the streets.

Victorian London suffered from both water and air pollution. The River Thames, which runs through the capital, was polluted because there were no sewage systems, and there were no controls on factory emissions. All the waste went into the river. There was also air pollution caused by smoke from factories, gas streetlights, and coal fires in homes. On many days, three-quarters of the sunlight was blocked by air pollution.

Because sanitary conditions were terrible, disease was a big problem, and there were no antibiotics. Much of the capital's population suffered from, and often died as a result of, severe respiratory diseases such as asthma and bronchitis or infections such as cholera, typhoid and tuberculosis. So, I'm personally very glad that I'm living today and not in 19th-century London! I think life in those days must have been very difficult for the majority of people.

### 1c

- Focus students' attention on the table.
- Ask them to tell you what a *horse-drawn carriage* is (a vehicle for carrying passengers pulled by horses – a common means of transportation in Victorian London).
- Play the recording again for students to complete the table. Remind them that they don't need to write complete sentences, just notes.
- Check answers.

**ANSWERS:** Traffic: terrible – lots of horse-drawn carriages, etc. Cleanliness: very dirty; mud when it rained, dust when it was dry; garbage and dirty water in the streets. Pollution: river polluted, no sewage system, no controls on factory waste; air polluted, smoke from factories, coal fires and gas streetlights. Health: no sanitation; no antibiotics; respiratory diseases and infections

## 2 Word builder: recording vocabulary

### 2a

- Ask the students to tell you the different ways of recording vocabulary. Ask them how they recorded the vocabulary they learned in lessons 1 and 2 of this unit. You might like to ask them to show you how they have done this.
- Have them read the three different ways of recording vocabulary given here and try and organize the words using the three methods.
- Remind them to use a dictionary only if absolutely necessary.
- Check answers.

**ANSWERS:** **1** Transportation: cart, wagon. Pollution: waste, emissions, smoke, sewage, carbon monoxide. Diseases: cholera, diphtheria, tuberculosis, typhoid. **2** stuck in rush hour traffic, a horse-drawn carriage, people suffered from respiratory problems, cleaner atmosphere. **3** Students' own answers.

### 2b D

- Get feedback from the class on the techniques which they found helpful and those they didn't.
- Elicit any other methods they use for recording vocabulary and why they find them effective.

### Learning tip

- Focus attention on the *Learning tip*.
- Ask the students to look back at the words and phrases they said they would learn from lessons 1 and 2 and decide if they have changed their ideas about how they should record them.
- Encourage them to record the words again if they have found a better method from this lesson.

**Teaching tip** Always encourage students to use a recording method appropriate to the type of vocabulary they are recording. For example, nouns lend themselves to mind maps and verbs are often better exemplified in context.

## 3 Grammar builder: the definite article, *the*: use and non-use

### Language assistant

- You might want to present this on the board first by writing the following examples:  
*Have you seen the laptop?*  
*Laptops are getting cheaper all the time.*
- Ask the students to tell you why the definite article *the* is used in the first example and not in the second. Accept their suggestions and then have them read the first *Language assistant*.

- Check that they understand by asking them to give you similar pairs of sentences.

### Language assistant

- Then have students read the second *Language assistant*.

**Alternative:** You might want to reinforce students' understanding by writing the following examples on the board and inviting students to come up to complete them with *the* where necessary:

- 1 *Uri is on holiday in \_\_\_\_\_ Germany.* (no article)
- 2 *What was life like in \_\_\_\_\_ 19th century?* (the)
- 3 *Cruises down \_\_\_\_\_ Nile start from just \$500.* (the)
- 4 *How long have you been playing \_\_\_\_\_ tennis?* (no article)
- 5 *The city has a huge problem with \_\_\_\_\_ air pollution.* (no article)

### 3a

- Students then work individually to match the uses of the definite article to the definitions.
- Let them check answers in pairs before checking them as a class.

**ANSWERS:** 1a 2e 3d 4b 5c

### 3b

- Ask the students to look at the text and elicit who it is about (Naguib Mahfouz).
- Elicit whether any of them know anything about him or if any of them have read any of his novels.
- Put the students into pairs for them to complete the text with the definite article where necessary.
- Check answers together. Encourage students to explain why the definite article is used or not.

**ANSWERS:** 1 the 2 the 3 — 4 the 5 the 6 the 7 — 8 the 9 —

## 4 Writing and speaking

### 4a

- Ask the students to read the instructions.
- Elicit who their target audience is (readers of a student magazine) and whether their paragraph will need to be formal, semi-formal, or informal (semi-formal or formal).
- Remind students to refer back to exercise 1c for ideas.

### 4b

- Put the students into pairs for them to read each other's paragraphs.
- Chair a class discussion on the aspects of life from the past which were better and which were worse. You might like to invite students up to write their ideas on the board.

### Workbook D

Have your students work through the exercises on pages 14 and 15. Answers on page 82.

# 4 Saudi Arabia and the World: Al-Hijr

## Aims Access + Activation

### Discourse objectives

- Develop the unit topic: World Heritage Sites
- Work in pairs to prepare a report

### Language objectives

- Expose students to vocabulary about historical sites
- Focus on the causative: *have something done*

### Specific skills objective

- Developing writing skills: writing a report about conservation of a World Heritage Site

## 1 Vocabulary

- Ask the students what they know about UNESCO and the World Heritage Sites. If they don't know anything then tell them what the acronym *UNESCO* stands for (*United Nations Educational, Scientific and Cultural Organization*). Tell them that the organization looks after places that are important because they are old, interesting, impressive, or typical of a particular culture or time.
- Tell students they are going to read a text about UNESCO and some of its World Heritage Sites and that specific vocabulary is used when talking about such sites, e.g. *preserved*.

### 1a

- Students do the exercise on their own and then check answers in pairs.
- Get feedback, making sure that students understand the difference between *conservation* and *preservation* (*conservation* is to keep and use wisely; *preservation* is to keep without changing anything).

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

### 1b

- Ask students to look at the photo of Al-Hijr – it is a World Heritage Site in Saudi Arabia (Medain Saleh). Discuss with students whether they know anything about this site or if they have visited it. Introduce the word *Nabatean* and tell students when and where the Nabateans lived (Northern Arabia around 1st century BCE to 1st century CE).
- Tell students to read through the whole of the text about Al-Hijr before attempting to fill in any of the gaps. Students then complete the text in pairs.
- Get feedback and explain any difficult vocabulary if necessary.

**ANSWERS:** 1 World Heritage Site 2 historic / significant 3 significant 4 ancient 5 preserved

### Learner development

Ask students to write words that are central to the topic of heritage sites in their vocabulary books. Check that they have made a note of most of the vocabulary in the vocabulary exercise, and that they have also added the vocabulary which appears in the Reading exercise e.g. *civilization*, *archaeological sites*, *reserve*. Discuss how they will record these words. Accept all suggestions but encourage them to make a mind map.

## 2 Reading

### 2a

- Ask students to skim the text which gives information about a further site on the UNESCO list. Ask students if they expected a rainforest to be on the list. Tell students that UNESCO not only lists archaeological sites but the organization as a whole is concerned about the conservation of different minority cultures (usually very rural or nomadic cultures) and actively working to protect such cultures.

### 2b

- Tell students they will need to refer to both the gap-fill passage on Al-Hijr and to the reading passage on the Rio Platano to answer the comprehension questions. Students answer the comprehension questions in writing.

**ANSWERS:** 1 It is one of the few remaining rainforests in Central America and over 2,000 indigenous people still live in the forest. 2 It is the largest historic site of the civilization of Nabateans and it has a large collection of well-preserved tombs and monuments with the decoration cut directly into the sandstone. 3 Students' own answers, e.g. It identifies and lists historic sites; it protects cultures that are endangered; it conserves historic sites.

### 3 Grammar builder: causative

- Draw a dilapidated house on the board. Tell students to imagine that they have moved into the house. What do they need to have done in order to move into the house? Try to elicit the causative form, e.g. *We would have the roof retiled.*
- Show students the formation of the causative : verb *have* in relevant tense + the object + the participle.
- Tell students that the causative is used frequently when describing going to the hairdresser, e.g. *I had my hair cut yesterday.*

#### Language assistant

- Ask students to read the *Language assistant* and make sure that they understand that Fawzi in the example does not do the work. He is paying for someone else to do the work.

#### 3a D

- Model making a first sentence using words from the table e.g. *They had the electricity installed last month.*
- Students write sentences using the words in the table. Make sure students know they need to make sensible sentences and ensure that the tense of the verb matches the time clause. Students check their sentences in pairs.
- Get feedback and write reasonable sentences on the board.

**ANSWERS:** I had the roof repaired last month. We have had the electricity installed recently. They are having the walls painted at the moment. Rania and Leila have had the AC installed recently. Fahad has had the bathroom installed recently. Taher and his father had the plumbing taken out last month. Fahad is having a photo taken after the work is finished. We are having the curtains made after the work is finished. Taher and his father are having the house painted at the moment.

#### 3b

- Students complete the sentences.
- Get feedback, writing answers on the board and explaining any tenses that cause difficulty, with reference to the time clause.

**ANSWERS:** 1 We are having the car serviced today. 2 I had my hair cut last week. 3 We have our apartment cleaned every day. 4 I must have them cleaned. 5 Yara had her ears pierced when she was born. 6 Have you had your hair cut?

### 4 Writing

- Students will need to be given time to do some research for this report. Allow students access to the UNESCO website to identify their chosen UNESCO heritage site and to find out more information about the site. A brief overview of Sana'a and Zabid, both in Yemen, is given in the box, with some information about why UNESCO needs to act to protect these sites. Ask students to think of sites in Saudi Arabia that could or should be added to the list.
- Make sure students have two reasons why their site is important to world heritage.
- Ask pairs to consider what might damage their chosen site. A few ideas are listed, but students may have different ideas, e.g. ignorance about the significance of a site, or a lack of interest in history.
- Students think about how they could conserve their site.
- Students write their report in pairs. They should divide their report into three paragraphs and add subheadings and photos if possible. Explain that they should structure their report as follows:  
Paragraph 1: The name of the site and why it is important  
Paragraph 2: Threats to the site  
Paragraph 3: What can be done to conserve the site.

# Unit 3 Into the future

## 1 Future shock

### Aims Access (+ Activation)

#### Discourse objective

- Establish the unit topic: present and future events

#### Language objectives

- Find and match synonyms
- Develop techniques for figuring out meaning from context
- Expose students to target grammar of the next lesson (future tenses and time)

#### Specific skills objective

- Develop speaking skills: discussing the pros and cons of space exploration

### 1 Listening D

#### 1a

- Ask the students to look at the book cover and to speculate what the book might be about.
- Have the students read the introduction and the questions so that they know what information they need to be listening out for.
- Play the recording. Students make a note of the answers to the questions.
- Check answers, making sure that students give you complete sentences.

#### Additional E

Ask the students to list all the high-tech gadgets they use. Discuss whether life would be better or worse without them.

**ANSWERS:** **1** 'Future shock' refers to the problems that people have adapting to rapid technological change. **2** He thought people would suffer from depression, emotional problems, and stress leading to violence. **3** People today use or are aware of PCs, e-mail, DVDs, and satellite communications, etc. In the 1970s, most of these didn't exist.

#### AUDIOSCRIPT TRACK 9

**Professor:** Has anybody ever read a book by Alvin Toffler called *Future Shock*?

**Student 1:** Is it a new book? I haven't heard of it.

**Professor:** No, it was published in 1970.

**Student 1:** 1970! I wasn't even born then!

**Student 2:** My friend Tom and I have read it, and neither of us was born then. But both of us enjoyed it.

**Professor:** OK, Sam, can you tell all of us something about the book?

**Student 2:** Well, Toffler wrote about the effects of increasingly rapid technological and social changes on people.

**Student 1:** You mean changes that were happening in the 1970s?

**Student 2:** Well, yeah, changes that had started to happen.

Toffler predicted that technology would change more and more rapidly in the last 30 years of the 20th century. And he thought none of us would be able to adapt quickly enough.

**Professor:** That's right. By 'future shock,' Toffler meant that the future would arrive before we all were ready for it. He predicted that some of us would suffer from depression and emotional problems. Some people would even become violent from stress.

**Student 1:** So future shock is a little bit like culture shock? Everything is different, and people have problems adapting?

**Professor:** Yes. You have to understand that in the early 1970s, there were no PCs, no e-mail, no DVDs, no satellite communications, not even pocket calculators or digital watches. None of these things existed. Imagine how much life has changed in 35 or 40 years – a very short time in the context of all history.

**Student 1:** I can't imagine life without all those things – pretty primitive! We all seem to have got so used to them.

**Professor:** Yes, well, I'm sure one day your children will think your life was primitive, too. Anyway, you might want to read *Future Shock*. It's a view of the future that is now the present.

### 2 Speaking and reading

#### 2a

- Put the students into groups to discuss how much they know about space exploration, and their opinions as to whether it is a waste of money.
- Ensure you talk about HRH Prince Sultan bin Salman bin Abdul-Aziz al-Saud who trained first as a pilot, but then joined a space program. He was the first Arab, Muslim, and Royal in space.
- Monitor the conversations, making a note of any key points.
- Have each group report back to the whole class on what they discussed.



- Go through any language points you made a note of while monitoring.
- Get feedback from the class.

### 2b

- Have the students read the introduction to the article and answer the questions.
- Ask them to paraphrase what the introduction is about. (The existing beneficial spin-offs of space exploration.)
- Let them check answers in pairs before checking answers together.

**ANSWERS:** Communications satellites, thus the internet and mobile phones. Weather satellites, warning us of impending extreme weather situations like hurricanes.

### 2c

- Have the students read the first paragraph of the article and identify the main idea (possible future benefits of space exploration).
- Ask them to paraphrase the idea. Which lines did they use? (Probably the first sentence, line 16 and the last line.)
- Ask the students to look at the second paragraph of the article.
- Ask them to tell you the connection between Ibn Battuta and Christopher Columbus (they were both explorers).

**ANSWERS:** 1 That space exploration may have beneficial spin-offs in the fields of medicine, pollution management and the supply of natural resources. 2 He is a symbol of space exploration being a potential area of international co-operation.

**Teaching tip** Remind students that using a dictionary is time-consuming and can be a distraction. Explain that it is a good idea for them to make educated or informed guesses about what a word means based on the context in which the word appears. In this unit, encourage students to try to figure out the meaning of the words, rather than have them use a dictionary.

## 3 Word builder: synonyms

### Language assistant

- Before students do the exercise, ask them to read the *Language assistant*.
- You might want to talk about ways of working out words from the context as opposed to always needing to use a dictionary.
- Have the students read the different ways of dealing with unknown words.

### 3a

- Write the following examples of synonyms on the board:  
*fast, rapid, quick, speedy*  
*happy, glad, pleased, cheerful*
- Explain that these words are called synonyms because they mean the same thing. Ask students to tell you other examples of synonyms they know and write their suggestions on the board.
- Do the first word in the exercise together as an example. Ask students to find the word *remote* on page 22.

### Learner development

Follow the steps in the *Language assistant* with the word *remote* and elicit answers to the questions. (1 It describes a planet. 2 It isn't repeated. 3 It's an adjective.) Ask them to look for adjectives in the list a-h. This narrows the possibility down to a and d. Ask them if either of those fits the sentence. They should be able to figure out that only *distant* fits the sentence.

- Now have the students match the words in the two columns following the same procedure. Explain that they also need to write 1–4 on the lines to indicate how they arrived at the answer.
- Let them check answers in pairs before checking them together.

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

### 3b

- Give students a short time to look back at the article to work out the meaning of the words.
- Then put them into groups to compare their answers and how they arrived at them.
- Get feedback from the groups.

### Additional E

In pairs, students choose more words from the text which they think are unknown to their classmates. They then 'challenge' another pair to say what they mean and how they know.

**ANSWERS:** terrestrial = of the world; zero-gravity = weightlessness; furthermore = also; barrier = a frontier or obstacle that is difficult to cross

### Workbook D

Have your students work through the exercises on pages 16 and 17. Answers on pages 82 and 83.



# 2 The best intentions

## Aims Analysis (+ Access + Activation)

### Discourse objective

- Develop the unit topic: making resolutions

### Language objectives

- Review future tenses and time
- Review of adjectives of feeling

### Specific skills objectives

- Develop listening skills: inferring feelings from intonation
- Develop speaking skills: expressing feelings through intonation

## 1 Grammar builder: future tenses and time

### 1a

- Elicit ways of talking about the future. Ask the students to tell you what forms are most commonly used (*will* and *going to*).
- Remind students that the future perfect simple (*will + have + past participle*) is used to talk about something that will be finished at a certain point in the future. You might want to write the following example on the board: *This time next week, I will have finished this project.*
- Ask the students to tell you some of the time clauses that are commonly used with the future perfect simple (*This time next week, By Monday / Tuesday, etc., The day after tomorrow, On Wednesday, etc.*).
- Have the students read the example sentences 1–10. Ask them why the present simple is used in sentence 2. (Because the present simple has a future meaning when it is used to talk about scheduled events such as agendas.)
- Put the students into pairs to match the examples to their meanings.
- Check answers.

### Additional E

You could ask students to work together to give you one more example sentence to match each of their meanings 1–10.

**ANSWERS:** 2g 3b 4i 5e 6j 7c 8f 9h 10a

### 1b

- Ask the students to work individually to complete the conversation with the correct form of the verb in brackets.

**Teaching tip** When students are asked to complete a fill-in-the-blanks text, remind them to always read the text through once before they begin to fill in any answers. This will help them understand the gist, or general meaning, and can help them to think about the tenses that they will need to use.

- Put the students into pairs and ask them to decide who is Student A and who is Student B. Students then check answers by reading out the conversation.
- Monitor the conversations, making a note of any key points.
- Go through any language points you made a note of while monitoring.
- Elicit answers, asking students to justify them with one of the meanings a–j from exercise 1a.

**ANSWERS:** 1 will have finished (i – the exam will be finished by 4.00) 2 will call (a – a promise to make a phone call) 3 are coming (c – a dinner has been arranged for 8.00) 4 will be (d – a prediction based on past experience of having dinner with the Johnsons) 5 will have started (f – a situation (eating dinner) that will be true at a certain point) 6 gets (g – a scheduled event from a train schedule) 7 will see (a – a promise) 8 am going to (b – a plan to enjoy oneself)

## 2 Pronunciation: expressing feelings

### 2a

- Tell students to think about the intonation (or word stress) of a sentence and how this can sometimes tell us how a person is feeling. You might want to say the following example sentences, stressing the underlined word, and ask them to tell you how they think you feel:  
*Fine. It's no problem.* (annoyed, but trying to hide it)  
*Fine. It's no problem.* (not annoyed)

### Learner development

Annoyance is shown by using the voice in two ways: by stressing words at the beginning of a phrase and by only a slight change in pitch. The less the voice rises from the general pitch of the sentence, the more annoyed we sound. The more interested or happy we are with something, the more the intonation rises.

- Play the recording for the students to underline the words that the speaker stresses.

### AUDIOSCRIPT TRACK 10

**Speaker 1:** [sarcastic] Yeah, that will be fun.

**Speaker 2:** [enthusiastic] Yeah, that will be fun.

**Speaker 1:** [bored] Fine. I will see you later.

**Speaker 2:** [annoyed] Fine. I will see you later.

**Speaker 1:** [critical] Oh, don't forget that the Johnsons are coming for dinner tonight at 8.00.

**Speaker 2:** [insistent] Oh, don't forget that the Johnsons are coming for dinner tonight at 8.00.

- Check answers, asking the students to read the sentences and to stress the word that they have underlined.

**ANSWERS:** The stressed words have been underlined in the audioscript.

## 2b

- Ask the students to look at the adjectives.
- Check their understanding by asking them to tell you which ones are positive (*insistent, enthusiastic*) and which are negative (*critical, sarcastic, annoyed, bored*).
- Explain any adjectives they are not familiar with and then play the recording for them to write down the feeling that the person conveys.
- Check answers and play the recording again for students to check.

**ANSWERS:** The adjectives are indicated in parentheses in the audioscript above.

## 2c D

- Play the sentences again, pausing after each one for individual students to repeat them.
- Play the sentences again for them to check they were correct.

### Additional E

Have the students write their own sentences and practice saying them in pairs. Student A can say how they think Student B is feeling by pointing out the intonation.

**Teaching tip** When trying to get students to produce a rising intonation, ask them to look upwards as they try to raise the pitch. It's difficult not to raise the pitch when the head is moving upwards.

## 3 Speaking and reading

### 3a

- Ask the students to tell you if they have ever made a resolution.
- Elicit the kinds of things that people resolve to do (e.g. lose weight, give up smoking, save money, etc.).
- Ask them if they have ever been successful in sticking to a resolution and why or why not.

### ! Language help

The noun *resolution* comes from the verb *resolve*, meaning to make a determined effort to do something you said you would do, e.g. *Jake resolved to lose 20 lbs by the summer*.

### 3b

- Ask the students to read the text and to take the 'test' to see if they know whose expectations were unrealistic.
- Get feedback on whether they chose the right person and what the factors are for sticking to a resolution. Ask them to paraphrase from the article.

**ANSWER:** The factors for sticking to a resolution are to make it realistic, to be motivated and not to expect results too quickly.

**Teaching tip** Ask the students to look through the article and to underline any unfamiliar vocabulary. Ask them to look back at the *Language assistant* on page 23 and to go through the steps to try and figure out the words from the context.

## 4 Writing and speaking

### 4a

- Allow the students a short time to read through the instructions and to write a resolution and how they plan to put it into action.
- You might want to ask them to write three sentences as in the example. One using *going to*, one using *will*, and one using the future perfect simple (*will have* + past participle).

**Alternative:** You might want to ask the students to write their resolutions as above, but tell them not to put their names on the piece of paper. Students then work together as a group to match the resolution to the individual.

### 4b

- Put the students into small groups for them to share their resolutions and talk about whether they are realistic or not.
- Monitor the discussions, making a note of any key points.
- Go through any language points you made a note of while monitoring.
- Elicit feedback from the groups.

**Teaching tip** Almost every learning session benefits from a final 'summing up' where students are reminded before they leave of what they have achieved. Take a few minutes before the end of the class to briefly run over what has been learned and achieved. You might want to pick up on areas where the groups worked well or highlight the contributions made by individuals.

### Workbook D

Have your students work through the exercises on pages 18 and 19. Answers on page 83.

### Preparation

Ask the students to use the internet or an encyclopaedia to find out what they can about biospheres and to bring any information they find to the next class.

# 3 Biosphere

## Aims Analysis (+ Access + Activation)

### Discourse objective

- Develop the unit topic: biospheres

### Language objective

- Clarify use of *both / neither / either / none*

### Specific skills objectives

- Develop listening skills: listening for specific information
- Develop speaking skills: speculating about suitable candidates for a biosphere
- Develop writing skills: preparing a personal profile

## 1 Speaking and listening

### 1a

- Ask the students to tell you what they found out about biospheres, and if there are any biospheres in Saudi Arabia.
- Ask them to look at the photograph and to talk about what they think Biosphere 2 is and what its purpose might be. You might want to write their suggestions on the board.

### 1b

- Ask the students to read the questions so they know what information they will need to listen out for.
- Play the interview for the students to take notes.
- Check answers, asking the students to give you complete sentences.

**ANSWERS:** **1** A biosphere is an airtight, self-contained greenhouse. **2** Biosphere 2 allows scientists to study the effects of environmental changes on a number of different ecosystems. **3** It was used for an experiment to see whether people could live in a closed ecosystem. **4** The scientists said they have learned to be calmer, take life more slowly, and be more tolerant.

- Discuss whether the idea of living and working in a biosphere appeals to anyone in the class.

### AUDIOSCRIPT TRACK 11

**Interviewer:** Today on 'Project Earth' we have Dr Ethan Phillips of Columbia University's Biosphere 2 project. For those who are unfamiliar with Biosphere 2, it's a long-term ecology project in the Sonora Desert of Arizona. Dr Phillips, what exactly is a biosphere?

**Dr Phillips:** A biosphere is an airtight, self-contained greenhouse.

**Interviewer:** So it's like a greenhouse for growing vegetables in cold weather.

**Dr Phillips:** Well, sort of, but it's much more sophisticated than a normal greenhouse. A biosphere is entirely independent from the surrounding environment, and has its own ecosystems.

**Interviewer:** And what is the purpose of Biosphere 2?

**Dr Phillips:** Well, as I said, it has its own internal ecosystems, including a rainforest, an ocean, and a cool coastal desert, among others. Botanists, biologists, ecologists, and other scientists use Biosphere 2 to study the effects of environmental changes on the earth's ecosystems.

**Interviewer:** Do they control those changes?

**Dr Phillips:** Yes. They can change rainfall, temperature, and carbon dioxide levels to simulate changes that may happen on earth.

**Interviewer:** And what is the benefit of understanding those changes?

**Dr Phillips:** If scientists can understand and predict environmental changes, they may be able to prevent future ecological disasters.

**Interviewer:** Has Biosphere 2 always been an ecosystems laboratory?

**Dr Phillips:** No. In the early 90s, it was used for an experiment to test whether humans could live in a closed ecosystem. We wanted information about the possibilities of life in space stations, or even on other planets.

**Interviewer:** How did the experiment work?

**Dr Phillips:** From 1991 to 1993, eight scientists lived in the biosphere. They were completely self-sufficient; they grew all their own food and controlled every aspect of their lives.

**Interviewer:** And they didn't come out of the biosphere for two years?

**Dr Phillips:** No, and life wasn't easy! They had contact only with each other.

**Interviewer:** Was the experiment a success?

**Dr Phillips:** In general, yes. All the scientists said that though it had been very difficult, they felt it was a positive experience. They said they had learned to be calmer, to take life more slowly and to be more tolerant.

**Interviewer:** You've been listening to Dr Ethan Phillips of Columbia University. If you would like more information on Biosphere 2, there is a Biosphere 2 website. Thank you for listening to 'Project Earth'.

## 2 Reading and speaking

### 2a

- Put the students into pairs and give them a short time to talk about some of the skills and abilities that a person would need to be able to survive in a biosphere for a year.
- Monitor their conversations, making a note of any key points.
- Go through any language points you made a note of while monitoring.
- Elicit feedback from the groups.

### 2b

- Check students' understanding of what a *closed biosphere* is (one that people cannot leave, or enter, for a certain period of time).
- Have the students read the information and check they understand that they have to choose three people who they think would be the most suitable for living in a closed biosphere.
- Put the students into small groups.
- Remind them to underline the parts of the text that helped them make their decision.
- Encourage each member of the group to present their personal preferences initially and to justify them and then to make the final selection of three people as a group.
- Get feedback from the groups as to why the other candidates would not be suitable.

### 2c

- Have the students read the information again and underline examples that refer to two or more people.
- Elicit answers.

**ANSWERS:** *neither of them lives at home; Both of his parents are disabled; he takes care of them both; None of his family ...*

## 3 Grammar builder: both, neither, either, none

### Language assistant

- Ask students to read the *Language assistant*.
- Write the following examples on the board and invite students to come up and complete the sentences:  
Both \_\_\_\_\_ my parents are doctors. (*of* is not necessary)  
Both \_\_\_\_\_ them are 45 years old. (*of* is necessary because *them* is a personal pronoun)  
I love them \_\_\_\_\_. (*both* can be used after the object pronoun, *them*).
- Ask students to give you reasons for the use and non use of *of*.
- Tell students that *both*, *either* and *neither* are used for two things. Write the following sentences on the board and ask the students to analyse the difference between them.  
*Both books are good.* (*both* takes a plural verb).  
*Neither book is good.* (*neither* takes a singular verb and has a negative meaning – you don't like the books).  
*Either book is good.* (*either* takes a singular verb and has a positive meaning – you like both books equally).
- Now ask students to explain the meaning of the examples in the *Language assistant* for *either* and *neither*.
- Tell students that when you use *both of*, *neither of*, *either of* then it is always followed by *the*, *these*, *those* or an object or possessive pronoun (e.g. *my / your / our / them*).

- Ask students to give the rules for the example sentences for *none*: *none* is followed by *of*, it takes a singular verb even though there is more than one person in the family; *none of* can be followed by *us / them / it*. e.g. *Who do you know? I know none of them.*

### 3a

- Now ask students to match the examples from exercise 2c to the rules.

**ANSWERS:** *neither of them lives at home: neither of* is followed by the object pronoun *them*, and has a singular verb *lives*. *Both his parents are disabled: of* not needed before a noun: *both* takes a plural verb. *He takes care of them both: both* can be used after *us / you / them*. *None of his family wants him to enter the biosphere: we* always use *none of* before a noun, with a singular verb.

### 3b

- Model the first question with a students so that they understand they need to transform/change the sentence in order to make a new correct sentence using the word in bold. Students write the sentences and check their answers in pairs.
- Get feedback writing the answers on the board.

**ANSWERS** 1 Both of Amal's cars are blue. 2 Both of them were invited to attend the meeting. 3 None of my friends smokes. 4 Neither of my parents could make it to my graduation ceremony. 5 Neither Laith nor Shahid are coming today. 6 None of the students knows the answer. 7 Both the front and back sides of the house are made of glass. 8 Neither you nor Nasser is old enough to enter the Biosphere.

### 3c

- Ask students to complete the sentences with details about themselves.

## 4 Writing and speaking D

### 4a

- Ask the students to read the instructions and check they understand what they have to do.
- Elicit the kind of information they could write about (their age, skills, education, past experience, hobbies, marital status, etc.).
- Write their suggestions on the board.
- Remind them that they can invent details about their lives if they want to.
- Encourage them to write a paragraph of 60 to 80 words.

### 4b

- Each student then reads their paragraph to the class.
- Get feedback from the class about who they think would make a good addition to the team. You could ask them to vote on the most suitable person.

### Workbook D

Have your students work through the exercises on pages 20 and 21. Answers on page 83.

# 4 Saudi Arabia and the World: Exploration of the Red Sea

## Aims Access + Analysis

### Discourse objective

- Further develop the unit topic: future potential in the Red Sea

### Language objectives

- Expose students to underwater vocabulary
- Focus on reported speech

### Specific skills objectives

- Develop listening skills: listening for specific information
- Develop writing skills: writing a report

## 1 Vocabulary

- Tell students that the theme of this lesson is exploration under the sea.
- Ask students to look at the picture and match the words to the picture.
- Get feedback, writing words and phrases on the board to create a bank of words that are associated with underwater exploration.

## 2 Speaking

- Tell students that it is not only the Red Sea that is unexplored. About 90% of the world's oceans remain unexplored. One reason for this is because of problems getting to the bottom of the ocean, e.g. problems with water pressure that crushes equipment after a certain depth; darkness that makes it impossible to see, etc.

### 2a

- Encourage students to think of as many things as they can, across the three categories suggested.

**POSSIBLE ANSWERS:** minerals: oil, gas, gold, silver, new undiscovered minerals; animals: scientists know that there are many unnamed and undiscovered animals who live in the deepest parts of the sea and oceans. They are usually creatures who are blind because they live where there is no light; objects: treasure, shipwrecks, caves, archaeological remains

### 2b

- Students work in groups to discuss and sort their ideas into the three categories of minerals, animals, objects.

## 3 Listening

- This listening is an introduction to the reasons why people might want to explore the Red Sea. The theme is taken further in the Reading (exercise 5).
- Ask students to copy the table. Play the recording a first time and ask students to listen only for the information to complete the first column of the table.
- Play the recording again and ask students to write the reason given by each person for exploring the Red Sea.

**ANSWERS:** Hashim wants to find oil, to make a lot of money for the Kingdom.  
Shirin wants to find shipwrecks, to find treasure that was lost many years ago.  
Rayyan wants to find deep sea animals we don't yet know about, to add to our knowledge and science.  
Tala wants to find gas, to replace the oil reserves that we are using fast.  
Adel wants to find anything: she wants to explore because we know so little about the deep sea.

### AUDIOSCRIPT TRACK 12

**Person 1:** Hello. I'm Hashim. I hope we find new oil to make a lot of money for the Kingdom.

**Person 2:** Hello. I'm Shirin. I think we will find lots of shipwrecks. They have already found one. It's really exciting because we might find treasure that was lost many years ago.

**Person 3:** Hello. I'm Rayyan. I am keen to find new deep sea animals that we don't know about yet and which don't exist in books yet. It will add to our knowledge and science.

**Person 4:** Hi. I'm Tala. I know there is lots of gas in the Red Sea. We need more gas because we are using all our oil reserves fast.

**Person 5:** Good morning. I'm Adel. It is incorrect to think that there is nothing in the deep sea. In fact the deep sea is so difficult to get to that we know very little about it. The best thing about exploring the Red Sea is the exploration itself.

## 4 Grammar builder: reported speech (statements)

- Remind students of what Hashim said he wanted to find by exploring the Red Sea and ask students to look at the photo in the Grammar builder box.
- Ask a first student to read aloud the speech bubble. Tell students that this is the actual words that Hashim says.
- Now ask another student to tell you what Hashim said. Make sure that the student starts with *Hashim said that (he hoped to find oil)*.
- Students read the direct and reported speech sentences. Point out that *that* can often be omitted, especially in spoken or informal English.

### Language assistant

- Ask students to read the information in the *Language assistant*. Make sure you highlight that:  
the pronouns change, e.g. *I* changes to *he*.  
the verb tense changes.

### 4a

- Students do exercise a in writing.
- Get feedback, writing the correct answers on the board and explaining the changes in tense and pronouns for each sentence.

**ANSWERS:** 1 Shirin said that she thought they would find lots of shipwrecks. 2 Rayyan said that he was keen to find new deep-sea animals. 3 Tala said that she knew there was lots of gas in the Red Sea. 4 Adel said that it was incorrect to think there was nothing in the sea. 5 Saeed said that he had never seen an octopus before. 6 Deena told me that she couldn't dive. She was too scared. 7 Khadija admitted that she didn't know what they would find. 8 Hashim added that he was going to tell his parents all about it.

### 4b

- Ask students to write true sentences reporting their friend's speech.
- Take feedback and encourage students to enlarge on what their friend said.

## 5 Reading and writing **D**

### 5a

- This exercise involves reading a discussion about exploration of the Red Sea as stimulus for the writing exercise which further practises using reported speech.
- Ask students to read the interview a first time to answer the gist question.

**ANSWER:** The company hopes to find silver, gold, natural gas and oil.

### 5b

- Ask students to read the dialogue again and then answer the questions in writing.
- Get feedback and write the answers on the board.

**ANSWERS:** 1 Khaled said that they found gold and silver 30 years ago but it was impossible to collect the minerals. 2 Khaled said that they had new technology which allowed them to collect the minerals and bring them to the surface. He also said that they had found large deposits of natural gas and oil. 3 Khaled said that it would take about five years to drill and get the minerals. 4 Khaled said that the company had already taken on engineers and geologists and they were interviewing for marketing and communications roles at the moment.

## 6 Writing **D**

- Remind students of reasons for underwater exploration that were given in the listening exercise, and of the vocabulary associated with underwater exploration.
- Tell them they should imagine they have been on a dive and they need to write a report of their experience following the guidelines given in the Students' Book.
- Encourage students to be imaginative and describe undiscovered animals and minerals.



# Unit 4 The world of sports

## 1 Your view

### Aims Access (+ Activation + Analysis)

#### Discourse objective

- Establish the unit topic: the world of sports

#### Language objectives

- Expose students to topic vocabulary through reading and listening
- Expose students to target grammar of the next lesson (post-modification of nouns)
- Review parts of the body and action verbs

#### Specific skills objectives

- Develop speaking skills: asking and answering questions / comparing and contrasting photographs / chairing a debate
- Develop reading skills: reading to find the main points of an argument

### 1 Speaking **D**

#### 1a

- Have the students look at the lesson heading and elicit which sports they play.
- Ask them to read the instructions about the survey and make a list of questions they will need to ask to complete the survey.

#### Language assistant

- Focus their attention on the *Language assistant* so that they know which verbs to use for each sport.
- You might like to elicit some of their ideas and write them on the board before they carry out the survey.
- Students then write their questions in the form of a chart, leaving a column at the end for them to write their classmates' names.
- Give them some time to move around the classroom, asking and answering questions.



#### Language help

We usually use *play* with sports where individuals or teams play against each other, e.g. football, tennis, basketball, etc. We usually use *do* with sports which tend to be individual sports rather than team or two-player sports, e.g. judo, karate, aerobics, etc. *Go* is used with sports that are also verbs, e.g. swimming, sailing, jogging, running, etc.

#### 1b

- Put the students into small groups to discuss the results of their surveys and to answer the questions.
- Get feedback from the class.
- Ask the students to tell you what the results of the survey suggest about young people's attitudes toward sports.

### 2 Speaking and reading

#### 2a

- Put the students into pairs for them to discuss their opinions on the sports in the photographs (badminton, boxing and skipping).
- Remind them to give reasons for their opinions.
- Monitor the discussions, making a note of any key points.
- Have each pair report back to the whole class on what they discussed.
- Go through any language points you made a note of while monitoring.

#### 2b

- Have the students read the first paragraph of the article and tell you which sport it refers to.
- Ask the students to tell you where they might expect to read an article like this (in a newspaper or medical journal).

**ANSWER:** Boxing

#### 2c

- Have the students read the rest of the article and then put them into pairs to discuss who they agree with.
- Elicit feedback by asking how many people agreed with Dr O'Neill and how many with Dr Warburton. Encourage students to justify their reasons by paraphrasing the arguments presented in the article.
- You might like to chair a discussion on whether 'combat' sports such as boxing and judo should be part of the Olympic® Games.

#### 2d

- Put the students into pairs to list arguments for and against boxing using the ideas from the text, plus any ideas they made a note of during the class discussion.
- Then bring the class together to debate the issues. Select a chair yourself or ask for volunteers.
- Have a class vote at the end of the debate to find out whether students agree on a ban on boxing or not.



### 3 Word builder: the body and sports

#### 3a

- Put the students into pairs to label the parts of the body with words from the box. Remind them that they can use a dictionary if necessary.

**ANSWERS:** 1 neck 2 shoulder 3 elbow 4 wrist 5 thigh  
6 calf 7 ankle 8 heel 9 toe 10 knee 11 rib 12 jaw

#### 3b

- Make sure that students understand the difference between the verbs. You might like to point out the differences to them before they do the exercise.



#### Language help

If you *fracture* a bone, you break it into separate parts, if you *crack* it, a small crack appears in it. If you *twist* or *sprain* a joint such as an ankle or a knee, you injure the muscles and ligaments surrounding the joint which makes movement painful. If you *dislocate* a shoulder or a knee, the bone slips out of its joint or socket and movement is impossible until it has been repositioned. If you *bruise* part of your body (usually by hitting it), you damage the muscle tissue. This causes dark patches of color to appear under the skin.

- Ask the students to match the verbs to the parts of the body.
- Check answers by writing a table on the board with the verbs at the top of the columns. Invite students to come up and write the part of the body under the appropriate verb. Explain that there may be more than one possible option.

**ANSWERS:** break: ankle, jaw, neck, rib, toe, wrist; twist / sprain: ankle, knee, wrist; dislocate: elbow, jaw, shoulder, toe, wrist; bruise: ankle, calf, elbow, jaw, knee, rib, shoulder, thigh, toe, wrist

- Ask the students to tell you of any sports injuries they have had using the verbs.

#### 3c

- Make sure that students understand the difference between the verbs.
- Put the students into pairs for them to make a list of the parts of the body and the verbs.
- Let them check answers in small groups before going through the answers together.

**ANSWERS:** catch: hands, fingers, arms; dribble: feet (football), hands (basketball); hit: hands, arms, fingers; hold: hands, arms, fingers; jump: feet, legs kick: feet row: arms, hands, legs; throw: hands, arms

#### Learning tip

- Focus students' attention on the *Learning tip*. Have them write three sentences using words from exercises 3a, b, and c.
- Invite students to read their sentences out to the rest of the class for them to check.

### 4 Listening and speaking

#### 4a

- Tell the students that they are going to listen to a TV quiz show where contestants have to guess the athlete's sport and name by asking yes or no questions.
- Play the recording for the students to listen to the first eight questions and try to figure out the answer.

#### AUDIOSCRIPT TRACK 13

**Host:** And now our next mystery athlete! Are you there?

**Athlete:** Yes, I'm here.

**Host:** OK! First question – Mike.

**Mike:** Uh ... Are you a man?

**Host:** Ha, ha, well-disguised voice! Well, are you a man?

**Athlete:** Yes.

**Host:** Second question – Jason.

**Jason:** Is your sport played mostly by men?

**Athlete:** Yes.

**Host:** Third question – Steve.

**Steve:** Do you play in a team?

**Athlete:** Uh ... yes.

**Host:** And the fourth question, end of the first round. Charles.

**Charles:** Do you use a ball in your sport?

**Athlete:** No.

**Host:** Mike again.

**Mike:** Uh, mostly played by men, played in a team ... sort of, no ball, ... Uh ... Do you run a lot in your sport?

**Athlete:** No.

**Jason:** Do you move fast – very fast?

**Athlete:** Yes.

**Host:** OK. That's six questions. Question seven – Steve.

**Steve:** Are you British?

**Athlete:** Yes.

**Charles:** Are you sitting all the time during this ... uh ... sport?

**Athlete:** Yes.

**Mike:** Your sport is ...

#### 4b

- Play the answers.

#### AUDIOSCRIPT TRACK 14

**Mike:** Your sport is motor racing!

**Jason:** Lewis Hamilton!

**Host:** Right! Lewis Hamilton! Lewis, come out and say hello!

#### 4c

- Put the students into small groups to play *What's my sport?*
- Before they begin, have the person who is playing the part of the sport person secretly write down who they intend to be.
- Monitor the game, checking correct use of grammar and vocabulary.

#### Workbook D

Have your students work through the exercises on pages 22 and 23. Answers on page 83.

# 2 The business view

## Aims Analysis (+ Access)

### Discourse objective

- Develop the unit topic: sports and 'big' money

### Language objectives

- Review post-modification of nouns
- Pronunciation of the weak form of *that*

### Specific skills objectives

- Develop reading skills: reading for specific information
- Develop writing skills: writing an article for a school magazine

**Teaching tip** You might want to start this lesson by reviewing some of the vocabulary from the previous lesson. Before students open their books, point to parts of your body and elicit the word. Ask them to tell you which of the verbs they learned (*sprain, break, fracture, twist, or bruise*) can go with which part of the body.

### Additional E

You might want to check students' scanning ability by asking them to find words in the article which mean the same as: the ability to move quickly (*agility*), create (*generate*), decide (*determine*), and yearly (*annually*).

**ANSWERS:** 1 Yes, because they make money for their team in increased ticket sales. 2 He is very tall and heavy, but extremely agile. 3 Yes, it is expanding fast and across the world. 4 Because they know what their costs are likely to be. 48% goes to their players and there is a maximum of \$35.5 million.

## 1 Speaking

### 1a

- Have the students look at the newspaper headlines and elicit what the common link is.
- Invite the students to comment on sports stars' salaries.
- Before the lesson, you might want to find out what the gross annual salary is in Saudi Arabia. Ask the students if there is any justification for paying sports stars such huge amounts of money.

**ANSWER:** The moves of sports stars from one team to another.

### 1b D

- Put the students into pairs to answer the questions. Encourage pairs who are not sure of the answers to move freely around the class asking the person they think most likely to know the answers.
- Elicit answers.

**ANSWERS:** 1 basketball, football, and baseball 2 New York 3 Real Madrid 4 basketball

### 2b

- Ask the students to work individually to find the expressions in the text.
- Remind them that they don't need to read the text again, but should be running their eyes over the text quickly.
- You might want to give them a time limit of 2 minutes to do this exercise.
- Let them check answers in pairs before checking them together.

**ANSWERS:** 1 put a ball through a hoop 2 get a bigger piece of the pie 3 salary cap 4 supply and demand 5 stars 6 labour costs

**Teaching tip** When students do any kind of reading activity, you might want to have them complete a 3-2-1 chart. This gives them a chance to summarize some key ideas, rethink them in order to focus on those that they are most interested in, and then pose a question that can reveal where their comprehension is still uncertain. Ask students to individually fill out a 3-2-1 chart like this:

3 Things you found out  
2 Interesting things  
1 Question you still have

Go through their charts together, answering any questions they have.

### 2c

- Put the students into small groups to discuss their opinions on whether anyone should make \$30 million per year.
- Monitor the discussions, making a note of any key points.
- Have each group report back to the whole class on what they discussed.
- Go through any language points you made a note of while monitoring.
- Encourage students to justify their opinions with examples.

## 2 Reading and speaking

### 2a

- Ask the students to read the article and elicit where they think it might have come from (a newspaper or sports magazine).
- Ask the students to paraphrase some of the points from the article.
- Clarify their understanding of any unfamiliar vocabulary.
- Students then work individually to answer the comprehension questions.
- Remind them of the importance of underlining where they found the answers.
- Then put the students into pairs to discuss their answers before checking them together.
- Encourage students to give you complete-sentence answers.

### 3 Grammar builder: post-modification of nouns

#### 3a

- You might want to explain this on the board first.
- Explain to students that there are a number of things which can follow a noun: a clause, a participle, an adjective, or a preposition, for example. Each of these things modifies, or changes, the noun slightly.
- Write the following examples on the board:
  - 1 *The man in the black jacket is my uncle.* [preposition]
  - 2 *The man wearing the black jacket is my uncle.* [participle]
  - 3 *The man who is wearing the black jacket is my uncle.* [relative clause]
  - 4 *The man dressed in the black jacket is my uncle.* [adjective]
- Elicit what follows each of the nouns.
- Tell students to look at the first example sentence in the box and elicit answers.
- Students then complete the second sentence in three different ways in pairs.
- Discuss as a class whether nouns can be modified in similar ways in their language.

**ANSWERS:** 1 who is wearing, dressed in, in, wearing  
2 causing, responsible for, that cause

#### 3b

- Students work together in pairs to circle the correct form.
- Check answers.

#### Additional E

Ask students to look at sentences 1–4. Ask which sentence has additional information in it which could be deleted without changing the meaning of the sentence. Elicit why this is the case. (Sentence 2 is a non-defining relative clause. It could be rewritten as *Morris, who was traded last year by Real Madrid, now plays for a French team.* This means that the information between the commas is additional and could be deleted.) You might want to explain that defining and non-defining relative clauses will be covered in the next lesson.

**ANSWERS:** 1 wearing 2 traded 3 chosen 4 played

#### Language help

Remind students that in relative clauses, the pronouns *who* and *that* are used for people and *which* and *that* are used for things.

#### 3c

- Students then work together in pairs to complete the sentences. Remind them that the meaning of the sentences shouldn't change.
- Check answers.

**Alternative:** You may want to do this task as a class. Write the fill-in-the-blanks sentences on the board and invite students to come and complete the sentences. Ask them to suggest as many possible alternatives as they can.

**POSSIBLE ANSWERS:** 2 (which / that was) intended  
3 (which / that was) ordered by Coach Miller 4 (which is shown) in the photograph 5 now managing Rangers / that manages Rangers / manager of Rangers

### 4 Pronunciation: weak form of *that*

#### Learner development

This exercise is meant to show that when the word *that* is used in connected speech, it is contracted to the weakened *schwa* sound. Point out to students that the *schwa* sound is the sound they hear in articles (*a, an, the*).

#### 4a D

- Write the first sentence on the board.
- Play the recording and have students focus on the pronunciation of *that*.
- Ask individuals to repeat the sentence and encourage the rest of the class to listen to how the vowel sound is shortened because the word *that* is not stressed in noun + *that* + verb phrases.
- Play the recording again for students to repeat the second and third sentences.

#### AUDIOSCRIPT TRACK 15

see SB p. 33 ex. 4a

#### 4b

- Put the students in pairs to make three additional sentences with noun + *that* + verb phrases which they practise saying.
- Remind them of the weakened pronunciation of *that*.
- Tell them that they should give reasons for their answers.
- Monitor their pronunciation, correcting mistakes where necessary.

### 5 Speaking and writing

#### 5a

- Have the students read through the information and give them a short time to take notes about their chosen person.
- Monitor their notes, giving help where necessary.
- Let the students choose which person they would like to work with this time.
- They then tell their partner about the person.

#### Additional E

You could ask the pairs to take notes of any important information they hear about this person, and to check with their partner that it is correct.

#### 5b

- Ask the students to tell you who they should imagine will be reading their article (a student who is reading the school magazine).
- Elicit a good way to start an article and why (with a question because it grabs their reader's attention).
- You might want to ask them for suitable opening questions and write any good suggestions on the board.
- Students then work individually to write two paragraphs about the person they admire.
- Encourage them to write between 120 and 180 words in total.

#### Workbook D

Have your students work through the exercises on pages 24 and 25. Answers on page 83.

# 3 The career view

## Aims Analysis (+ Access+ Activation)

### Discourse objective

- Develop the unit topic: professional sportspeople

### Language objectives

- Focus on defining and non-defining relative clauses
- Expose students to contact clauses

### Specific skills objectives

- Develop reading skills: reading for specific information
- Develop speaking skills: speculating about an imaginary situation

## 1 Reading and speaking

### 1a

- Check the students' understanding of the difference between a professional sportsperson and an amateur. (A professional sportsperson earns money from doing their sport, whereas an amateur doesn't.)
- Have the students read the letter and go through any unfamiliar vocabulary with them.
- Put the students into pairs to discuss the difficulties of being a professional athlete. Remind them to make a note of what they discuss.
- You might want to elicit their ideas and write them on the board before students discuss them in pairs.

### Learner development

Talk about some of the conventions of formal letter-writing with the students at this point. Ask them to tell you whether the letter is formal or informal and to give reasons. (The letter is formal. It starts with *Dear Sir* and ends with *Yours*.) Ask students to give you examples of formal vocabulary or expressions (no contractions, *Incidentally*, etc.).

### 1b D

- Put the students into groups to discuss the questions.
- Monitor the discussions, making a note of any key points.
- Have each group report back to the whole class on what they discussed.
- Go through any language points you made a note of while monitoring.
- Talk about whether students feel sympathy for those athletes who have yet to 'make it big' in the world of sports.

## 2 Grammar builder: types of relative clauses

### Language assistant

- Have students read the *Language assistant* before they do the task.
- Check their understanding by writing the following sentences on the board:  
*The LA Lakers, who have been playing well all season, won the game.*  
*The LA Lakers are the team that have been playing well all season.*
- Ask which sentence is a non-defining relative clause and which information can be omitted (the first, the information between the commas).

### 2a

- Put the students into pairs to answer the questions.
- Check answers, asking students to justify them with an explanation.

### Additional E

In pairs, students start sentences and challenge their classmates to finish them with relative clauses. You can encourage them to use examples of sports stars they admire, e.g. *Jensen Button is the British Formula One™ driver who ... won the Formula One™ championship in 2009.*

### ! Language help

Remind students that when the pronoun refers to the object, not the subject, of the relative clause, it can be omitted. Compare:

*Football is the sport that most teenage boys are crazy about.* ✓

*Football is the sport most teenage boys are crazy about.* ✓

and  
*Football is the sport which is most popular among teenage boys.* ✓

*Football is the sport is most popular among teenage boys.* ✗

**ANSWERS:** **a** No, because the pronoun *who* refers to the subject of the sentence (Shaquille O'Neal). **b** *Who, whom* and *that* can be added. Adding them makes the sentence a little more formal. **c** Sentence 3 is more formal. *To which* has been replaced by the preposition *to* at the end of the sentence.

### 2b

- Elicit what students remember about post-modification of nouns from the previous lesson.

### Language assistant

- Have them read the *Language assistant* about contact clauses.
- You might want to do the first sentence together as an example.
- Have the students write the sentences individually and then let them check answers in pairs before checking answers together.

### ! Language help

Remind students before they do the task that it is possible for a preposition to come before the relative pronoun in more formal contexts (as they saw in sentence 3 of exercise 2a on page 34), but in less formal contexts the preposition goes to the end of the sentence (as they saw in sentence 4 of exercise 2a). You can demonstrate this with the first, third, and eighth sentences in this exercise.

**ANSWERS:** 1 which / that Nashak Akram comes from, from which Nashak Akram comes 2 who / whom / that the Rangers paid \$252 million for 3 who / that I always cheer most for \* 4 which / that people all over the world love to watch 5 who / that led the team to the championships 6 which / that Michael Jordan signed with, with which Michael Jordan signed

\* Point out that in sentence 3 it is grammatically possible to say *Sanchez is the player for whom I cheer most*, but that it sounds far too formal not only for spoken English, but also for the subject matter.

### 2c

- Put the students into pairs to discuss the two sentences.
- Elicit the answer, asking them to explain their reasoning.

**ANSWER:** In sentence 1, the relative clause *who* can be omitted because it is a non-defining clause. If it is omitted the meaning of the sentence doesn't change but we do not receive the 'extra' information. The relative clause *that* in sentence 2 cannot be omitted because it is a defining relative clause and defines the subject of the sentence (the players). Note the shift in meaning: sentence 2 compares the players who only have a job for a short time with those who have a long career. Sentence 1 implies that all players have a job for a short time.

### 2d

- Now have the students convert the pairs of sentences into one, using the relative clause in parentheses.
- Let them check in pairs before checking answers together.
- Make sure that students have used commas correctly in sentences 1 and 4.

**ANSWERS:** 1 I play football, which is my favourite sport, whenever I can. 2 This is the boy who is my partner in tennis. 3 The team that is at the bottom of the league beat us last week. The team that beat us last week is at the bottom of the league. 4 The Spartans, who practise a lot, won the game. 5 Refereeing is a profession that can bring in enough money.

### Additional E

Ask the students to identify the weak syllables and shortened vowels in the sentences, particularly in the words of in sentence 3 and that in sentences 3 and 5. Encourage students to practice saying the sentences. The weak syllables are underlined above.

## 3 Speaking and listening

### 3a

- Tell students that they are going to listen to a radio interview with Harvey Bates, an up-and-coming Formula 1 driver.
- Ask them to read the questions.

### AUDIOSCRIPT TRACK 16

**Interviewer:** In today's Spotlight we are focusing on that dynamic new Formula 1 racing driver, Harvey Bates. Welcome to the studio, Harvey.

**Harvey:** Thank you.

**Interviewer:** The last couple of years, Harvey, have caused some major changes in your life, I guess.

**Harvey:** You can say that again!

**Interviewer:** I mean, two years ago you were an unknown 19 year old. Now, at 21, your success on the track has made you a world famous figure and a very rich young man.

**Harvey:** You could say that. I don't know that I'm that rich though.

**Interviewer:** Oh, come on, Harvey. They say that you'll earn up to \$20 million this season alone, what with the racing and sponsorship.

**Harvey:** Yeah, I know, I know. It does sound like a lot. But my expenses are really heavy. I mean, my security bills alone account for a fair amount. And you have to remember, what I make in the next few years is what I make in my life. Formula 1 driving isn't a lifetime occupation, you know what I mean?

**Interviewer:** So how has this sudden wealth affected you? I hope you don't mind my saying, but you don't come from a wealthy background.

**Harvey:** (laughs) No, we were as poor as mice when I was a kid. But it hasn't affected me, I don't think. It just means I can afford a few luxuries nowadays, for me and my family.

**Interviewer:** So all this talk about fast cars, a fast life style, an apartment in the South of France ... it's all untrue, is it?

**Harvey:** Yeah ... well, some of it, anyway. I need somewhere to live, and wheels to get me round, like everyone else.

**Interviewer:** Well, I suppose some would say that one Porsche is enough wheels for most people.

**Harvey:** Well ... If you've got it, spend it. That's what I say.

**Interviewer:** Harvey Bates, thank you very much.

**POSSIBLE ANSWERS:** Sudden wealth has affected him, probably for the worse. The interviewer disapproves.

### 3b

- Put the students into groups of six to speculate about how they would feel about their child being prepared for international competition.
- Get feedback, asking them to justify their opinions with reasons.

### Workbook D

Have your students work through the exercises on pages 26 and 27. Answers on page 83.

# 4 Saudi Arabia and the World: Talking about fitness and health

## Aims Access + Analysis

### Discourse objective

- Further develop the unit topic: fitness and health

### Language objectives

- Review fitness vocabulary
- Focus on language for considering options (*could*, *'d rather*)

### Specific skills objectives

- Develop speaking skills: role play considering options; give a presentation
- Develop reading skills: read a website for information
- Develop listening skills: identifying reasons and opinions

## 1 Vocabulary

- Ask students to look at the photos and discuss the questions in pairs.
- Elicit from students that the people are at the gym, they are working out on the running machine, cycling machine, and rowing machine. Elicit phrases such as *you could / would / might find ...*
- Ask students if they are members of a gym, and if so, what other facilities they have in the gym they go to. For other students, what would they expect to find there?
- Write all the relevant vocabulary on the board to create a bank of words associated with the gym, e.g. *be a member, use the weights, do a class, go to the aerobics class, have a personal trainer*.

**ANSWERS:** 1 people working out on running machine, cycling machine and rowing machine. 2 At a gym in a local sports centre / fitness centre. 3 You might find weights, exercise classes, showers, running machines, cycling machines, cross trainers, rowing machines, etc.

## 2 Join the gym

- Ask students to scan the website for the gym, including the text in the banners and boxes. Teach any necessary vocabulary, e.g. *cardiovascular* (equipment to make your heart start pumping); *physiotherapist*, *nutrition expert*.
- Students answer the questions in writing. Get feedback and explain the answers to students – pointing out synonyms (e.g. *diet / nutrition*).

**ANSWERS:** 1 *Free 7-day membership* – this is for people to try out the gym to see if they like it. *Special offers: 12 months' membership for the price of 10* – to join the gym for a year. *Membership* (on the top menu) – to find out if 3 months' membership is possible 2 *Cycle cardio class* 3 *Tips* (on the top menu) 4 The physiotherapist 5 The running machines, cross trainers and cycle machines – all the machines which make your heart beat increase. 6 It is not suitable because there is no swimming pool. However if you only want to get fit then there are lots of classes and facilities. 7 to get fit, to lose weight, to build up strength, to prepare for an event

## 3 Speaking: role plays

### Language assistant

- Ask students to read the *Language assistant* to revise use of *could* and *I'd rather* for making a suggestion and stating a preference. Make sure they know that *could* is followed by the infinitive (without *to*).

### 3

- Ask all students to read through all the situations.
- Ask a strong student to choose a situation and initiate a role play. Elicit ideas from the class and write possible sentences on the board as you model the role play with the student (see example role play below for ideas).
- Remind students to include all the introductory and finishing phrases and sentences in their role play.
- Go round monitoring students as they prepare their role plays. Encourage pairs to practise two or three times.
- Ask several pairs to come to the front to act out their role play, trying to get at least one example for each situation.



### Example role play

**Person A:** Receptionist: Good morning. How can I help you?

**Person B:** Good morning. I would like to join the gym to prepare for a 10k race I am doing for charity in six months' time.

**Person A:** Thank you for coming. You could talk to one of our personal trainers or you could take out a free seven-day membership. Why don't you try one of our many classes for strength and cardio which will help you to get fit.

**Person B:** Thank you. I think I would rather see a personal trainer, please. When can I make an appointment to see someone?

**Person A:** You should see Prince. I'll just get his diary. Oh yes, he can see you at four o'clock tomorrow.

**Person B:** Thank you, that's fine. I'll see you tomorrow.

## 4 Listening D

### 4a

- Tell students that they will listen to a conversation between two men, Waseem and Mustafa. They should listen very carefully to make sure they know who is speaking at which time. Listening to a conversation between two people can be more challenging than listening to a monologue.
- Play the recording a first time asking students to listen only to answer the gist question.

**ANSWER:** Mustafa hurts all over after going to the gym.

### 4b

- Ask students to read through the listening comprehension questions 1–5 and then play the recording a second time. Play the recording a third time, pausing between what people say to allow students enough time to write answers to the questions.

**ANSWERS:** 1 Waseem wants to get fit. 2 Mustafa wants to lose weight. 3 Mustafa thinks the gym is really good because they give you a free health check when you join and you can have a personal trainer if you like. 4 He wants to get fit and he has heard that cycling is one of the best ways to strengthen your heart and burn calories. 5 They arrange to go to the gym together and Mustafa will text or email with information about the cycle class.

### AUDIOSCRIPT TRACK 17

**Waseem:** Hi Mustafa. How are you?

**Mustafa:** Hi Waseem. Yes I'm fine apart from I hurt all over!

**Waseem:** Why? What happened?

**Mustafa:** I joined the gym.

**Waseem:** But you aren't supposed to hurt yourself when you join a gym.

**Mustafa:** I know, but the personal trainer told me to do twenty minutes on the running machine and then we did forty minutes on the weights. It felt fine while I was doing it but now I can hardly move.

**Waseem:** Why did you join the gym?

**Mustafa:** Well, I've put on a lot of weight and I wanted to lose it.

**Waseem:** And ... what's the gym like?

**Mustafa:** Oh – it's really good. They give you a full health check free when you join, and you can have a personal trainer if you like.

**Waseem:** What are the classes like? I want to join a cycle class because I want to get fit. I've heard cycling is one of the best ways to strengthen your heart and burn calories. And I'm so unfit – I have to do something.

**Mustafa:** Why don't you join?

**Waseem:** But do they have any cycle classes?

**Mustafa:** Mmm ... I think so. I'll check the website and get back to you. Maybe we could go together?

**Waseem:** Yes, that's a good idea.

**Mustafa:** OK, I'll text you or email you tomorrow with the information.

**Waseem:** Fine.

**Mustafa:** Bye!

**Waseem:** Bye!

## 5 Speaking: giving a presentation

- Giving a presentation is a fairly daunting activity, so you will need to allow students plenty of time to brainstorm ideas, as well as allocating time for students to practise their presentation. Stress to students that each presentation should not last more than 2 minutes.
- Ask students individually to write notes about why someone might want to join a gym. Remind students of all the reasons given in the recording in exercise 4, and also the role plays and exercise 2.
- Put students in groups of four. Students share their lists of reasons.
- Now tell groups to decide what facilities their gym is going to offer. They should use the reasons why someone might join a gym to help them.
- Groups allocate the different topics (facilities / equipment / classes / other services) to each person in the group. Make sure each group also knows who is going to introduce the presentation.
- Each person then writes what they will say about their topic.
- Allow groups time to practise giving their part of the presentation to their own group. Remind students to read and follow the tips in the *Learning tip*.
- Ask each group to come up and give their presentation to the rest of the class. Award marks for the best presentation. You could award marks for:
  - accuracy of English
  - content (good reasons to join)
  - use of visuals
  - presentation and connection with the audience.

## Progress test Units 1–4

- This test has been designed to act as a measure of progress over the first four units of *Flying High for Saudi Arabia* Book 4. There are grammar, vocabulary, reading and listening tasks, as well as a writing task. The tasks have been designed to replicate the type of activities that are found in the Student Book and the Workbook.
- The test can be taken as a whole test but if it is the case that lesson lengths do not permit this, the various parts of the test could be taken at different times with the scores being added up to give a final score once all parts have been taken.
- The amount of time needed to take the test will depend on the ability of the students to a large degree but a rough guide might be as follows:
  - Grammar 1 – 10 mins
  - Grammar 2 – 10 mins
  - Vocabulary – 10 mins
  - Reading 1 – 20 mins
  - Reading 2 – 20–30 mins
  - Listening – 20 mins
  - Writing – 30–40 mins
- With regard to the administration of the listening aspect of the test, you will know your students well enough to decide whether the recording should be played once or twice. It is probably good practice to allow the students to listen twice, as the first time they will be busy writing their answers and may miss some details. It is also probably advisable to give the students about five minutes to look through the questions so that they know what they are listening for. The script used in the listening part of the test follows the answer key for the listening task.
- Below you will find the answers to the various tasks in the test. Some of the answers are clearly right or wrong and will attract a mark or not accordingly, but teachers may wish to exercise some discretion when marking the tests. For example, in the first grammar task, a minor misspelling of 'chatting', perhaps as 'chating', might not be so serious as to lose the mark. Of course, it will depend on the teachers and the students involved. Similarly, in the listening task the main objective is to test understanding so you may wish to overlook minor misspellings or even small grammatical errors there.
- At the end of the answers there is a marking grid that you may wish to use as a way of assessing different aspects of writing. The grid covers a range of traits and aims to allow teachers to look at students' writing holistically. Again, how you interpret this grid will depend largely on the local teaching environment and the overall aims and objectives of the course being provided.

### 1–3 Grammar

#### ANSWERS:

- 1 1 to eat 2 giving up 3 to get 4 taking 5 to make 6 trying  
7 eating 8 to help 9 chatting 10 to lose
- 2 Make sure that both the pronoun and tense have been changed where necessary in these sentences.  
1 Majed said he was going to save money to buy a computer.  
2 Mohammed added that he had lost 15 kilos by graduation day.  
3 Majed said he would work part-time to save some money.  
4 Mohammed said sadly that he didn't know what else he wanted to do.  
5 Majed added his parents might help him.
- 3 1 are you doing 2 I'll watch 3 We're having 4 lands  
5 will have finished

### 4–5 Vocabulary

#### ANSWERS:

- 4 1 comfortable 2 knowledgeable 3 careful 4 sociable  
5 reliable 6 accessible 7 competitive
- 5 Students' own answers. Make sure that students write sensible sentences that use the adjectives correctly.

### 6 Listening

- Ask students to copy the table into their books.
- Tell students that they are going to listen to school announcements similar to those they might hear at assembly in school. They need to listen carefully for precise details so that they can complete the table. Make sure you pause during each playing so that students have enough time to write down answers.
- Play the recording a first time and ask students to complete the second column of the table.
- Play the recording a second time and ask students to complete the third column of the table.
- Play the recording a third time and ask students to complete the fourth column of the table and check their answers.

**AUDIOSCRIPT TRACK 18**

And now to the announcements.

For those of you who are in clubs this afternoon, we apologize but all clubs will start 15 minutes late, due to a short emergency teachers' meeting this afternoon. That means all clubs will start at a quarter past two instead of 2 o'clock.

Mr Abu Dheeb wishes to remind Class 4 of the science trip to the museum tomorrow and that everyone should arrive by half past seven in order to get on the coach to leave at quarter to eight. If you are late then the bus won't wait, so please be on time.

Mr Khatib apologizes but Arabic club is cancelled tomorrow as he is taking part in a council meeting. If enough people are interested Arabic Club can be held on Sunday after school at 2 pm in the Language lab.

And finally good news for our Under 17s basketball team. As you know, they have already had a successful season, but on Thursday 24 October at Sakakah they won the Champions Cup for Jawf Province. This means that they automatically qualify to take part in the Champions Cup at national level.

**ANSWERS:**

What	What happened	Date/Time	Any other info
Clubs	Start 15 minutes late	Today	
Start 2.15	Due to emergency teachers' meeting this afternoon		
Science trip	Reminder	Arrive 7.30 tomorrow to leave at 7.45	If you are late the bus won't wait
Arabic club	cancelled	Sunday after school at 2 pm in the language lab	
(if enough people interested)	Mr Khatib taking part in a council meeting		
Under 17s Basketball team	Won Champions Cup for Jawf Province	Thurs 24 October at Sakakah	The basketball team automatically qualify to take part in the Champions Cup at national level

**7–8 Reading****ANSWERS:**

**1** 1F **2** E **3** C **4** A **5** D **6** B

- 2** **1** The sports club had a swimming pool, a stadium, a basketball court and indoor tennis courts.  
**2** Saleh would ask his brothers to play goalkeeper so he could practise scoring goals. He would also ask them to kick it to him so that he could practise heading.  
**3** He was much better than them at football. He could outrun and dribble past all the boys in his class at school.  
**4** Saleh thought he could play for the local team. He hoped he could play for his country.  
**5** Saleh feels nervous and excited.  
**6** (example sentences) I think Saleh will play really well and score at least 2 goals and Al Qadisiyah will win. He will be picked to be part of the permanent team.

## 9 Writing

- This article is similar to a writing activity that students did in Unit 1, so it revises material that should be familiar.
- Remind students that they should:
  - write 200 words
  - write for a school magazine (i.e. the audience is other students and teachers)
  - write about life 50 years ago
  - organize their article into paragraphs (as given in the Students' Book).
- The following marking grid can be used to help you assess students' answers to the writing task.

MARKS	Grammar	Vocabulary	Spelling and Punctuation	Task Fulfilment
2.5	Very accurate use of a wide range of grammar implied in the question.	Very accurate use of a wide range of vocabulary implied in the question.	Extremely accurate in terms of SP and P. No significant errors.	Ideas are well developed with detail, examples or explanations.
2	Quite accurate use of a range of grammar implied in the question. Some errors evident.	Quite accurate use of a range of vocabulary implied in the question. Some errors evident.	Reasonably accurate in terms of SP and P. Few errors.	A reasonable attempt at addressing the topic with two or three ideas developed at appropriate length and register.
1.5	Some accurate grammar usage together with other inaccurate but communicative usage.	Some accurate vocabulary usage together with other communicative usage.	Some accurate spelling and punctuation. Several errors may be apparent.	A reasonable attempt at addressing the topic with two or three ideas developed at appropriate length.
1	Mostly inaccurate grammar usage with a little accurate usage.	Mostly inaccurate vocabulary usage with a little accurate usage.	Mostly inaccurate with a little accurate spelling and punctuation	An attempt at addressing the topic but maybe not at the correct length or with inappropriate register.
0.5	At least one recognizable piece of grammar noted.	At least one recognizable piece of vocabulary noted.	At least one recognizable piece of spelling or punctuation noted.	At least one point addressed recognizably even if badly written.
0	Nothing written.	Nothing written.	Nothing written.	Nothing written.

# Unit 5 Knowing the market

## 1 Marketing

### Aims Access (+ Activation + Analysis)

#### Discourse objectives

- Establish the unit topic: marketing
- Expose students to extended spoken discourse

#### Language objectives

- Focus on vocabulary related to marketing
- Expose students to target grammar of the next lesson (different passive forms)

#### Specific skills objectives

- Develop speaking skills: making choices
- Develop reading skills: reading advertisements

## 1 Listening

### 1a

- Ask the students if anyone knows what the 'four Ps' are in marketing.
- Tell the students that they are going to listen to a radio interview with a marketing expert. First, they should listen and note down the four Ps.
- In pairs, students check their answers.

**ANSWERS:** 1 product, price, promotion, place

### AUDIOSCRIPT TRACK 19

**Presenter:** Today in the studio we have Professor Milton Knowles of Archway Business School. Welcome, Professor Knowles.

**Knowles:** Thank you. It's a pleasure to be here.

**Presenter:** We all understand that 'marketing' is to do with advertising. But there's more to it than that, isn't there?

**Knowles:** Of course! To understand marketing you have to grasp the fundamentals of the four Ps.

**Presenter:** The four Ps?

**Knowles:** Yeah. Product, price, promotion, and place. Product – very often you will find a range of products aimed at consumers with different lifestyles. For instance a car manufacturer will often have a sports model, an executive model and a family model of the same car.

**Presenter:** I see.

**Knowles:** Then price. Not everyone can afford the most expensive mobile phone, so there are different models of phone offering different features at different prices. Now promotion, that's studying the most effective way that a product can be advertised to its target market. Fashion accessories, for instance, are often advertised in magazines, whereas holiday destinations more often appear in TV advertisements.

**Presenter:** And place?

**Knowles:** That's the best outlet to offer the product to the target market. Magazines, for instance, sell particularly well at train stations and airports, where people are looking for a way of entertaining themselves on their journey. And all of this is bound up with what we call 'market segmentation'.

**Presenter:** Market segmentation?

- Play the interview again. Pause to give students time to make short notes about the four Ps.
- In pairs, students check each other's notes and answer questions 2 and 3.

**ANSWERS:** 2 place 3 product

## 2 Word builder: marketing

- Ask the students if anyone knows the meaning of the words in the box.
- Play the recording again. Students should tell you to pause when they hear any of the words.
- In pairs, they should write the words into the correct sentences 1–5.

**ANSWERS:** 1 outlets 2 accessories 3 target market  
4 fundamentals 5 consumers

### 3 Reading and speaking

#### 3a

- Have the students look up the word *segment* in their dictionaries.
- Ask them to look at the diagram and guess at the meaning of the expression *market segmentation* if they do not already know it.
- Have them read the text and check if their guesses were correct.

**POSSIBLE ANSWER:** Market segmentation is a way of dividing consumers into groups with common needs or interests, for example by age, gender or income.

#### 3b

- In pairs, students should complete the exercise.

**ANSWERS:** 1 lifestyle 2 gender 3 age 4 culture 5 income

### 4 Reading and speaking

#### 4a D

- Have the students look at the photographs A–D.
- In pairs, students should make notes about the criteria that the people in the photographs might be looking for when they choose a holiday. Suggest criteria such as cost, types of activity, types of accommodation.
- Students check their notes with another pair.
- Students read the advertisements 1–4.
- In pairs, they should choose the holiday they think most suitable for the people in the photographs and give their reasons.
- Monitor their conversations and give feedback.

#### 4b

- Ask students to predict the most popular of the four holidays for people in their class.
- In pairs, students should choose their favourite holiday and give reasons.
- Conduct a class survey. How many students chose each holiday. Which was the most popular?

#### Workbook D

Have your students work through the exercises on pages 28 and 29. Answers on page 83.

#### Preparation

Ask the students to make a list of famous designers and manufacturers, and the type of product that they are famous for.



# 2 In fashion

## Aims Analysis (+ Access + Activation)

### Discourse objective

- Develop the unit topic: fashion

### Language objectives

- Focus on vocabulary related to fashion
- Review different passive forms

### Specific skills objectives

- Develop reading skills: for detail
- Develop reading skills: filling-in-the-blanks

## 1 Word builder: fashion

### 1a D

- Check students' understanding of the word *fashion*.
- Have the students read through the text so that they understand the gist or general meaning. Ask them to work out from the context the meaning of the word *exclusivity* (availability to very few people).
- They then complete the text with the appropriate phrases from the box.

**ANSWERS:** 1st paragraph: haute couture  
2nd paragraph: ready-to-wear 3rd paragraph: mass market

### 1b

- Ask the students to look at the words in the box.
- Ask them to guess at the meaning of the word *fitting* in the context of fashion (an appointment to check that a made-to-measure item of clothing fits).
- Elicit the parts of speech of the words. Remind them that *sketch* is a noun and a verb, and that *linen* is a noun and an adjective.
- Ask the students to work individually to complete the second text. Remind them that they can use a dictionary where necessary.
- Let students check their answers in small groups before checking them together.

**ANSWERS:** 1 measured 2 fabric 3 suit 4 linen 5 shade  
6 sketch 7 studio 8 fitting

### 1c

- In groups, students should find students who have had an item of clothing made specially for him/her.
- Re-form the groups. Make sure that each group includes one of the above. You may volunteer to be someone who has had clothes made for you.
- Other students should ask questions and make notes about the garment.
- Students report back to the class.
- In small groups students should describe their dream garment.

### Learner development

Focus students' attention on the *Learning tip*. Have them discuss the different possible meanings of the word *market*. It can mean a place where traders sell their goods (noun), to promote and sell a product (verb), or the group of consumers at which a product is targeted (noun).

## 2 Reading and speaking

### 2a

- Ask students what they know about jeans. Where and when were they first made? Who are famous makers or designers of jeans?
- Ask them to look at the numbers in the box and to speculate what the numbers might refer to. Accept all their suggestions at this stage.
- Have the students read the text through first to understand the gist and then work together in pairs to complete the text with the figures.
- Remind them to read through the text again when they have finished to check their answers.
- Check answers.

**ANSWERS:** 1 300 2 17th 3 1848 4 20th 5 \$450

**Teaching tip** Students will need to use common sense to figure out which of the numbers goes where. Number 1, for example, has to be a cardinal number. Ask students to tell you why 1848 is not the correct answer. (Because it is unlikely that jeans were being made that long ago, and we would not know the precise date anyway.)

### 2b D

- Put the students into pairs. They should collate their suggestions of famous designers and manufacturers into one list. Set a limit of ten designers or manufacturers per pair.
- They then join another pair and take it in turns to say a designer or manufacturer. The other pair name the product.

## 3 Grammar builder: different passive forms

### 3a

- Ask the students to tell you what the passive voice is and how it is formed. (The passive voice tells us that the receiver of the action is more important than the person who did the action. This is why in passive sentences it is usually not as important to say who did the action, e.g. *She had a skirt made (by a dressmaker)*. It is formed with a noun / pronoun + the verb *to be* + the past participle.)

## Lesson 2 Knowing the market

### Language assistant

- Have the students read the *Language assistant*. Write the example sentences on the board and show students how the active form becomes the passive form with the following diagram:

*A famous designer made the dress.*

*The dress was made by a famous designer.*

- Compare this passive sentence to the *have* + past participle structure:  
*She had the dress designed for her.*
- Remind students that *by* is used to say who did the action, but that often this isn't necessary.
- Put the students into pairs to write as many sentence as they can using the underlined words in the example, a different verb tense, and a phrase from the box.
- Elicit their sentences and write them on the board.

**POSSIBLE ANSWERS:** Many new haute couture fashions will be created next year.  
Many new haute couture fashions were created last year.  
Many new haute couture fashions are being created around the world at this moment.  
Many new haute couture fashions were created before mass market clothes became popular.  
Many new haute couture fashions have been created so far this year.



### Language help

You might like to write the following information on the board so that students can refer to it as they need to:  
Turning an active sentence into a passive sentence:  
Step 1: take the object of the active sentence and make it the subject of the new sentence  
Step 2: add the verb *to be* in the same tense as the active sentence  
Step 3: add the past participle of the verb in the active sentence  
Step 4: add *by* + the subject of the first sentence  
Step 5: finish off the sentence with the appropriate time clause if necessary.

### 3b

- Students work individually to complete the sentences using the correct forms of the words in parentheses.
- Have them check answers in pairs before checking answers together.

**ANSWERS:** 1 can be worn 2 should have been told  
3 must have your eyes tested 4 can have your trousers altered  
5 should have my hair cut

### Workbook D

Have your students work through the exercises on pages 30 and 31. Answers on pages 83 and 84.

### Preparation

Ask the students to find different examples of advertisements in newspapers and magazines and bring them to the next lesson.

# 3 Selling the image

## Aims Analysis (+ Access + Activation)

### Discourse objective

- Develop the unit topic: the advertising industry

### Language objectives

- Review use of active and passive voice
- Expose students to vocabulary related to the advertising industry
- Focus on intonation in questions

### Specific skills objectives

- Develop listening skills: inferring meaning
- Develop writing skills: writing an advertisement

## 1 Speaking

### 1a

- Have the students look at the three advertisements and, without reading the text, tell you what they think they are advertising.
- Put the students into pairs for them to discuss the different ways that companies try to sell each product. Ask them to decide which advertisement they prefer and which they think would be the most and least successful.
- Get feedback.

**ANSWERS:** **A** uses environmental/ecological arguments to promote the product. **B** highlights the advantages of healthy living. **C** suggests that using this product will make you look rich and famous.

### 1b

- Students then discuss the questions in groups.
- Encourage students to use the advertisements they brought to the lesson as examples.

## 2 Listening and speaking

### 2a

- Tell students that they are going to hear a radio interview about advertising.
- Before they listen, ask them to read the statements and to think about whether they are true or false.
- Check students' understanding of the words and expressions *image*, *disposable income*, *cosmetics*, and *consumer lifestyle*.

### 2b

- Have the students look up the noun *subtle* in the dictionary (pronounced /sʌtl/).
- Play the recording again for students to check their answers to exercise 2a. Explain that not all of the answers are clearly given and that they will need to infer some of the answers.
- Check answers together, asking students to paraphrase what they heard in the recording.

**ANSWERS:** 1F 2T 3F 4T 5F

### AUDIOSCRIPT TRACK 20

**Man:** In this lecture I propose to look at the changing face of advertising. Advertising, as you are all aware, is probably as old as civilization. It was certainly known in the ancient civilizations of Egypt, Greece and Rome. But it wasn't until the 20th century that it became big business, that it became the 'image industry'! Now, what do I mean by that?

Well, traditionally, advertising was based on the product. Such and such washing powder makes your clothes cleaner, such and such food item tasted better ... and so on. No, the shift that occurred last century was away from the product and towards the people who used the product. Advertisements more and more hinted that use of the product could associate the consumer with the rich, and the famous. More and more, sport stars were used to promote products. And, as disposable incomes increased, so did the advertising sector aim for the luxury market – holidays abroad, expensive cars, designer mobile phones and so on. All based on the fact that more and more people could afford to live a relatively rich and famous consumer lifestyle.

But the 21st century has seen subtle changes. People are generally worried about health problems – healthy eating and so on – and environmental issues – global warming, animal experimentation ... And so we are seeing a gradual shift in the emphasis of advertising. This car uses less gas, that soap has not been tested on animals. Now, I'd like to demonstrate this by showing you some TV advertisements from the 1960s and their equivalent versions in the 21st century ...

### 2c

- Put the students into groups.
- Play the recording again and stop at the relevant points, giving them time to discuss the questions.
- Elicit feedback.

**POSSIBLE ANSWERS:** **1** That in the 20th century advertising moved from the product itself to the image of the people who used it. **2** Because people are becoming more concerned with issues concerning health and the environment.

### 3 Pronunciation: intonation – questions

#### 3a

- Write the first sentence on the board. Ask individuals to say the sentence and ask them to think about whether their voice goes up or down on the first syllable of the last word.
- Play the recording, stopping after the first sentence. You might want to play it a number of times for students to listen.
- Play the rest of the sentences and elicit whether the intonation rises or falls in each one.

**ANSWERS:** 1 down 2 up 3 down 4 up

#### AUDIOSCRIPT TRACK 21

see SB p. 46 ex. 3a

#### 3b

- Ask the students to look back at the sentences and to identify which ones go up and which ones go down.

**ANSWER:** Questions beginning with *wh-* question words usually go down; those beginning with verbs usually go up.

#### 3c

- Play the sentences again for students to practise their intonation.
- Students then work in pairs, asking and answering questions.

### 4 Grammar builder: use of active and passive

#### Language assistant

- Elicit from the students when the passive is used. (When the subject of the sentence is unknown or unimportant.)
- Have students read the *Language assistant*.
- Have the students read through the text first to get the gist or general meaning. They then complete it individually.
- Remind students of the importance of reading the text through again when they have completed it to check that it makes grammatical sense.
- Let students check answers in pairs before checking answers together.

**ANSWERS:** 1 have almost finished 2 will send 3 are summarized / have been summarized 4 was employed 5 will have / are going to have 6 will be shown 7 will be used 8 is being designed 9 will go / will be going / is going 10 will be 11 begins 12 will be reduced 13 are expected 14 be sustained

### 5 Listening **D**

#### 5a

- Teach students the meaning of the words 'Special offer' (that the price of something is discounted or there is money off the original price).
- In pairs ask students to look at the tags and think of more phrases which mean there is a special offer. Get feedback, writing all the phrases on the board in a word bank.

#### 5b

- Tell students that they are going to listen to announcements advertising special offers in a supermarket.
- Preteach the phrases *teamed up with*, *introductory offer*, *in season* if necessary.
- Ask students to copy the table.
- Play the recording once all the way through, asking students to complete the first column of the table.
- Play the recording a second time, asking students to complete the second and third column.

**ANSWERS:** 1 olives, 30 percent off, 5 SAR a pot  
2 pomegranates, reduced price / a bargain, 5 SAR for 5  
3 honey, three for the price of two, no price given 4 chicken, down in price, 50 SAR 5 dishwasher tablets with power shine, half the retail price, 50 SAR for box of 100

#### 5c

- Play the recording a final time asking students to write down the reason the announcer gives for buying the items.

#### ANSWERS:

1 the supermarket has teamed up with a family of olive growers in Al Baha 2 the pomegranates are in season 3 it's an introductory offer

#### AUDIOSCRIPT TRACK 22

Good morning everybody and we have plenty of special offers for you today.

Starting at our delicatessen counter, olives are on offer. We have teamed up with a family of olive growers in Al Baha specially for you. They are only 5 SAR for a pot – that's 30 percent off – and perfect as an appetizer for your family parties.

And in our fruit and vegetables section, pomegranates are in season. So we have reduced them to 5 SAR for five. That's a bargain!

Down the jams and spreads aisle, delicious honey is three pots for the price of two.

And to help everyone celebrate the local festival, whole chickens are down in price to 50 SAR.

In our cleaning products range, Zing is launching a new dishwasher tablet with power shine. This is a special introductory offer of 50 SAR for a box of 100 – that's half the usual retail price.

#### Workbook

Have your students work through the exercises on pages 32 and 33. Answers on page 84.

# 4 Saudi Arabia and the World: Building a conversation

## Aims Activation

### Discourse objectives

- Increase confidence when speaking in conversation
- Understand how to be polite when you disagree with an opinion

### Language objective

- Focus on questions to open and build a conversation

### Specific skills objectives

- Develop speaking skills: build a short conversation
- Develop listening skills: listening for detail / exact words

## 1 Starting a conversation

- Ask students to look at the pictures and describe what is happening in each one. Get feedback, encouraging people to say what they talk about with their friends.
- Tell students that opening a conversation can be difficult, especially if you are shy. So, in England, especially if you don't know someone well, you can open a conversation by talking about the weather. It is 'code' for being polite when opening a conversation. The weather is thought of as being a good conversation opener because it talks about something that you know you have in common. Draw attention to the way the two men in the illustration use talking about the weather as a means of introducing the question *What have you been doing recently?*
- Ask students in pairs to take turns to read aloud each of the conversation openers and rank them from 1 to 10, where 1 is the most suitable and 10 is the least suitable. Get feedback, encouraging lots of discussion as there is no 'correct' answer. Make sure you ask students why a sentence or phrase is a good or bad conversation opener.

**POSSIBLE ANSWERS: Unsuitable openers:** 3 and 9 are only used for when you say goodbye; 10 is too short and does not invite a reply from other person; 5 is too formal and only used when you don't know the other person; 8 is unsuitable because it is not positive enough – conversation openers are usually positive.

**Suitable openers:** 1 talks about the weather and uses a question; 2 uses a question; 4 gives a compliment and invites other person to give further opinion; 6 asks a question about something you know you have in common; 7 can be used when you haven't seen someone for a long time.

## 2 Speaking and reading: building a conversation using questions

### 2a

- Ask students to read the conversation aloud in pairs.

### 2b D

- After reading ask students to write down the questions used in the conversation.

#### ANSWERS:

*Did you see The Interview last night?*

*Did you see that when he had to stop the other guest interrupting?*

*Who would you like him to interview?*

*Who is she?*

*What else do you watch?*

- Ask students to notice that the first question, *Did you see The Interview last night?*, is an opening question as it assumes that Hadi has seen the TV programme also. The second question, *Did you see it when ...* is asking for confirmation that the other person has the same opinion as you. All subsequent questions, *Who would you like him to interview? Who is she? What else do you watch?* are all 'real' questions which ask someone for information. This shows how different types of questions can be used to open and then build a conversation.

## 3 Listening

### 3a

- Ask students to listen to a series of short conversations, all of which use 'conversation openers'.
- Play the recording, pausing between each short conversation and leaving students enough time to make notes about what each one is about.

**ANSWERS:** 1 latest recitations 2 poems by Shawqi 3 the Janadriyah festival 4 calligraphy lessons 5 why the girl hasn't been able to come out recently

## Lesson 4 Knowing the market

### 3b

- Play the recording a second time, pausing after each short conversation. Ask students to listen carefully for the exact words that people use to ask questions.

**ANSWERS:** 1 Have you listened to the latest recitations yet? 2 Have you read Nahj al-Burda by Ahmed Shawqi. 3 Did you see anything at the Janadriyah festival? What did you think of the folkdancers? 4 Have you seen the advert in the paper for calligraphy lessons? Are you interested in going? 5 What have you been doing recently?

### 3c

- Play the listening a third time, pausing for a good length of time between each short conversation so that students can write down the exact words that people use to reply.
- Students check their answers in pairs.
- Get feedback, writing answers on the board. Encourage students to work together as a class to get the exact words, because often the sentences are long.

### Language assistant

- Ask students to read the *Language assistant* and think about which speakers disagreed politely (conversations 2, 3 4).
- Ask students how the person managed to disagree politely. Discuss how in English it is polite to agree even though you disagree! You have to agree first and then afterwards give your own opinion.
- In conversation 2 the person says 'I agree, although I can't always understand it.' In conversation 3 the person says 'Oh yes. We usually go ... but this year I didn't go.' In conversation 4 the person says 'What a good idea. Unfortunately ...'

**ANSWERS:** 1 Oh good. The discussions of the hadith are always interesting. 2 Yes, I agree, although I can't always understand it. 3 Oh yes, well we usually go every year for a big family day out ... but this year I didn't go because I was revising for exams. 4 What a good idea. Unfortunately I'm quite busy at the moment. 5 Oh, I've been revising for exams so I haven't been able to come out. Plus my auntie is ill so I have had to help my mother look after her.

### AUDIOSCRIPT TRACK 23

1

**A:** Have you listened to the latest recitations yet? You can download them now from the website.

**B:** Oh good. The discussions of the hadith are always really interesting.

2

**A:** Have you read Nahj al-Burda by Ahmed Shawqi? I really like his poetry.

**B:** Yes, I agree, although I can't always understand it.

3

**A:** Did you see anything at the Al-Janadriyah festival? What did you think of the folkdancers?

**B:** Oh yes, well we usually go every year for a big family day out. We usually like the tents from different regions. But this year I didn't go because I was revising for exams.

4

**A:** Have you seen the advert in the paper for calligraphy lessons? I think the price is quite reasonable and I would like to be able to perfect the shape of my letters and write artistic cards. Are you interested in going?

**B:** What a good idea. Unfortunately I'm quite busy at the moment.

5

**A:** What have you been doing recently?

**B:** Oh, I've been revising for my exams so I haven't been able to come out. Plus my auntie is ill so I have had to help my mother look after her.

**A:** Oh, I hope your auntie gets better and good luck in your exams.

## 4 Speaking

- Students work in pairs. Give students time to choose their three favourite topics, or they can choose one of their own if they prefer. The aim is to build a two-minute conversation. If possible use a phone timer or watch to make sure that students build to two minutes.
- Remind students of how to open conversations e.g. *Did you see ... ? What have you been doing recently? Have you seen ... ?*
- Remind students to use questions to open and build a conversation.
- Remind students also of polite ways of disagreeing (e.g. agree then give your own opinion).
- Go round monitoring students, and telling them when two minutes is up and they need to move on to their next conversation.

**Alternative** Students could move from one partner to the next, having a different conversation with each person.



# Unit 6 Looking forward

## 1 And the weather tomorrow ...

### Aims Access (+ Activation + Analysis)

#### Discourse objective

- Establish the unit topic: predicting the future

#### Language objectives

- Expose students to topic vocabulary through reading and listening
- Expose students to target grammar of the next lesson (conditionals)
- Focus on suffixes
- Focus on intonation in lists

#### Specific skills objective

- Develop reading skills: reading for gist

### 1 Speaking and reading

- Put the students into small groups to talk about the reliability of science and modern technology, and how much our grandparents understood about the world.

### 2 Listening and speaking

#### 2a

- Ask the students to look at the illustrations and elicit what they show.
- Encourage them to talk about whether any of the illustrations shows a traditional method of weather forecasting in Saudi Arabia.
- Tell students that they are going to listen to a radio interview about traditional methods of weather forecasting.
- Have them read the instructions and check that they know they have to tick the items which are mentioned.
- Play the recording and check answers.
- Play it a second time if necessary for students to note if the items forecast good or bad weather.

**ANSWERS:** The following predictions are mentioned: red sky in the evening (G), cows lying down (B), bees returning to hive (B), wet seaweed (B), birds flying high (G).

#### AUDIOSCRIPT TRACK 24

**Presenter:** Today, in the studio, we have Andy Simmonds. Andy is a meteorologist – a weather forecaster – who lives in a hi-tech world which produces hi-tech weather predictions. But it may surprise you that Andy still has time for more traditional methods of forecasting the weather. Isn't that true, Andy?

**Andy:** Yes, that's right. I reckon that our grandparents, and their grandparents, had a massive collected store of folk wisdom between them. We laugh at it nowadays,

call it 'old wives' tales'. But they closely examined the world around them, and came up with quite a few interesting facts ... not always accurate, of course – but neither are modern weather forecasts!

**Presenter:** (chuckles) Such as ...?

**Andy:** Well, let's take this one. 'Red sky at night, sailor's delight'. In other words, if there is a red sky in the evening, then it will probably be fine the next day. And this is sometimes correct – the sun's rays turn red when coming through a layer of dust particles, and these particles indicate high pressure and good weather to come.

**Presenter:** I see ...

**Andy:** Then, if you see cows lying down in the fields and bees returning to their hives, then rain is probably not too far away. Equally, many old people would keep seaweed outside their house. And some seaweed gets damp when rain is on its way. That's a proven fact! Birds have to be very sensitive to the weather, differentiating between pressure levels – and they fly higher when there's a spell of fine weather ...

**Presenter:** But hold on, Andy! You'll talk yourself out of a job!

**Andy:** Not much chance of that. The modern world needs modern prediction ... but it's a fascinating area, and we should never dismiss the knowledge of our forefathers.

**Presenter:** I agree with you there.

#### 2b

- Have the students read the questions so that they know what information they will need to listen for.
- Play the recording again for them to answer the questions.

**Alternative:** Ask the students to put up their hands when they have heard the answers to the questions. Stop the recording and ask them to repeat what they have heard. Replay the recording to check if they were correct.

## Lesson 1 Looking forward

**ANSWERS:** 1 By closely examining the world around them. 2 Not always, but sometimes. 3 Particles of dust. 4 It goes or remains dry.

### 2c

- Put the students into small groups to discuss the questions.
- Monitor the discussions, making a note of any key points.
- Have each group report back to the whole class on what they discussed.
- Go through any language points you made a note of while monitoring.

**Teaching tip** Remind students of the importance of taking notes during group or pair discussions. This gives them more confidence when they need to report back to the rest of the class with their ideas.

## 3 Word builder: suffixes

- Explain that verbs are often formed from nouns and adjectives by adding a suffix. Remind students that prefixes are added at the start of words and suffixes are added at the end.
- You might want to demonstrate this on the board with the following verbs first. Invite students up to the board to add the appropriate suffix:  
*wide – widen, broad – broaden, sympathy – sympathize, modern – modernize*
- Put the students into pairs to complete the sentences with an appropriate verb.
- Encourage them to do this without using a dictionary. Suggest that if they are not sure, they should write a few different suffixes to see if they can hit on the one which sounds correct.
- Check answers.
- Ask the students to tell you whether they found any of the answers by choosing the one that sounded correct.

**ANSWERS:** 1 sharpen 2 computerize 3 differentiate 4 blacken

## 4 Pronunciation: intonation – lists **D**

### 4a

- Elicit what students remember about intonation in *wh*- questions and questions that start with verbs from the previous unit. (Questions that start with *wh*- words tend to fall at the end while questions that start with verbs tend to rise.)
- Explain that when people are listing items in a sentence, their intonation also changes.
- Ask the students to close their books.
- Write the example sentence from the recording on the board.
- Play the recording for students to mark where the intonation rises and where it falls.
- Play the recording again for students to check. Ask individuals around the class to repeat the sentence, checking their intonation falls at the end.

### AUDIOSCRIPT TRACK 25

see SB p. 51 ex. 4a

### Learner development

Remind students that rising intonation is used in questions that start with a verb and to indicate that something is unfinished (such as when you are listing items or if you are still thinking and haven't finished speaking). Falling intonation is used with questions that start with a *wh*- word and also to indicate that a statement is finished.

### 4b

- Put the students into pairs.
- They work together to mark the intonation and practise saying the sentences to each other.
- Play the recording for them to check and then ask them to repeat the sentence to you.

### AUDIOSCRIPT TRACK 26

see SB p. 51 ex. 4b

## 5 Reading and speaking

### 5a

- Put the students into pairs.
- Have the students read the paragraph headings (a–c), and then read the paragraphs.
- In pairs, they choose the correct headings.

**ANSWERS:** a 2 b 3 c 1

### 5b

- Make sure that students understand the word inference – something that is suggested, but not actually stated, by the author.
- They read the paragraphs again and, in pairs, decide what is inferred, and why.

**ANSWERS:** 1b The last sentence in paragraph 1 (Well, your guess ...). 2a But there are still country folk ... 3a Last sentence of paragraph 3.

### Workbook **D**

Have your students work through the exercises on pages 34 and 35. Answers on page 84.

## 2 Optimism versus pessimism

### Aims Analysis (+ Access + Activation)

#### Discourse objective

- Develop the unit topic: optimism versus pessimism

#### Language objectives

- Clarify the meaning of idiomatic expressions related to feelings
- Review future, present, and past conditionals

#### Specific skills objective

- Develop reading skills: thinking about style

### 1 Speaking

#### 1a

- Check students' understanding of the adjectives *optimistic* and *pessimistic*.
- Put them into groups of three to discuss the sayings.
- Monitor the discussions, making a note of any key points.
- Have each group report back to the whole class on which sayings they thought were optimistic and which they thought pessimistic.
- Go through any language points you made a note of while monitoring.
- Elicit what students think the saying *It never rains but it pours* means. (Bad things always seem to happen at the same time as each other.)

**ANSWERS:** Optimistic: Look on the bright side. Don't worry, be happy. Tomorrow is another day. Pessimistic: You can't beat the system. It never rains but it pours. Life isn't fair.

#### 1b

- Elicit from students what their personal philosophy is.
- Ask them to justify this with examples.
- Ask for a show of hands of who is basically optimistic and who is pessimistic.
- Have the students speculate about the findings. Do the results show that older members of the group are more pessimistic, etc.?

### 2 Reading

#### 2a

- Have the students read the two texts quickly.
- Explain that the basic layout of a text can often help them decide what type of text it is even before they read it.
- Elicit some of the differences in layout between the two texts. (One is longer than the other and divided into three main paragraphs. It starts with a large capital letter A – a convention of newspaper articles or academic texts. The other has the book title and author on one page and book details and a price on the other page.)
- Ask for a show of hands of the text type by asking *Who thinks the first text is from a story?*, etc.

**ANSWERS:** Text A is the front and back cover of a book. Text B is a newspaper article.



#### Language help

The verb *gripe* means to complain habitually about something

#### 2b

- Ask the students to read the texts again, this time paying attention to the ideas presented in each one.
- Invite them to paraphrase some of the ideas.
- They then read the statements and match the statements to Text A or B or both.
- Let them check in pairs before checking answers together.
- Ask the students to read what they underlined from the texts to justify their answers.

**Teaching tip** Remind students of the importance of underlining where they found the answers in reading texts.

**ANSWERS:** 1 B 'Always looking on the bright side can damage your health ...' 2 A and B. Text A: the whole text talks about the positive effects of complaining. Text B: 'A growing band of psychologists believes that the pressure to be cheerful glosses over a person's need for a good moan every so often ...' 3 A '... virtually every one of them pushes us to look on the bright side ...' 4 A 'If this 'don't worry, be happy' approach to life worked, would we need so many of these self-help books?' 5 B 'If he or she fears the worst, the pessimist devises means to avoid it ...'

- Discuss whether students agree with the ideas presented in the article. You might like to invite them to talk about the things they complain about and why.

### 3 Grammar builder: conditionals – future, present and past

#### 3a

- Explain that different conditionals are used to talk about different situations (real or imaginary).
- Remind students that first and second conditionals are used to talk about the future.
- Invite students to tell you how these conditionals are formed and write these on the board. (First conditional: *If* + present simple, *will / won't* + bare infinitive. Second conditional: *If* + past simple, *would / wouldn't* + bare infinitive.)

#### Language help

Remind students that it is possible in first and second conditionals to swap over the clauses:  
*If it rains tomorrow, we'll go to the shops. ✓*  
*We'll go to the shops tomorrow if it rains. ✓*  
 Remind them that *will / won't* never follow the *If* + clause:  
*If it will rain tomorrow ... ✗*

- Have the students read the example sentences and elicit which conditional they are. (Sentence 1 is the first conditional and sentence 2 is the second.)
- Have them decide on the answers to the questions individually and then compare their answers in pairs.
- Elicit answers.

**ANSWERS:** **a** In sentence 1, the speaker thinks making a lot of money is more likely. They have used the first conditional which is used to talk about possible or likely situations now, in the future, or generally. In sentence 2, they have used the second conditional which is used to talk about impossible, unlikely, or hypothetical situations (so they do not think they will make a lot of money). **b** In sentence 1, the speaker sounds like more of an optimist.

#### Language help

Point out that there are two forms of the verb *to be* in the second conditional. Write the following on the board:  
*If I / he / she, etc. was ...* which is informal and is generally used in speech, e.g. *If I was rich, I'd buy a huge house.*  
*If I / he / she, etc. were ...* which is formal and is generally used in writing e.g. *If I were rich, I would buy a huge house.*

#### 3b

- Remind students that zero and second conditionals are used to talk about a present situation, true or imaginary.
- Invite students to tell you how the zero conditional is formed and write this on the board. (Zero conditional: *If* + present simple + present simple)
- Have the students read the example sentences and elicit which conditional they are. (Sentence 1 is the zero conditional and sentence 2 is the second.)
- Have them decide on the answers to the questions individually and then compare their answers in pairs.
- Elicit answers.

**ANSWERS:** **a** The speaker in sentence 1 is talking about regular behaviour because they are using the zero conditional. This is used to talk about general habits and truths. **b** The speaker in the second sentence is using the second conditional. This is used to talk about an imaginary situation which is not true at the moment. **c** In sentence 1, 'if' can be replaced by 'whenever' because it refers to a general truth in the present.

#### 3c

- Now write the example sentence on the board and elicit what conditional it is and how it is used. (The third conditional is used to talk about hypothetical situations in the past.)
- Read out the statements and ask students to raise their hand if they think the statement is true about the sentence.
- Remind them that the third conditional is only used to talk about hypothetical situations in the past which means the events described in them didn't happen.

**ANSWERS:** I didn't study. I didn't pass the test.

### Language assistant

- Have the students read the *Language assistant*.
- Remind them to punctuate their conditional sentences correctly by putting a comma after the *If* clause when it comes first.

#### 3d

- Students work in small groups to discuss the questions.
- Monitor the discussions, making a note of any key points with incorrect use of conditionals.
- Have each group report back to the whole class.
- Go through any language points you made a note of while monitoring.

### Workbook

Have your students work through the exercises on pages 36 and 37. Answers on page 84.

# 3 What if ...?

## Aims Analysis (+ Access + Activation)

### Discourse objective

- Develop the unit topic: *What if ...?*: hypothetical situations

### Language objectives

- Clarify use of mixed conditionals
- Expose students to vocabulary related to air travel and flying

### Specific skills objectives

- Develop reading skills: correctly ordering paragraphs
- Develop speaking skills: speculating
- Develop writing skills: writing a report of an incident

## 1 Speaking and listening

### 1a

- Ask the students to look at the title of the lesson and ask them when we use the phrase *What if ...?* at the beginning of a sentence. (When we are speculating about a hypothetical situation).
- Elicit some *What if ...?* questions from them or pose some yourself for them to speculate on, e.g. *What if there was an earthquake now? What would you do? What if you found out you'd won the lottery? How would you feel? What if you had failed your exams last year? How would you have felt?*
- Ask the students to look at the photographs and to speculate about what might have caused the problems. Accept all their suggestions at this stage.

### Learner development

Remind students to use modal verbs (*may, might, or could*) to speculate about situations in photographs. Point out that it's a good idea to also say how they think the people in the photographs might be feeling.

### 1b

- Tell students they are going to listen to people talking about each incident and that they should match the descriptions to the photographs.
- Play the recording.

**ANSWERS:** 1C 2B 3A

### AUDIOSCRIPT TRACK 27

1

**Jake** I started to feel a bit under the weather a couple of days ago. I had a bad cold but I decided to go swimming yesterday. Big mistake. Today I really feel bad. I've taken some aspirin but I have a terrible headache and I think I have a fever. Unless I start feeling better soon, I won't be able to go to work tomorrow. If I ... don't get it together soon ...

2

**Paul** I had to catch a plane from San Diego to San Francisco, but that same afternoon I had a fairly important

meeting and didn't want to cancel it. By the time it was over, I was late. I drove really fast to the airport but there was a lot of traffic. I arrived just as the plane was pulling away from the gate. I went to the meeting because it was really important, but it lasted so long I missed my flight. If I ... had made that flight ...

3

**Andrew** I hate it when this happens. I was doing a long report on my computer and there was a power cut. Unless you save your work regularly, you can lose it all when the power goes off. Well, of course I had forgotten to save the document, so when the computer went dead I lost the whole thing – five pages! I would have ... saved ...

### 1c

- Have the students read the questions and play the recording again for them to make a note of the answers.
- Check answers.

**ANSWERS:** 1 It means a general feeling of ill health, (being tired, getting headaches, etc.) even though you're not actually sick. 2 He went swimming. 3 He had an important meeting which he didn't want to miss. 4 There was a power cut. 5 He hadn't saved the report so he lost the document.

### 1d

- Have the students listen again and complete the final sentences using their imagination. Pause the recording after each speaker to give students time to write.
- Have the students compare their ideas in pairs.

## 2 Grammar builder: mixed conditionals – *if* and *unless*

### 2a

- Have the students read through the example sentences.
- Take the first sentence as an example and write it on the board.
- Ask the students to look at the structure of the first part of the sentence and elicit the structure (*If* + past simple) and which conditional this is (second). Repeat with the second part of the sentence (*wouldn't* + *have* + past participle; third conditional).

## Lesson 3 Looking forward

- Ask the students whether the sentence refers to something which happened in the past or something which didn't.
- Put the students into pairs to identify the conditionals in each half of sentences 2 and 3 and ask them to say whether the action happened in the past or not.
- Elicit their answers.

**ANSWERS:** **2** *If* + past simple (second conditional) plus *wouldn't* + *have* + past participle (third conditional). The action happened. **3** *would* + bare infinitive (second conditional) plus *if* + past perfect (third conditional). The action happened.

### ⚠ Language help

Point out that there are two functions of mixed conditional sentences. Demonstrate this with example sentences 1 and 3. Example sentence 1 refers to an unreal or untrue present situation and its probable (but unreal) past result. The time in the *If* clause is now or always, and the time in the main clause is before now.

Example sentence 3 refers to an unreal past condition and its probable result in the present. The time is before now in the *If* clause, and now in the main clause.

	At present	In the past
sentence 1	<i>if</i> clause (now)	main clause (before now)
sentence 3	main clause (now)	<i>if</i> clause (before now)

### 2b

- You might want to work through the first sentence with the class as you did in exercise 2a, having the students identify the conditional in the *If* clause.
- Write the sentence on the board and invite different students to complete it. Elicit whether the rest of the class thinks the answer is correct.
- Put the students into pairs to complete the rest of the sentences.
- Monitor their work, helping where necessary.
- Check answers.

**ANSWERS:** **1** *won't* come **2** *wouldn't* have seen  
**3** *would* still be **4** *hadn't* told

### 2c

- Remind students that in some sentences it is possible to use *unless* rather than *if ... not*.
- Have the students look back at their sentences from exercises 1d, 2a, and 2b to see if it is possible to use *unless* in place of *if ... not*. Alternatively, write the following on the board and invite students to complete the sentences in as many ways as possible: *I'll call you later, unless ...*

### 2d

- Put the students into pairs.
- Give them a short time to rewrite the sentences using the word in brackets.
- Elicit all possible answers, checking that students are using punctuation correctly.

**ANSWERS:** **1** *If* it doesn't rain, we're going to the beach on Saturday. / We're going to the beach on Saturday *if* it doesn't rain. **2** *Unless* you write to me, I'll be angry with you. / I'll be angry with you *unless* you write to me. **3** *Unless* Mustafa can play in this week's game, our team will probably lose. / Our team

will probably lose, unless Mustafa can play in this week's game.  
**4** *If* we don't invite Anis to join us for dinner, he will be upset. / Anis will be upset *if* we don't invite him to join us for dinner.

## 3 Speaking and reading

### 3a

- Have the students look at the picture and invite them to speculate on what they think happened. Accept all their suggestions at this point.

### 3b

- Students then read the story and put the paragraphs in the correct order.
- Remind them that they should be reading quickly and shouldn't be focusing on all the details within the text.
- Check answers.
- Invite students to paraphrase what happened. Ask them to say whether they think the story is true or not.

**ANSWERS:** 1B 2D 3A 4E 5C (also possible: 4C 5E)

### 3c

- Give students a short time to underline words associated with flying and to put them into categories.
- Then put the students into groups for them to discuss unfamiliar vocabulary.
- Monitor their discussions, making suggestions where necessary.

**ANSWERS:** jumbo jet, co-pilot, pilot, aircraft, upper-deck compartment, Boeing 747, flying, plane, cockpit, controls, check-in, ground staff, passengers, flights, flight deck, on-board, security guards, Captain, autopilot, plummet. Possible categories could be: people, on the airplane, at the airport.

## 4 Writing, reading and speaking

### 4a

- Put the students into groups of three.
- Tell students to imagine they were on the plane and let them decide on who they would like to role play.
- Give them a short time to role play what happened from their point of view.

### 4b

- Elicit whether the report will be a formal or informal piece of writing (formal).
- Students then work individually to write a report from the point of view of the person they were in the role play.

### 4c

- Students then swap their reports with someone else and review them.
- Give them a short time to get feedback on anything that isn't clear or is missing.

### 4d D

- Students then revise their reports.
- You might want to ask them to do this for homework.

### Workbook D

Have your students work through the exercises on pages 38 and 39. Answers on page 84.



# 4 Saudi Arabia and the World: Career choices

## Aims Access + Activation

### Discourse objectives

- Further develop the unit topic: thinking about future career plans

### Language objective

- Further expose students to career vocabulary through reading
- Focus on reported speech for questions

### Specific skills objectives

- Develop speaking skills: discuss plans for the future; role play a job interview
- Develop reading skills: use context to guess the meaning of unknown words

## 1 Speaking

- Ask students to look at the photo and to describe what the people are doing. Revise the titles of a few jobs, e.g. *teacher, computer programmer, engineer*.
- Model one or two of the following questions as an introduction to the topic of career choices, e.g. *This person in the photo is a teacher. Imagine you would like to become a teacher. How do you find out information about this job? What subjects do you think are necessary to do the job? What work experience could you get to help you become a teacher?*
- In pairs students ask and answer the questions in exercise 1a. Build on interest in this topic, because students are on the cusp of leaving school to move on and might be thinking about life after school. Encourage students to discuss the questions at length.
- Afterwards, get feedback from a few pairs. Discuss with students why subjects you like at school can be a good indicator of the type of job you think you would like later in life. Discuss question 4, *How do you find out information about the job you want?* as this is useful information for students.

### Language help

- Remind students of what happens in reported speech (statements) by asking *What plans do you have for your future?* to one of the students. Report back his / her answer, e.g. *Mariama said that she liked Maths and Physics the most.* Elicit from students what happens grammatically in reported speech (the pronouns change and the tense of the verb changes).
- Then write the question on the board and ask a strong student if they can tell you what you asked. (*Mrs Abaidi asked Mariama what subjects she liked most.*)
- Show students that:
  - the verb changes to the past
  - the word order changes back to subject + verb
  - the personal pronouns change.
- Ask students to read the *Language assistant*.

## 2 Grammar builder: reported speech – questions

### 2a

- Students do the exercise on their own. Check that students understand that if questions start with *can, do, did, have*, etc. then they use *if* or *whether*. Demonstrate with a few questions on the board, e.g. *Do you eat breakfast before coming to school?* Mrs Abaidi asked *if / whether I ate breakfast before coming to school.*
- Students check answers in pairs. Get feedback, writing the answers on the board.

**ANSWERS:** 1 He asked me if I had worked as a volunteer. 2 Sultan asked me if I had done an aptitude test. 3 Laila asked me if accuracy was one of my skills. 4 Basim asked me why I had applied for the job. 5 Shadi asked me what time I could arrive for work.

### Additional E

Strong students can change the reported questions back into direct speech.

### 2b

- Students write the questions that they were asked in exercise 1 as reported speech. Get feedback, discussing with students why questions 4 and 5 can either change the verb to the past or can keep the verb in the present tense. Tell students it depends on how the reporter views the question at the time of reporting, e.g. in question 4, if the person has not yet found out information about the job they want they will prefer to use the present tense (find out).

**ANSWERS:** 1 [name] asked me what plans I had for my future. 2 [name] asked me what subjects I liked most. 3 [name] asked me what jobs I thought I would prefer. 4 [name] asked me how I found / find out information about the job I want. 5 [name] asked me if I can / could speak any foreign languages. 6 [name] asked me if I had any work experience and how long I had done it for. 7 [name] asked me if I had plans to go to university.

## Lesson 4 Looking forward

### 2c

- Students should use the notes that they made for exercise 1. Go round pairs monitoring what they are saying and ensuring they are using reported questions correctly. This is a freer exercise, so more mistakes are likely to occur; students should place more emphasis on fluency and telling their partner what the other person said about their future, than on accuracy.

## 3 Reading

- Ask the students if they have already thought of which career path they would like to follow.
- Elicit whether they plan to go on to a vocational or technical school or senior secondary school and university. Whatever the students' choice ask them to explain why they have chosen that particular school (e.g. maybe they wish to actively train for a specific job).
- Ask the students to skim read the article *Career choices* and to read paragraph 1, *Assess your strengths*.
- Ask students what a strength is (something you are good at doing, e.g. long-distance running, building things). Make sure students understand that *a strength* is a noun, so the list of strengths needs to be a list of things. Many words are likely to end in *-ing*.
- Ask students to read through the list of words 1–10 and then to read the document again and identify the words. They should reread the word in context and then find the meaning of the word.
- Get feedback from students and check the answers.

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

**Additional** Students can summarize the main points of each paragraph.

## 4 Speaking

- Students work in pairs.
- Ask students to read the jobs in the box, and explain any new words as necessary. Tell students they can add their own jobs if they like. Each person from the pair chooses one of the jobs.
- Students list skills that are useful for their chosen job. Remind students that skills are abilities that you acquire, often through practice, e.g. computer skills, measuring skills, accuracy, language skills, patience.
- Tell students to tell their partner the job that they have chosen. The partner then needs to prepare questions to role play an interview for the job. Classic questions are: *What skills do you think you can bring to the job? Why have you applied for this job?*
- Give students time to think how they would answer the questions.
- Pairs take turns to act out the role plays. Get several pairs to come to the front to act out their role plays in front of the class.

## 5 Writing **D**

- This exercise is additional practice of reported questions and shows how reported questions can occur in everyday life.
- Take in students' questions and mark them to assess how well they have understood and can produce reported questions in writing.

# Unit 7 Free time

## 1 A day at the races

### Aims Access (+ Activation)

#### Discourse objective

- Establish the unit topic: free time

#### Language objectives

- Expose students to topic vocabulary through reading and listening
- Focus on phrases used when agreeing and disagreeing

#### Specific skills objectives

- Develop reading skills: scanning for specific information
- Develop listening skills: listening for homophones
- Develop speaking skills: presenting arguments for and against
- Develop writing skills: writing a formal newspaper letter

### 1 Writing and reading

#### 1a

- Have the students read the lesson title and ask them to tell you what we mean by 'the races' (it nearly always means horse racing).
- Ask them to look at the photograph and elicit the sport (horse racing). Elicit any information they know about horse racing, and accept all their suggestions at this stage. If any of the students have been to a horse race, ask them to talk about what they enjoyed, or didn't enjoy, about it and why.

#### 1b

- Put the students into pairs and give them a short time to make a list of what they know about horse racing and horse breeding.
- You might want to clarify on the board some of the common words that they may want to use and how they are spelled and pronounced in English, e.g. *jockey*, *fences*.
- Students then read the text quickly to add any other facts to their lists. Tell them that they should be running their eyes over the text looking for facts such as names, dates, amounts of prizes, countries, names of races, etc. rather than reading every word.
- Remind them to underline any of the points in the text which they added to their lists.
- Get feedback and ask the students to tell you which details about horse racing they didn't know.

#### 1c

- Have the students work individually to write the questions. Remind them to refer back to the text and the parts of the text they underlined when they made their lists.
- Students compare their lists in pairs and make any necessary corrections.
- Check answers.

**POSSIBLE ANSWERS:** 1 How long has horse racing existed? 2 Where are many of the world's highest quality race horses bred? 3 Why does horse breeding flourish in Saudi Arabia? 4 What are Arabian horses famous for? 5 How many horses does King Abdullah bin Abdul-Aziz al-Saud own? 6 What does the Arriyadh Equestrian Club in Riyadh do? 7 How did jockeys ride traditionally in Saudi Arabia? 8 What is the high point in the racing calendar in Saudi Arabia?

### 2 Word builder: phrases giving opinion and agreeing or disagreeing

#### 2a

- Have the students work individually to put the phrases in the correct place in the box.
- They then check answers in pairs before checking answers together.

**ANSWERS:** Agree: 4 I agree. (F); 9 You're right! (IN)  
Disagree: 7 I disagree. (F); 10 Do you really think so? (F); 11 I'm not sure about that. (F); 14 I don't think so (F)  
Giving an opinion: 1 I think ... (F); 3 In my opinion ... (F); 6 If you ask me ... (IN); Strongly agree: 5 Absolutely! (IN)  
Strongly disagree: 2 You must be joking! (IN); 12 Nonsense! (IN); 13 Are you serious? (IN); 8 You're wrong! (IN)

#### 2b

- Students work in pairs to decide which phrases are formal and polite or informal and rather strong.
- Explain that the stronger the opinion, the more likely it is to be used in informal situations with people you know well. Tell students that the exclamation mark usually acts as an indicator of how strong the sentiment is.

## 3 Listening and speaking

### 3a

- Tell students they are going to listen to a conversation, but don't tell them it is between friends, as the point of listening is to decide on the level of formality.
- You might want to pre-teach the adjective *humane* and the opposite *inhumane* and point out the correct pronunciation.
- Play the recording for students to tell you how the people feel at the beginning and end of the conversation.
- Check the answer, encouraging students to paraphrase from the recording.

**ANSWER:** They are calm and friendly at the beginning but get more angry and defensive by the end of the conversation.

### AUDIOSCRIPT TRACK 28

**Dave:** Alan. Hi! How was England?

**Alan:** Great. I was busy but I had some time to explore the country.

**Dave:** And how was Tom Mitchell?

**Alan:** Fine. We spent the weekend together and he took me to the Grand National.

**Dave:** The Grand National! And you went?

**Alan:** Why not?

**Dave:** But it's the cruellest horse race in the world. Horses get killed going over those jumps.

**Alan:** Come on, Dave. It's part of the English culture. And no horses got killed this time!

**Dave:** But it's awful! Making horses go through all that just for entertainment.

**Alan:** Look. Quality race horses are magnificent animals, and they wouldn't exist without the prize money for races like the Grand National.

**Dave:** But why do they have to jump over those enormous fences. Why can't they just run on the flat?

**Alan:** I know that there's an element of danger in it, for the horses and their jockeys but, in my opinion, races like the Grand National are a really exciting spectacle.

**Dave:** You're so wrong, Alan. The jockeys – well, they choose it, and get paid for it. But protecting animals is what really matters. The problem is that people don't realize how much the horses suffer.

**Alan:** I'm not sure about that. It's very skillful. In fact, it's an art, not a sport.

**Dave:** An art! Nonsense! It's cruelty if you ask me! The poor horse falls, breaks its leg and someone with a gun has to shoot it. Some art! Is that a humane thing to do?

**Alan:** Um, yeah, not exactly, but you have to consider ... (fade)

### 3b

- Play the recording again for students to take notes for and against the Grand National.
- Pause the recording after each point to give them time to write.

**ANSWERS:** Arguments against: It's cruel, horses sometimes get killed and jockeys get hurt, it's not humane.  
Arguments for: It's part of English culture, race horses wouldn't exist without the sport, it's an exciting spectacle, it's skillful.

### 3c

- Put the students into small groups to discuss who they agree with and why. Encourage them to justify their opinions.
- Remind them to try to use the phrases from exercise 2a in their discussions.
- Get feedback.

## 4 Pronunciation: homophones D

### 4a

- Explain to students what homophones are by writing the following examples on the board:  
*Please wait here.*  
*What's your weight in kilos?*
- Elicit the homophones and ask them to tell you the difference in meaning (*wait / weight*).
- Students then do the same with the examples in the book (*no / know*).

### 4b

- Have the students look at the pairs of homophones and decide what they mean.
- Tell students they are going to hear a sentence with one of the homophones in it and they should circle the word they hear.

**ANSWERS:** 1 pear 2 stare 3 mail 4 peace 5 heal 6 sale

### AUDIOSCRIPT TRACK 29

1 This pear is really juicy. 2 It's rude to stare at people, you know. 3 I got an important letter in the mail today. 4 Let's give peace a chance. 5 You have to wait for that cut to heal. 6 The spring sale starts in two weeks.

## 5 Speaking and writing D

### 5a

- Students then work with a different group to discuss the topic of horse racing.
- Have them list three reasons to support their opinion.

### 5b

- Have the students read the instructions.
- Remind students to use the guide as the basis of their letter and to use the appropriate phrases from exercise 2a.
- When students have completed their letters, have them read them out to the rest of the class.

### Workbook D

Have your students work through the exercises on pages 40 and 41. Answers on page 84.

## 2 Games of skill

### Aims Analysis (+ Access + Activation)

#### Discourse objective

- Establish the lesson topic: the rules of games

#### Language objectives

- Expose students to topic vocabulary through reading and listening
- Expose students to the grammar of giving instructions (modals and imperative)
- Focus on phrases used when agreeing and disagreeing

#### Specific skills objectives

- Develop listening skills: listening for specific information
- Develop speaking skills: discussing rules for sports
- Develop writing skills: writing instructions

### 1 Speaking **D**

- Put the students into small groups to talk about the most popular sports.
- Give them a short time to work out what the sports in the photographs are.
- Then ask them to discuss what they know about the games.
- Monitor the discussions, making a note of any key points.
- Have each group report back to the whole class on what they discussed.
- Go through any language points you made a note of while monitoring.

**ANSWERS:** A baseball B football C cricket D archery

### 2 Writing, listening and speaking

#### 2a

- Ask if students have ever played baseball and what they know about the rules of the game. You might want those students who have played it to explain the rules to other students who haven't.
- Encourage them to speculate about the origins of baseball and make a note of their suggestions on the board.
- Tell them that they are going to listen to an interview about the game. Have them work individually to write down three more things they would like to know and write some of their questions on the board.
- Play the recording for students to check.
- Invite students to come up and answer the questions on the board which were answered in the recording.

#### AUDIOSCRIPT TRACK 30

**Interviewer:** All Americans are familiar with baseball, one of the country's most popular sports. But to many non-Americans, the game remains something of a mystery. Today, Bill Evans is here to tell us about the game. Bill, who invented baseball?

**Bill:** Well, there was no actual inventor. Baseball probably developed from the English game rounders. Rounders is a simple stick and ball game in which the batter tries to hit the ball as far as he can, and then run before the ball can be returned.

**Interviewer:** But do we know when people first started playing baseball?

**Bill:** Well, there is an early reference to the game in 1791 in Pittsfield, Massachusetts, but the first known team to play was the New York Knickerbockers in 1845. The game soon caught on, and by 1867 there were 400 baseball clubs, stretching from New York to California.

**Interviewer:** And nowadays ...?

**Bill:** Nowadays baseball is big money. The amateur game of baseball did not last long – in 1869 the Cincinnati Red Stockings recruited and paid the best players from around the country ... they won 65 games and lost none!

**Interviewer:** Now, could you, very simply, tell us the rules of the game.

**Bill:** I'll do my best! So ... baseball is played on a diamond-shaped field. Each corner of the diamond is called a base. There are two teams of nine players each. The pitcher, the player with the ball, throws the ball to the batter, who tries to hit it. If he succeeds, he tries to run to the first base, or further, before the ball is returned. When the batter has run around all the bases he scores a 'run'. If he misses the ball three times, or he hits the ball and a fielder catches it, the batter is out.

**Interviewer:** (sounding confused) Hmmm ... I think I understand. And who wins?

**Bill:** That's easy! The team who gets the most runs!

## Lesson 2 Free time

### 2b

- Have the students read the statements.
- Play the recording again for them to tick T for true or F for false.
- Elicit answers, asking the students to paraphrase what they heard on the recording.

**ANSWERS:** 1T '... there was no actual inventor.' 2F 'Baseball probably developed from the English game rounders.' 3F '... reference to the game in 1791 ... the New York Knickerbockers in 1845.' 4T '... 400 baseball clubs, stretching from New York to California.' 5F '... recruited and paid the best players from around the country ...' 6T '... baseball is played on a diamond-shaped pitch. Each corner of the diamond is called a base.' 7F 'The pitcher, ... throws the ball to the batter, who tries to hit it.' 8T 'Hmmm ... I think I understand.'

### 2c D

- Put the students into small groups to discuss sports which are popular.
- Monitor the discussions, making a note of any key points.
- Have each group report back to the whole class on what they discussed.
- Go through any language points you made a note of while monitoring.

**Teaching tip** Remind students of the importance of maintaining eye contact with the person they are talking to. Always encourage them to sit facing one another when they do pair work to facilitate this and move their chairs into a circle when working in groups.

## 3 Grammar builder: instructions

- Focus students' attention on the instructions.
- They then write the numbers 1–8 in the correct column individually.
- Let them check answers in pairs before checking answers together.

### Additional E

Students work in pairs to describe a game they know to their partner.

**ANSWERS:** What you should / must do in the game: 1, 2, 3, 5, 6  
What you shouldn't / mustn't do in the game: 4, 7, 8.



### Language help

You might want to ask the students to identify the structures used in giving instructions in the sentences. Present simple is used in sentences 1 and 5, the imperative is used in sentences 2 and 6, modals are used in sentences 3 and 8 and *are not allowed to* is used in sentence 7.

### Learner development

Ask the students to discuss how they would give instructions in different formal and informal situations. If they are not sure about this, explain that in informal situations when talking to friends, we are more likely to use the imperative or *should / shouldn't* rather than *must / mustn't* and *can / can't*.

## 4 Reading, speaking and writing

### 4a

- Ask the students to read the instructions for the game.
- Check comprehension by asking: *How do you start the game?* (You put the discs on the board and decide who goes first.) *Can you move your discs?* (No, you can only place new discs on the board.) *Can you take discs off the board?* (No, you 'capture' your partner's discs and turn them over so they become your colour.) *Can you place a disc anywhere on the board?* (No, you have to place a disc next to one of your partner's discs, so your partner's disc is sandwiched between two of yours.) *How do you win the game?* (By filling the whole board with discs and having more discs of your colour.)

### 4b

- Put the students into pairs to discuss a game they know.
- Give them some time to work together to prepare a set of instructions for the game.
- Pairs then take turns reading out their instructions to the rest of the class.
- If pairs disagree on the rules, tell them to ask for clarification from other students.

### 4c

- Give students a short time to put together a list of instructions.
- Put them into pairs for them to read out their instructions for their partner to guess what the instructions are for.

**Alternative:** You may want to do this task in two groups, having each student in the group contribute one of the instructions which they read out at the appropriate time.

### Workbook D

Have your students work through the exercises on pages 42 and 43. Answers on page 84.



# 3 Let's get together

## Aims Analysis (+ Access + Activation)

### Discourse objective

- Develop the unit topic: socializing in Roman times

### Language objectives

- Expose students to topic vocabulary through reading and listening
- Review of aspects of adverbs and adverbials

### Specific skills objectives

- Develop speaking skills: talking about pictures
- Develop listening skills: prediction / note-taking
- Develop reading skills: prediction

## 1 Listening and speaking

### 1a

- Have the students look at the picture and elicit what they can see. Remind them to start by saying *This is a picture of ...*, rather than *In this picture I can see ...*
- Elicit what they know about the Romans and Roman baths. Ask them to speculate on why the Romans liked going to baths.
- Tell students they are going to listen to a presentation and ask them to speculate what it might be about (Roman baths).

### 1b

- Explain that now they know what the presentation will be about, they can predict some of the words that they might hear.

#### Learner development

Predicting words and phrases that may come up in a listening or reading is a good way to focus students' attention on the task. It also prepares them for some of the things they will hear or read. It is also a way of exposing them to unfamiliar vocabulary.

- Explain any words that students are unfamiliar with and give them a short time to work in pairs to check the words they think they'll hear.
- Play the recording once to see if students chose the right words.

**ANSWERS:** sauna, bathers, fee, cool, exercise, store, libraries, snacks, cleanest

#### AUDIOSCRIPT TRACK 31

**Announcer:** And now it's time for the next session on the Ancient History course with Dr Mark Stokes.

**Dr Stokes:** In this module, we're looking at everyday life in ancient Rome. I've always thought that modern life is very civilized. We have running water, baths, flush toilets and central heating. Well, it may surprise you to know that the Romans had all these things in their public baths seventeen hundred years ago.

Baths were one of the great Roman social institutions. The Romans weren't the first or only people to build baths but they did it on a much greater scale. By the end of the 4th century C.E.,

there were 11 public baths and 926 private baths in Rome alone. And some of these baths were enormous. Take, for example, the bath of Diocletian, built in 305 C.E. It could accommodate over 3,000 bathers. Can you imagine that? Over 3,000 bathers!

Today we might compare the Roman bath to a sports centre. You normally paid a small fee to enter. Inside there were hot, warm, and cool baths.

You could also find exercise areas, barbers, shops, restaurants, and even libraries. Baths were places to bathe and talk, do exercise, meet friends, do business, and get the latest news. When people got hungry after exercising and bathing, they could also buy snacks.

Since the Roman working day began at sunrise, work was usually over at midday. Men would go to the baths in the afternoon about two o'clock and stay until closing time at sunset. Children were not allowed to go to the public baths. Most Romans tried to visit the baths at least once a day. The Romans were possibly the cleanest people in history!

### 1c

- Put the students into pairs.
- Play the recording again for them to complete the notes. Remind them that they should only be writing a word or short phrase on the line.
- You may want to warn them that they will need to listen carefully at the beginning because the first answer comes in a modern, rather than Roman, context.
- Elicit answers.

**ANSWERS:** 1 saunas, central heating 2 Public 11, Private 926 4 3,000 5 warm, cool 6 exercise areas, shops, libraries 7 exercise, business 8 Men 2 pm to sunset

### 1d

- Ask the students to tell you whether they found the subject interesting. Have them tell you some of the things they learned about Roman baths and whether anything about them surprised them.

## 2 Grammar builder: aspects of adverbs and adverbials

### 2a

- Remind students about the normal positioning of adverbs and adverbial phrases by writing the following example on the board:  
*It will probably rain heavily tomorrow.*
- Invite individuals to come up to the board and underline the adverbs (*probably, heavily, tomorrow*).
- Ask them to tell you what type of adverbs or adverbials they are (certainty, manner, time).
- Then write the following:  

<i>It will probably rain</i>	<i>heavily</i>	<i>tomorrow.</i>
modal / auxiliary + adverb	usually end position	mostly end position, but can go at the beginning
- Have the students read the first example sentence and elicit where it is possible for the adverb or adverbial of frequency to come. Ask *Can it come at the beginning, in the middle, or at the end?* (All of these places.)
- Remind them that adverbials can follow auxiliary verbs, e.g. *I have never played water polo*, and they come after *are / is / was / were*, e.g. *It is usually cold at this time of year.*

### ! Language help

Remind students that *usually, generally, normally, often, frequently, sometimes, and occasionally* can go at the beginning or the end of a clause. *Always, ever, rarely, seldom, and never* cannot normally go in these positions:

*I always get up early.* ✓  
*Always I get up early.* ✗

- Put the students into pairs to read the sentences and think about the position of the adverbs and adverbials.

### 2b

- Students then work in pairs to write their own sentences for each of the adverbials.
- Monitor this, offering help where necessary.

### 2c

- Elicit where students think many adverbials typically appear.

**ANSWER:** Many adverbials typically appear at the end of sentences.

## 3 Speaking, reading and writing

### Learning tip

- Ask the students to read the *Learning tip* and tell them they will be practising following this advice in exercise 3a.

### 3a

- Have the students look at the photograph and ask what it suggests the article might be about.
- Accept all their suggestions and write some of them on the board.
- Ask who drinks coffee and how much they usually drink per day.

**ANSWER:** It shows some coffee beans and a cafetiere. The article might be about coffee-drinking habits or it could be about the history of coffee.

### 3b

- Put the students into groups to discuss and make a note of what they know about coffee. Ask them to close their books while they do this so that they can't add any information from the article.
- Monitor the discussions, making a note of any key points.
- Have each group report back to the whole class on the information they gathered.
- Go through any language points you made a note of while monitoring.
- Students then read the article quickly and check the things they mentioned.
- Ask them to tell you if there was anything new they learned about coffee from the article.

### Additional E

You might want to check students' ability to scan for specific information by asking them to close their books. Then write up the following questions on the board and have students open their books to look for and note down the answers:

1 *Where did the Dutch introduce coffee cultivation in 1690?*

(their colonies in Indonesia)

2 *How many Starbucks Coffee shops are there worldwide?* (3,300)

3 *When was the first coffeehouse opened in London?* (in the 1680s)

4 *Which country produces more coffee than any other?* (Brazil)

5 *What was made in 1822?* (the first espresso machine)

Give them a time limit of one minute or less for this.

### 3c

- Put the students into groups of four.
- Have them prepare a questionnaire as follows:

	Name	Number of cups per day	Type of coffee	When drunk	Reasons
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____

- Give students time to make a note of their own coffee-drinking habits and to interview the other three people in their group.
- Put two groups together and let them compare answers.
- Elicit feedback on coffee-drinking habits.
- Ask the students to interpret the results to find out who drinks the most and who drinks the least coffee per day and why.

### Workbook D

Have your students work through the exercises on pages 44 and 45. Answers on page 84.

# 4 Saudi Arabia and the World: Free time

## Aims Analysis Access Activation

### Discourse objectives

- Further develop the unit topic: free time
- To write and ask questions for a questionnaire

### Language objective

- Focus on use of question tags

### Specific skills objectives

- Develop speaking skills: asking and answering questions about what people do in their free time.
- Develop listening skills: listening for details
- Develop reading skills: understanding statistical information
- Develop writing skills: write a book report

## 1 Reading and speaking

### 1a

- This reading introduces students to a different type of reading, with statistical information. Such sources (e.g. bar charts, pie charts, tables, etc.) condense a lot of information into graphic form, and need careful reading.
- Ask students to look at the pie charts. Check that students know what a pie chart is and the meaning of the percent sign (%). Preteach the words *pie chart*, *statistics*, *percentage*, *key*.
- Ask students first to read the key. Ask a few questions such as *What colour is 'reading'? Which is the pie chart that gives information about boys? etc.*
- Then ask students to study the pie charts and answer the gist question in exercise 1a.

**ANSWER:** reading, spending time with family and friends

### 1b

- Ask students to read the questions and to find the information in the pie charts.
- Students check answers in pairs.
- Get feedback, writing answers on the board and also pointing to the relevant segments on the pie charts. Make sure that students give reasons for their answers to question 5.
- Encourage students to expand on their answer to question 6.

### Additional E

Stronger students can describe what they do in their free time and give more information than a list of activities.

**ANSWERS:** 1 10% 2 10% 3 watch TV, shop on the internet, go for a walk in the park with the family 4 play computer games, do sport, go shopping

## 2 Speaking D

- This exercise asks students to write and then conduct a mini questionnaire about things people do in their free time. If students do not like discussing what they do in their free time, tell them to make it up.
- Elicit from the class all the possible things people in the class might do in their free time. Encourage students to make a long list. Write the list on the board and ask students to copy it into their exercise books. Make sure students also include a verb with the relevant activity, e.g. *play football*, *go horse riding*, *go for a walk*, *spend time with family and friends*.
- Write the question *What do you do in your free time?* On the board. Tell students they will interview ten people in the class about what they do in their free time. Ask students to first think of a few follow-up questions they can ask each person, using the question words in the box. About three or four questions is probably enough (e.g. *When do you ... ? Where do you (play, go etc.)? Do you belong to a club? How often do you ... ? Why do you like ... ?*). Do not allow the number of questions to go above six or each interview will be too long.
- Students go round interviewing people about their free time.
- Afterwards ask every person in the class what another person does in their free time. Tick the activity when mentioned against the long list on the board. Tally up the scores at the end and find out what is the most popular free time activity in the class.

## 3 Listening

- Ask students to copy the table into their exercise books.
- Tell students they will listen to four different people talk about what they do in their free time.
- Play the recording a first time and ask students to complete the first column of the table.
- Play the recording a second time, pausing after each person has spoken to allow students enough time to complete the table.
- Students check their answers in pairs.
- Get feedback, explaining answers as necessary.

**ANSWERS:** Sameera: watches TV after dinner, stretches out on the sofas or on the floor and watches a film.  
Adib: listens to recitations on Thursdays; plays computer games in the evenings; father restricts play time to maximum of 2 hours  
Salwa: reading, any chance she gets / any time she can, always has book with her; goes to library / downloads books to e-reader  
Saif: shopping centre, on Thursdays after going to the mosque; also shops online

## AUDIOSCRIPT TRACK 32

Hi. I'm Sameera. In my free time I tend to watch the television. We have a big screen at home. My sisters and I stretch out on the sofas or on the cool tiled floor under the AC after dinner and watch a film. We all like watching *Khawater*.

Hi. I'm Adib. On Thursdays I usually listen to recitations, but in the evenings, I love to play computer games. I'm in the middle of playing Minecraft at the moment. The only problem is my father says I am only allowed to play for two hours maximum, but it feels like ten minutes!

Hello. I'm Salwa and I'm a big reader. Any chance I get in my free time, and wherever I am, I'll read. I've always got my book with me. I go to the library and I also download books to my e-reader if I cannot get to the library. I read everything from the Qur'an to poetry, to recitations, to newspapers to novels.

Hi. I'm Saif. I really I like strolling through the shopping centre on Thursdays and Fridays after going to the mosque. I go to the local shopping centre and look at all the gifts and shops. But I have also started to do a lot of shopping online. If you know what you want in electronics, for example, you can order what you want and then get it delivered to your house.

## 4 Grammar builder: question tags and short answers

- Choose one student and ask them: *You like to play computer games in your free time, don't you?* Elicit the response in short answer form.
- Write the question on the board and underline the question tag. Highlight that it is in the negative because of the positive statement. Highlight also that it uses the auxiliary verb of the main verb. In this case the auxiliary of *play* is *do*. Tell students they can check the auxiliary of a verb by making the negative e.g. *play – don't play*.
- Write the response on the board (*Yes, I do. / No, I don't.*). Tell students that the response also uses the auxiliary.
- Ask students to read the *Language assistant*.

### 4a

- Students match the sentence halves and check answers in pairs.

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

## Language help

- Check comprehension by writing the following on the board and asking students at random for the question tag. *You have played tennis ... ; You have got a rucksack ... ; You wash before you pray ... ; You can't touch your toes ... ; You are going to the family reunion ... ; He should give up smoking ...*

### 4b

- Students then write a correct short answer for each question, choosing either positive or negative answers (for most questions there isn't a right or wrong factual answer, but the answers must be grammatically correct).
- Get feedback, explaining any difficult question tags. Point out that with question tags the speaker usually expects that the person answering will think the same way as the questioner, though this is not always the case.

**ANSWERS:** 1 Yes, she does. / No, she doesn't. 2 No, he hasn't. / Yes, he has. 3 Yes, she will. / No, she won't. 4 Yes, I am. / No, I'm not. 5 Yes, he is. 6 Yes, it can. / No, it can't. 7 Yes, you should. / No, you shouldn't 8 Yes, I have. / No, I haven't.

### 4c

- Give students time to read the instructions and write their activities.
- Students come and hand in their list and take a new one, then find the person who wrote the list they have been given.

## 5 Writing D

- Writing a book report is something that students are likely to have to do in many subjects including Arabic and English.
- Start by making sure that students understand the difference between fiction and non-fiction. If possible bring a few examples of fiction and non-fiction into the classroom. It does not matter if they are in English or not. Ask students to classify them into fiction and non-fiction. Introduce the different genres for fiction and non-fiction:
  - non-fiction: dictionaries, thesauruses, atlases, textbooks, biography, autobiography, reports
  - fiction: novels, poetry and drama, picture books, science fiction, adventure, romance fiction, historical fiction
- Ask students to look at the book report form and to read through the information in the red boxes.
- Students choose their favourite book and talk about the book to their partner, to remind themselves of the plot, what subjects the book covers, etc.
- Students complete the book report form. Remind students to use different linking words to join sentences and make their summary more interesting (e.g. *Although, However, Therefore, Whereas, Until, First, Next, After that*).
- Take in students' reports and mark them. Allocate more marks for the summary of the story and for students' opinions on the book.

# Unit 8 The animal kingdom

## 1 Preservation or extinction?

### Aims Access (+ Activation + Analysis)

#### Discourse objective

- Establish the unit topic: animals

#### Language objectives

- Make students aware of pronunciation of weak forms and linking
- Focus on the use of animal similes

#### Specific skills objectives

- Develop reading skills: inferring attitude and opinion
- Develop writing skills: giving personal opinions

### 1 Word builder: similes

#### 1a

- Have the students look at the unit heading and ask them to speculate what we mean by *animal kingdom*.
- Ask them to tell you what their favourite animals are and why.
- Pre-teach *endangered* and elicit the names of animals which might be endangered in Saudi Arabia. Help with vocabulary where necessary. Have students use any of the information they found out for homework.
- Ask them to tell you what *extinction* means (the process by which a species of animal stops existing).
- Students then look at the animals and write any names they know.
- Let students check answers in pairs before checking together.

**ANSWERS:** A mouse B fox C mule D bird E turtle F ox



#### Language help

A *mule* is an animal that has a horse as its mother and a donkey as its father and is used for carrying heavy loads. An *ox* (plural *oxen*) is a large type of cow used for pulling or carrying things.

#### Language assistant

- Ask if anyone knows what a simile is.
- Write the following example on the board:  
*The sky was as black as night.*
- Ask the students if they can figure out from the sentence what a simile might be (a comparison between one thing and another using *as ... as*).
- Have them read the *Language assistant*.

#### 1b

- Elicit the meaning of the word *stubborn* (not willing to change one's ideas or do anything that one doesn't want to do).
- Then put the students into pairs to complete the similes with one of the animals from exercise 1a.

- Check answers. Ask the students to clarify what the similes mean.

**ANSWERS:** 1F an ox 2A a mouse 3D a bird 4B a fox  
5E a tortoise 6C a mule

#### 1c

- Put the students into groups to discuss similar phrases in their own language.
- Elicit feedback, focusing on the differences (or the similarities) between the English similes and the ones in their language.

### 2 Pronunciation: weak forms and linking D

#### 2a

- Write the example sentence on the board.
- Say the sentence a number of times and ask students to tell you which words are weak in the sentence. Accept their suggestions.
- Invite students to come up and put the linking marks where they think they go.
- Play the recording for them to check the pronunciation of *as* and *a*.

#### AUDIOSCRIPT TRACK 33

He's as slow as a tortoise.

#### 2b

- Put the students into pairs to practise saying the similes from exercise 1b.
- After a short time, play the recording and let them compare.
- Ask them to put the linking marks on all the sentences as they hear them.
- Have some students say the sentences out loud.

## Lesson 1 The animal kingdom

### AUDIOSCRIPT TRACK 34

- 1 He's as strong as an ox.
- 2 She's as quiet as a mouse.
- 3 I'm as free as a bird.
- 4 She's as smart as a fox.
- 5 He's as slow as a tortoise.
- 6 You're as stubborn as a mule.

### 2c

- Put the students into small groups to discuss whether any of the similes apply to people they know.

**Alternative:** You might like to prepare a simile game before the lesson. Write a number of similes on strips of paper and then cut off the final word. Have the class work together to try to match the word with its correct ending and to figure out what the simile means. Choose from the following common animal similes:

as wise as an owl  
as playful as a kitten  
as brave as a lion  
as blind as a bat  
as gentle as a lamb  
as clumsy as a cow  
as proud as a peacock  
as busy as a bee  
as hungry as a bear

When students have completed the sentences, ask individuals to practise reading them out loud for you to check their pronunciation of the weak forms.

## 3 Reading

- Ask the students to read the statements.
- Ask them to tell you the difference between something which is *factual* and something which is *fictional*. (If something is *factual* it is made up of true facts or statements, but if something is *fictional* it is a work of someone's imagination and not true.)
- They then read the article and underline where they found the answers.
- Check answers, having students say how they worked out the answers.

**ANSWERS:** 1 c The article puts forward the possibility of a world without animals and suggests that if we don't take radical steps to conserve them, a large number of species could disappear. 2 b The writer puts forward the positive aspects of zoos. 3 c The writer puts forward the negative aspects of zoos, and possible alternatives. 4 b Because the writer leaves the negative opinions until the end, he/she is probably against zoos.

## 4 Reading, writing and speaking

### 4a

- Have the students read the sentences about zoos.
- Students then work individually to check whether the statements are for or against the existence of zoos.
- Let them compare answers in pairs or small groups before checking them together.

**ANSWERS:** 1A 2F 3F 4A 5A 6F

- Elicit additional arguments from the class in favour of zoos and against them.
- Write the headings 'For' and 'Against' on the board and invite students to come up and write their ideas under the correct heading.

### 4b

- Tell students that they are now going to work in pairs to write a short paragraph of between 80 and 120 words.
- Divide the class in half – the 'fors' and the 'against's'.
- Explain that the 'fors' should be presenting arguments in favour of zoos and the 'against's' should be presenting arguments against zoos.
- Remind them to use appropriate connecting phrases to link their ideas.

### Learner development

Remind students about the use of appropriate linking devices in written and spoken tasks. Explain that the linking devices here are suitable for presenting opinions in formal pieces of writing or in formal discussions, but would be inappropriate in more informal situations. Ask them to tell you equivalent informal phrases they could use which mean the same thing (*I think, But, Though, So, And, Also, etc.*).

### 4c

- Now join pairs into groups of four with one pair in favour and one pair against zoos. They use their paragraphs and any ideas they got from previous discussions or from the article to try to change the other pair's opinion.
- Monitor the discussions, making a note of any key points.
- Have each group report back to the whole class on what they discussed.
- Find out who is in favour of zoos and who isn't and if anyone has changed their opinions on it during the course of the lesson.

### Workbook D

Have your students work through the exercises on pages 46 and 47. Answers on page 85.



## 2 Beasts of burden

### Aims Analysis (+ Access + Activation)

#### Discourse objective

- Develop the unit topic: animals we use to help us, and how we treat them

#### Language objective

- Review difference between *wish* + past verb vs *wish* + *would* + verb

#### Specific skills objectives

- Develop writing skills: note taking
- Develop reading skills: identifying stylistic differences

### 1 Reading and speaking

#### 1a

- Focus students' attention on the question and ask them to read the advertisement.
- Ask the students if they know of any animal protection societies in Saudi Arabia, and what their role is.

#### 1b

- Ask students if they are aware of any laws against cruelty to animals. Do animals have rights and, if not, should they?

### 2 Listening

#### 2a

- Tell the students that they are going to listen to a radio interview with a man who has spent much of his life championing the cause of donkey welfare.
- Ask the students if they think that the interviewer is sympathetic to the man's point of view.
- Play the recording.

#### AUDIOSCRIPT TRACK 35

**Interviewer:** In the studio today we have Mark Hopkirk. Mark has spent the last twenty years travelling the globe and highlighting the sometimes appalling treatment that donkeys suffer. Tell us a little about your work, Mark.

**Mark:** Well, you've summed it up, really. We accept that donkeys are work animals, used to carry loads and so on often in country that is not readily accessible to motor vehicles. But in some countries their treatment is just terrible.

**Interviewer:** Can you give us examples?

**Mark:** Yes. I've just come back from a Mediterranean island – part of a so-called modern, civilized European country – where donkeys are used to carry tourists up a mountain. These poor creatures are forced to carry overweight visitors up steep mountain paths in temperatures of 35°. They're half-starved – you can see their ribs sticking out. And if they stumble or show any reluctance to do the job they are savagely beaten. It's difficult to describe how they must suffer.

**Interviewer:** Isn't such treatment of animals illegal in most countries?

**Mark:** Theoretically, yes. But the law enforcers just turn a blind eye. Sometimes they make a token gesture when they know we are there – but the moment we leave, the ill treatment continues. We wish that governments would take a firmer line – but they don't.

**Interviewer:** Do you feel that your intervention does any good?

**Mark:** I wish it did. I really wish it did some good. We can sometimes help in individual cases by rescuing the animals, but the overall picture ... Well, let's just say that I'm very pessimistic.

**Interviewer:** Mark Hopkirk, thanks so much for giving up your time. And if any of our listeners feel strongly about this issue, please send us an e-mail at the usual address. And now, to turn to ...

#### 2b

- Focus the students on the true/false statements.
- Play the recording again while students write *T* or *F* in the boxes.
- In pairs, students compare their answers.

**ANSWERS:** 1 F 2 F 3 F 4 F

- Play the recording again. Pause after each sentence which provides the clue to the answers. (*We accept that donkeys are work animals / a Mediterranean island – part of a so-called modern, civilized European country / the law enforcers just turn a blind eye / the overall picture ... Well, let's just say I'm very pessimistic*)

### 3 Grammar builder: *wish* + past verb vs *wish* + *would* + verb

#### 3a

- Remind students that *wish* + *would* / *wouldn't* + verb is used to show that you are annoyed with a habit or action.
- Write the following transformation on the board:  
*I hate it when my Dad smokes in the house.*  
*I \_\_\_\_\_ in the house. (wish my Dad wouldn't smoke)*

## Lesson 2 The animal kingdom

- Invite students up to complete the sentence correctly on the board.
- Students then work individually to look at the example sentences and note the difference in form.
- Let them check answers in pairs before checking them together.

**ANSWERS:** Sentences 1, 3, and 5 refer to present or past situations or actions that the speaker would like to change but cannot. The form used here is *wish* + past verb. Sentences 2, 4, and 6 refer to actions or habits that the speaker would like to be different. The form used here is *wish* + *would* / *wouldn't* + verb.

### 3b

- Students then complete the sentences with their own ideas, either real or imagined.

## 4 Reading and speaking **D**

### 4a

- Tell the students that they are going to read an extract from a children's encyclopaedia and a newspaper article.
- Have them, in pairs, look at but not read the texts. They should decide which is the story and which the article

**ANSWERS:** The first is the extract from a children's encyclopaedia, the second the newspaper article.

### 4b

- In pairs, the students should discuss the reasons for their decision.

**POSSIBLE ANSWERS:** the style of the headlines

### 4c

- Students read both texts. In pairs they look for stylistic differences and complete the table.

#### POSSIBLE ANSWERS:

Newspaper article	Encyclopaedia
more descriptive adjectives	fewer descriptive adjectives
longer sentences	shorter sentences
longer words	shorter, easier words
shorter paragraphs	longer paragraphs

#### Additional **E**

Put the students into pairs. Each student reads either the extract or the article.

Students make brief notes about the key points in their text.

Monitor this activity to make sure that students are making notes, not re-writing the whole text.

Students shut their books and, using their notes, tell each other about what they have read.

#### Workbook **D**

Have your students work through the exercises on pages 48 and 49. Answers on page 85.

# 3 Animals as healers and teachers

## Aims Analysis (+ Access + Activation)

### Discourse objective

- Develop the unit topic: animals as healers and teachers

### Language objectives

- Review the structure: verb + object + to + infinitive
- Expose students to vocabulary related to medical conditions

### Specific skills objectives

- Develop reading skills: summarizing main points of an article
- Develop listening skills: listening for gist and specific information

## 1 Speaking, reading and writing

### 1a

- Check the students' understanding of the word *healer* (a person who tries to cure someone of a medical problem without using 'normal' medicine).
- Put the students into groups to discuss the ways in which having a pet can help people.
- Monitor the discussions, making a note of any key points.
- Have each group report back to the whole class on what they discussed and make a note of their suggestions on the board.
- Go through any language points you made a note of while monitoring.
- Have the students look at the photographs and accept all their suggestions about what they think is happening and what the role of the animals might be.

### 1b

- Ask the students to read the article quickly and elicit what the article is about (the benefits of animal companionship).
- They then match the topics with the paragraphs.
- Let them check answers in pairs before checking answers together.

**ANSWERS:** 1c 2d 3a 4b

### ⚠ Language help

*heart disease* = problems with the heart, often because the blood flow through the arteries is poor

*blood pressure* = the pressure exerted on the arteries because of the force with which the heart pumps blood around the body

*cerebral palsy* = an illness of the brain that results in lack of control over muscle function

*elective mute* = someone who appears to be unable to speak, but through no physical cause

*physical coordination* = the ability to move one's limbs and other muscles smoothly, easily and with other muscle groups

### 1c

- Have the students read the article again.
- With the help of the topic of the paragraph and the example of paragraph 1, have them summarize the main ideas of paragraphs 2, 3, and 4.
- Encourage them to read and write their own ideas without looking back at the text.

**POSSIBLE ANSWERS:** Paragraph 2: A little boy named John, who was an elective mute, spoke for the first time because of the contact he had with a parrot. Paragraph 3: Animals are being used more and more in schools to help children who have problems and to teach them about animals. Paragraph 4: To find out more about animal therapy, you can contact organizations like Riding for the Disabled or look it up on the internet. Anyone can get involved.

### Learner development

Ask students for any information they can give on the writer's attitude or opinion. Ask *Do they see animal therapy as positive or negative?* (positive). Ask students to tell you how they know (e.g. pets reduce stress, bring joy, can help children with physical or emotional problems, etc.).

## 2 Grammar builder: *want / allow / encourage / force, etc. + object + to + infinitive*

### 2a

- Ask the students to look at the example sentence and to notice the words that follow the verb *encouraged* (object + to + infinitive).
- Elicit other verbs which can be followed by object + to + infinitive.
- Remind students that the *that* clause is not used after some of these verbs. Write the following examples on the board:  
*They don't allow people to smoke. ✓*  
*They don't allow that people smoke. ✗*
- Elicit any other verbs the students know which can be followed by the same structure and write them on the board (*beg, command, expect, forbid, hate, invite, mean, need, order, permit, recommend, etc.*).
- Remind students that many of the verbs can also be followed by other structures such as *-ing* or *that* clauses.

## Lesson 3 The animal kingdom

- Point out that some verbs cannot be followed by object + to + infinitive, for example *suggest*.  
*I suggested that she (should) go home.* ✓  
*I suggested her to go home.* ✗

### 2b

- Put the students into small groups to discuss ways in which the sentence would be expressed in your language.
- Elicit feedback.

### Language assistant

- Focus students' attention on the *Language assistant*.
- Encourage students to learn these structures by heart. Ask them to write them in their notebooks when they come across them and do a quick check at the beginning of each lesson that they have learned them. It makes more sense for students to learn them as phrases rather than as grammatical structures, e.g. *encourage someone to do something, help someone to do / do something, want someone to do something, let someone do something, make someone do something*.
- Ask the students to write example sentences using the structure to reinforce it.

### 2c

- Put the students into pairs. One student talks about Rashed's parents and how they treat him and the other student talks about Muhammad's parents using the prompts.
- You might want to demonstrate this with one student and the example sentence.
- Monitor the conversations, checking that students are using the grammar structure correctly.
- After a short time, have the students swap roles.

**ANSWERS:** Rashed's parents encourage him to have fun. / Mohammad's parents make him practise French for an hour. Rashed's parents let him have friends over. / Muhammad's parents force him to train hard every weekend. Rashed's parents want him to be happy. / Muhammad's parents want him to be the best at everything.

### 2d

- In the same pairs, students talk about their own parents.
- Tell them to look at the verbs that you wrote on the board in exercise 2a (or the verbs used for Rashed's and Muhammad's parents) and to make up three more sentences using the verbs to talk about their upbringing.
- Elicit some of their sentences.

### 2e

- Students complete the sentences together, making sure that each verb is followed by an object.
- Elicit their answers.

**POSSIBLE ANSWERS:** 1 ... children to have more freedom. 2 ... their children to be successful. 3 ... children to learn subjects they're not interested in. 4 ... children learn something they don't want to. 5 ... them understand/to understand their strengths and weaknesses.

## 3 Listening

### 3a

- Tell students that they are going to listen to a group of friends.

- Play the recording and elicit the type of activity they decide on.

**ANSWER:** Teaching schoolchildren about caring about horses or ponies.

### AUDIOSCRIPT TRACK 36

**Man 1:** So what do you think we can do?

**Man 2:** I think the most useful activity is animal therapy for people with physical handicaps – like people with spinal traumas or cerebral palsy.

**Man 1:** How does it work?

**Man 2:** The person touches and strokes the animal, and the movements help them become stronger and more coordinated.

**Man 3:** The problem with that is you have to work with a physical therapist. We can't work with people with physical problems by ourselves. What about kids with emotional problems like autism or clinical depression? Animals can help them feel more positive about themselves.

**Man 2:** Same problem. We'd have to work with a psychologist. We aren't trained to work with kids with emotional problems.

**Man 1:** I know! Sometimes schools want people to show the kids how to treat animals.

**Man 3:** Good idea! I've got two ponies, so we can offer lessons on how to take care of a pony, and we can help kids who are afraid of horses.

**Man 2:** Sure, and we can even teach them how to ride, as long as there are enough of us to provide supervision.

**Man 1:** So that's three things we can teach them – taking care of ponies, basic riding skills, and not being afraid. Let's make a plan and then talk to some school principals and see what they think.

### 3b

- Ask the students to read through the questions first.
- Play the recording again for students to answer the questions.
- Check answers as a class.

**ANSWERS:** 1 Children with physical problems, emotional problems, and schoolchildren. 2 They would need to work with a physical therapist or a psychologist. 3 Horses or ponies. 4 Taking care of ponies, basic riding skills, and not being afraid of ponies.

## 4 Speaking D

- Put the students into groups to discuss the questions.
- Monitor the discussions, making a note of any key points.
- Have each group report back to the whole class on what they discussed.
- Go through any language points you made a note of while monitoring.

### Workbook D

Have your students work through the exercises on pages 50 and 51. Answers on page 85.

# 4 Saudi Arabia and the World: Endangered animals

## Aims Access + Analysis

### Discourse objectives

- Further develop the unit topic: endangered animals
- Understanding that subheadings are indicators of where to find information in a text

### Language objectives

- Focus on use of connectives of opposition in speaking and writing
- Expose students to vocabulary related to endangered animals

### Specific skills objectives

- Develop writing skills: write a report using connectives and sub headings
- Develop reading skills: read a longer non-fiction text for factual information

## 1 Vocabulary

- This exercise pre-teaches vocabulary critical to understanding how and why animals become endangered. The vocabulary is the official classification used on the IUCN (International Union for the Conservation of Nature) website.
- Teach *extinct* by talking about an animal that no longer exists e.g. the dodo or the mammoth. Tell students that the dodo became extinct because humans hunted them to extinction.
- Students put the words in order. Get feedback from students explaining any vocabulary as necessary. Refer students to the IUCN website for this if they are interested, as there are many different reasons why an animal can become endangered.

**ANSWERS:** Extinct (no longer exists), Critically endangered, Endangered, Vulnerable, Threatened, Least concern

### Culture note

**Extinct** – no longer exists

**Extinct in the wild** – the species only exists in zoos or is being bred for reintroduction

**Critically endangered** – the population of a species has declined by over 80% in the last ten years or three generations + the area where the animal lives is restricted to an area less than 100km<sup>2</sup> + population of less than 250 individuals

**Endangered** – the population of a species has declined by over 50% in the last ten years or three generations + the area where the animal lives is restricted to an area less than 5000km<sup>2</sup> + population of less than 2,500 mature individuals

**Vulnerable** – the population of a species has declined by over 30% in the last ten years or three generations + the area where the animal lives is restricted to an area less than 20,000km<sup>2</sup> + population of less than 10,000 mature individuals

**Threatened** – doesn't meet the criteria for 'vulnerable' but is close to qualifying or is likely to qualify in the future

**Least concern** – populations not in decline

- Ask students what a heading is (a title in a text). Ask students to identify and name the headings in the text about the Lappet-faced vulture. Teach the meaning of the headings if necessary.
- Tell students that headings give us an idea about the section that we are going to read about. Headings are useful because they help us to narrow down where to search for answers to questions – and are therefore useful for answering reading comprehension questions.
- Preteach the following vocabulary if necessary: *scavenger, carcass, prey, roosting, savannah, poisoning, bait, breed*.
- Ask students to skim the text in pairs and decide where they would find the information in the bullet points in 2a. Do this exercise against the clock, e.g. give students three minutes, to encourage them to read the headings only and not the entire text.
- Get feedback, writing answers on the board and explaining the meanings of the headings if necessary. Explain what a fact file is (it usually gives basic information on a topic, e.g. what the animal looks like and its size).

**ANSWERS:** What a lappet-faced vulture looks like: Introduction and the information and photo in the fact file; What people are doing to make sure the vultures don't become extinct: Conservation; What lappet-faced vultures eat: Hunting; Why the numbers of lappet-faced vultures are going down: Threats; Where lappet-faced vultures live: Habitat

## 2b

- Students read the text again, and in pairs answer the questions in writing. Get feedback, writing the answers on the board.

**POSSIBLE ANSWERS:** **1** It is a large and impressive vulture with a large beak. It has a bare head with folds of skin which hang on either side of the neck. **2** Hides are the skins of an animal; the flesh is the meat of the animal. **3** They hunt live prey (whereas most vultures are scavengers only). **4** Because of accidental poisoning, when farmers leave out poisoned bait to kill other animals and the vulture eats it. **5** It is being bred and studied in a reserve near Tabuk and they are running a farmer awareness programme to stop accidental poisoning. **6** Students' own answers, but usually vultures are not liked.

## 2 Reading

### 2a

- Tell students that they are going to learn about the Lappet-faced vulture which is classified as 'vulnerable' by the IUCN.

### 3 Grammar builder: connectives *while, whereas, instead of*

#### Language assistant

- Elicit from students ways of joining sentences e.g. with connectives such as *and, but, although, however, because*, etc. For each connective that students supply ask them to give you an example sentence using that connective.
- Ask students to read the *Language assistant*.
- Point out that *while, whereas, instead of* usually juxtapose different ideas, e.g. *You like modern housing whereas I like traditional housing*.
- Write the example sentences on the board from the *Language assistant*. Ask students to analyse the grammar of the verbs which follow *while, whereas, instead of*. Point out that *instead of* is followed by the gerund (-ing form).

#### 3a

- Students match the sentence beginnings to the endings.
- Get feedback, writing the sentences on the board.

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

#### 3b

- Students write their own sentences and then compare answers in pairs.
- Elicit ideas from the class.

**POSSIBLE ANSWERS:** **1** they never mention it on the TV. / they didn't talk about the growing numbers of Arabian Oryx. **2** instead of going out to the cinema. / going to the beach. **3** I also like listening to the radio. / I only get the chance to watch 2 days per week. **4** we could go on Friday.

### 4 Writing

- Tell students they are going to write a report about an endangered animal in Saudi Arabia.
- Remind students about the type of text (non-fiction) and how the text in exercise 2 was organized (into headings + fact file with a photo).
- Ask students to look at the animals in the photos, which are classified as endangered and are found in Saudi Arabia. Together make a list of any other animals that students think are endangered.
- Remind students that they have to be very specific about the species which is endangered (e.g. *Hawksbill Turtle* and not just *turtles*).
- Ask students for homework to choose one of the animals and find out information.
- Draw students' attention to the headings which they should use for their notes and final report. If necessary they can add headings specific to their animal.
- After research students can write a first draft. Remind students that their writing will be more interesting if they use connectives, and that you will allocate marks for using them. They should also add a fact file and photo.
- Students check their draft carefully, then write or type up their final copy.
- Allocate marks for: use of headings, use of connectives, having a fact file, content (the information), presentation (is it neat and well presented using photos?), accuracy (e.g. spelling and punctuation).



## Progress test Units 5–8

- This test has been designed to act as a measure of progress over the last four units of *Flying High for Saudi Arabia* Book 4. There are grammar, vocabulary, reading and listening tasks, as well as a writing task. The tasks have been designed to replicate the type of activities that are found in the Student Book and the Workbook.
- The test can be taken as a whole test but if it is the case that lesson lengths do not permit this, the various parts of the test could be taken at different times with the scores being added up to give a final score once all parts have been taken.
- The amount of time needed to take the test will depend on the ability of the students to a large degree but a rough guide might be as follows:
  - Grammar 1 – 10 mins
  - Grammar 2 – 10 mins
  - Vocabulary – 10 mins
  - Reading 1 – 20 mins
  - Reading 2 – 20–30 mins
  - Listening – 20 mins
  - Writing – 30–40 mins
- With regard to the administration of the listening aspect of the test, you will know your students well enough to decide whether the recording should be played once or twice. It is probably good practice to allow the students to listen twice, as the first time they will be busy writing their answers and may miss some details. It is also probably advisable to give the students about five minutes to look through the questions so that they know what they are listening for. The script used in the listening part of the test follows the answer key for the listening task.
- Below you will find the answers to the various tasks in the test. Some of the answers are clearly right or wrong and will attract a mark or not accordingly, but teachers may wish to exercise some discretion when marking the tests. For example, in the first grammar task, a minor misspelling of 'chatting', perhaps as 'chating', might not be so serious as to lose the mark. Of course, it will depend on the teachers and the students involved. Similarly, in the listening task the main objective is to test understanding so you may wish to overlook minor misspellings or even small grammatical errors there.
- At the end of the answers there is a marking grid that you may wish to use as a way of assessing different aspects of writing. The grid covers a range of traits and aims to allow teachers to look at students' writing holistically. Again, how you interpret this grid will depend largely on the local teaching environment and the overall aims and objectives of the course being provided.

### 1–2 Grammar

- Encourage students to read the text through a first time before attempting to fill in the gaps. Remind them that they will have to change the verb to the correct form and tense.

#### ANSWERS:

1 1 going 2 was graduating 3 buying 4 was set 5 was made 6 be worn 7 cost 8 had 9 asked 10 could buy  
2 1a 2b 3c 4c 5a 6c 7b 8c 9b 10c

### 3 Vocabulary

#### ANSWERS:

1 endangered 2 textile 3 advertisements 4 product  
5 weather forecast 6 target market 7 working conditions  
8 work experience 9 extinction 10 computerized

### 4 Reading

- Ask students to look at the photo and at the title before they start reading.

**SUGGESTED ANSWERS:** 1 It is in the desert just outside Riyadh. 2 It is a very large, futuristic botanical garden and leisure complex in the shape of two interlocking crescents. It has four types of gardens. 3 Three hundred million years ago there were swamps and three million years ago the area was covered with woodland. 4 Dry desert gardens, areas of swamp/water gardens, woodland/trees. 5 I think the environment has been taken into consideration because renewable energy is being used to keep the gardens cool in the hot temperatures of the desert. 6 Students' own answers. (Make sure students give a reason for their answer.)

### 5

- You might wish to remind students to read all parts of the advertisement before they answer the questions (including the headlines and the flash text).

**ANSWERS:** 1 You can play games on the NotePad Tablet, and on the XL Gameplayer Tablet. 2 The Bukreader and the NotePad Tablet mention that you can read books. 3 I would advise Rasha to buy the NotePad Tablet because it has a 7 inch screen and has 64GB of memory. The advert says that it is 'ideal for viewing videos'. 4 I think the XL Gameplayer Tablet is the most powerful because it has a quad-core processor which means that you can use multiple apps at the same time and 'everything is fast'. 5 NotePad Tablet offers the most money off. 6 Students' own answers. (Make sure students give a reason for their answer.)

## 6 Listening

- Tell students they will listen to a boy describing his Speaking exam to his mother.
- Ask students to look at the photo and read the questions before playing the recording.
- Play the recording a first time, pausing in places to allow students to write notes for their answers.
- Play the recording a second time, pausing for longer periods to allow students time to write the answers to the questions.

**ANSWERS:** **1** How did your English Speaking exam go? **2** What is your neighbourhood like? **3** Have you lived anywhere else? *or* Would you go back to live there? **4** He lived in Tabuk (high in the mountains) in a traditional house with a big garden and palm trees. The house didn't have AC. **5** Saif's mother thinks it sounds like it went quite well. Saif is not so sure. **6** Students' own answers but possible answers are: There is AC in the flat where he lives now and there was no AC in Tabuk; the flat where he lives now is quite small but the house in Tabuk was bigger; he has shared gardens where he lives now but they had a private garden in Tabuk; he lives in a contemporary apartment now where everything is new, whereas the house in Tabuk was old, etc.

### AUDIOSCRIPT TRACK 37

**Mother:** Hello Saif. How did your English speaking exam go?

**Saif:** Mmm, okay.

**Mother:** What did the examiner ask you?

**Saif:** She asked me what my neighbourhood was like.

**Mother:** What did you say?

**Saif:** Well, I couldn't really think of very much to say apart from we lived in a modern residential area in Riyadh, and I liked our new apartment because of the gardens.

**Mother:** Couldn't you think of anything else?

**Saif:** Well, the interviewer asked me if I had lived anywhere else.

**Mother:** And?

**Saif:** Then I was able to describe the old family house in Tabuk. And that it was a traditional house with a big garden and that I loved sitting under the palm trees. I also mentioned that we didn't have any AC, but that because Tabuk was high in the mountains we didn't need it, even in summer.

**Mother:** What else did she ask?

**Saif:** She asked me if I would go back to live there.

**Mother:** And?

**Saif:** I said that if I could find a job there then I would go back as soon as possible.

**Mother:** It sounds like it went quite well.

**Saif:** Mmm, maybe.

## 7 Writing

- This writing exercise / form completion exercise draws on vocabulary learnt in Unit 6.
- Ask students to copy the form and complete it.
- Make sure students understand that you will allocate more marks to 'Example of when you use your skills' and 'Reasons why you would like to do this job.'
- The following marking grid can be used to help you assess students' answers to the writing task.

MARKS	Grammar	Vocabulary	Spelling and Punctuation	Task Fulfilment
2.5	Very accurate use of a wide range of grammar implied in the question.	Very accurate use of a wide range of vocabulary implied in the question.	Extremely accurate in terms of SP and P. No significant errors.	Ideas are well developed with detail, examples or explanations.
2	Quite accurate use of a range of grammar implied in the question. Some errors evident.	Quite accurate use of a range of vocabulary implied in the question. Some errors evident.	Reasonably accurate in terms of SP and P. Few errors.	A reasonable attempt at addressing the topic with two or three ideas developed at appropriate length and register.
1.5	Some accurate grammar usage together with other inaccurate but communicative usage.	Some accurate vocabulary usage together with other communicative usage.	Some accurate spelling and punctuation. Several errors may be apparent.	A reasonable attempt at addressing the topic with two or three ideas developed at appropriate length.
1	Mostly inaccurate grammar usage with a little accurate usage.	Mostly inaccurate vocabulary usage with a little accurate usage.	Mostly inaccurate with a little accurate spelling and punctuation	An attempt at addressing the topic but maybe not at the correct length or with inappropriate register.
0.5	At least one recognizable piece of grammar noted.	At least one recognizable piece of vocabulary noted.	At least one recognizable piece of spelling or punctuation noted.	At least one point addressed recognizably even if badly written.
0	Nothing written.	Nothing written.	Nothing written.	Nothing written.

## Unit 1 Family, friends and colleagues

### Lesson 1 Brothers and sisters

1b 1F 2F 3T 4T 5F 6F

2a -able: knowledgeable, sociable, considerable  
-ible: responsible, terrible -ate: passionate, considerate,  
compassionate -ful: thoughtful, delightful, beautiful

### Lesson 2 A friend in need

1a I'm writing to let you know how everything's going here. Right now I'm sitting in my new study, which faces the park. I don't normally work here in the mornings – I usually go to the office in town, but my boss is away right now so I'm spending a little more time at home!

Sue is enjoying the new house and is learning to use the computer. The kids are starting their new school next week. Right now they are all painting their rooms, which is keeping them nice and quiet.

This weekend we're having a barbecue with some neighbours. They live in a beautiful house not far away with a huge back garden – they even have a swimming pool! It might be too cold to swim this time but the kids are taking their swimming costumes just in case.

We're all missing you and we talk about you often.

1b Present simple: habits and routines I don't normally work here ... I usually go ... we talk about you often

permanent situations which faces the park ... They live in a beautiful house ... they even have a swimming pool  
facts my boss is away right now

Present continuous: happening now or around now I'm writing ... how everything's going ... I'm sitting ... they are all painting ... is keeping them ... we're all missing you ...

Temporary actions or situations so I'm spending a little more time at home!

Changes and developments Sue is enjoying the new house ... is learning to use the computer

Planned future actions The kids are starting their new school next week ... This weekend we're having ... the kids are taking their swimming costumes

1c 1 I'm sorry, but I think you're wrong.

2 ✓

3 Mmm! I can smell fresh baked bread!

4 My new car looks almost exactly like my favourite old car.

5 Noor loves pizza. It's her favourite food.

6 ✓

### Lesson 3 Working relations

1 Positive: keep an open mind maintain eye contact  
nod your head

Negative: distrust jargon let your mind wander scratch  
your head yawn frown glare

Neutral: facial expressions gesture posture

3a 1 helping 3 to quit 5 to watch

2 moving 4 feeling

3b 1 for 2 on 3 of 4 to 5 of

## Unit 2 The best of the past

### Lesson 1 Local shop versus supermarket

1b All the words listed are in the text.

1c 1 They come from abroad.

2 consumers

3 the distance food travels to reach the consumer

4 Because the produce they sell comes from the locality and the food miles involved are limited.

1d 1 the farmers were competing against

2 an unbelievable 95%

3 prepared for sale

4 supporting the existence

5 the fruit and vegetables are grown locally

### Lesson 2 Heroes past and present

1a 1 was serving 6 realized 11 was touring

2 transported 7 maintained 12 met

3 bought 8 grew

4 laughed 9 had heard

5 (had) suffered 10 gained

1b Possible answers:

1 might/may have learned

2 must have been

3 may/might have been

4 must have had

5 couldn't have succeeded

2a 1 in his opinion

2 humiliation

3 past

4 became independent

5 gave up

### Lesson 3 Viewpoint

1 1 — 3 — 5 the 7 — 9 the 11 —

2 the 4 — 6 the 8 the 10 the 12 —

2a 1F 2F 3T 4T 5T

2b 1 when Lloyd Wright designed the Prairie style houses

2 the number of buildings that were constructed from his designs

3 the end of Lloyd Wright's career

4 when Lloyd Wright first started designing houses in the Usonian style

5 the number of buildings Lloyd Wright designed

6 the number of buildings currently open to the public

3a 2d 3a 4e 5c 6f

## Unit 3 Into the future

### Lesson 1 Future shock

1a 1F 2T 3T 4F

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

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

3a 1 took off 3 field 5 angry 7 clothes

2 walking slowly 4 turned 6 shouted

### Lesson 2 The best intentions

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

1b I'm going to fly to Riyadh where I'm going to meet my friend Omar he will have been there for two years I think we are then catching another plane where we're going to spend two weeks I think we'll have seen we are going to fly to Abha where we're going to do some trekking I'm going to try to find a new job in May I'll see you then.

2a Noun Adjective  
determination determined  
decision decisive  
resolution resolved / resolute  
plan planned  
expectation expectant

### Lesson 3 Biosphere

**1b** Suggested answers: 1 Because they were lost and had no food left. 2 One of them would eat the plant first and they would wait to see what happened. 3 The jungle was so thick that the rescuers could not see them. 4 Because they were starving to death.

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

**2a** I have a big family and we live in different places across Saudi Arabia. I am a student in Riyadh, but neither my brothers *nor* my sisters live here. Both my brothers live in Yanbu and both of my sisters live in Jeddah. None *of* my brothers and sisters are younger than me. They have all finished school.

Neither *of* my brothers are married, but both my sisters are. My parents live with me. I take care of both *of* them. Although we all live far apart, we try to get together at least twice every year.

**2b** 1 Either my father or my mother can help me with my maths.  
2 Neither of us wants to go away to summer camp this year.  
3 None of my friends did their homework last night.  
4 Both of them went to the park together instead.  
5 Both Jeff's brothers are married.

## Unit 4 The world of sports

### Lesson 1 Your view

**1a** 2 cef 3 e 4 bcef 5 a 6 bdef

**2a** 2

**2c** 1 Because it challenges the participants and takes them close to the edge.  
2 Skydiving involves using a large parachute to jump out of a plane at approximately 4,000 metres, whereas BASE jumping involves using a small parachute to leap off buildings, antennas, bridges, or cliffs.  
3 The Burj al Arab falls under the B in BASE, for buildings.  
4 According to the article, it is dangerous because the jumps occur from a low height which does not allow the parachute to function effectively and means that a lot of accidents occur.

**2d** 1 close to 3 well-known 5 occur  
2 seek out 4 in pursuit of

### Lesson 2 The business view

**1a** 1 a The players who are holding  
b The players carrying the trophy just ...  
c The players with the trophy ...  
2 a Sports which involve  
b Sports that put ...  
c Sports placing ...

**1b** 1 Horse racing is a sport that / which can be very dangerous.  
2 That is the jockey that I saw in last year's race.  
3 Sheikh Maktoum al Maktoum was a race horse owner who came from Dubai.  
4 Consistency is an important quality which many athletes are admired for.  
5 Tennis is a sport that / which makes great demands on players.

**1c** 1 Economics is a subject that / which some people find difficult.  
2 Cricket is a game that / which is played in Pakistan.  
3 Muhammad Yunus is a Bangladeshi who won the Nobel Peace Prize.

### Lesson 3 The career view

**1a** 2

**1c** 1T 2F 3T 4F

**1d** 1 gain the edge 3 visualizing 5 persevere  
2 in short bursts 4 anxiety 6 perceived

**2a** 1 Mark, who was good at languages at school, now studies Arabic at university.  
2 Alex, who plays basketball and football extremely well, is a naturally talented athlete.  
3 Ahmed Shawqi, who became my favourite author at school, was a famous writer.  
4 Football, which is a sport played all over the world, requires speed and endurance.  
5 Tennis, which is an intensive sport, can cause serious injuries.  
**2b** 1 The man managing our company is very experienced.  
2 The man talking to the journalists was a government minister in the 1990s.  
3 The people sitting at the back of the room can't hear the speaker.  
4 Passengers travelling to London should go to Gate 12.  
5 The flowers growing in the park are very colourful this year.

## Unit 5 Knowing the market

### Lesson 1 Marketing

**1b** 1 five-star 4 historic 7 air-conditioned 10 lush  
2 perfect 5 ancient 8 shady 11 international  
3 rugged 6 spacious 9 secluded 12 acclaimed

**2a** 2a 3e 4f 5d 6b

**2b** 1 gender 3 outlets 5 fundamentals  
2 promotion 4 consumers 6 market segments

### Lesson 2 In fashion

**1c** 1T 2F 3F 4T 5F

**1d** Suggested answers:  
1 high fashion 2 shoes 3 with no shoes on 4 digging up historical sites 5 buried 6 jewels, precious stones 7 rich 8 extravagant, luxurious

**2a** 1 People have been interested in fashion since historical times.  
2 That agency's success in marketing is known by everyone.  
3 Next year's fashion is being worked on by designers.  
4 The new range will be launched later this month by the Chairman.

**2b** was designed were made was used were interred  
were made was made out

### Lesson 3 Selling the image

**1a** 1 the before and after strategy  
2 the scientific approach  
3 the product  
4 a modern person's snacking habits  
5 No it doesn't. Chocolate bars are full of calories and will probably make you put on weight.

**1b** 1 replenish 3 supposedly 5 miraculous  
2 attempts 4 ample 6 oft-repeated

**2** 1 (unlikely to be active) Food companies design all the products to make us feel better.  
2 Attempts to sell this kind of product take up a large proportion of advertising time.  
3 We often see a number of different strategies in this kind of advertising.  
4 The advertisement shows two pictures of the same person.  
5 They intend the catch phrase to appeal to the modern person's snacking habits.

## Unit 6 Looking forward

### Lesson 1 And the weather tomorrow ...

1b 1F 2T 3T 4F

1c Suggested answers:

- 1 very serious 2 unusual 3 water turning into vapour
- 4 severe lack of rain 5 problems caused by storms
- 6 take part in

2a 1 differentiate 3 blacken 5 computerize  
2 lighten 4 sharpen 6 localize

### Lesson 2 Optimism versus pessimism

1a 1 will be 3 had acted 5 will come  
2 have 4 hadn't studied 6 had admitted

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

- 2 1 to insist on your right to do something  
2 permanent cheerfulness  
3 people who try to teach us to be 'better'  
4 a satisfying complaint  
5 to have modest goals  
6 to be able to overcome problems  
7 to expect the worst outcome of a situation
- 3 Some people *say* it is a good idea to look *on* the bright side, *because* then you always feel more *cheerful* and probably find it *easier* to make friends. *However* there are also people *who believe* that if you *generally* expect the worse, you will be *happier*. If you think that everything will *turn* out badly, then the *reality* should come as a nice *surprise*. Things will never be as bad *as* they are in your imagination.

### Lesson 3 What if ...?

1c 1T 2T 3F 4T 5T

3a 1 had eaten 4 hasn't shown up  
2 were 5 wouldn't have known  
3 mattered

- 3b 1 I'll give you a hand in the garden unless I have homework.  
2 He won't come to the football game if his cousin doesn't come.  
3 Unless Pete comes to the restaurant with us, I'm not going to go either.  
4 If Mark doesn't improve his grades, he'll be off the tennis team.  
5 We'll be there on time unless there is traffic.

## Unit 7 Free time

### Lesson 1 A day at the races

1a Suggested answers:

- 1 Nothing. They win trophies.
- 2 Local charities.
- 3 The starter drops a flag.
- 4 Because the camels do not obey them.
- 5 No, there are other attractions.

1b 1 proceeds 4 carnival atmosphere  
2 mustered 5 fun-packed  
3 amble off

2 1 D IN 3 A F 5 O IN 7 D IN 9 D F  
2 O F 4 A IN 6 D IN 8 D IN

3a 1 principal 2 piece 3 plain 4 through 5 serial

3b Possible answers:

- 1 The principle of the theory is very important. The principal welcomed the new students.
- 2 Give peace a chance! Can I have a piece of cake?
- 3 The plane leaves at 6.00. The decoration is very plain.
- 4 John threw the ball over the net. We went through a long tunnel.
- 5 I'll have cereal for breakfast. He's a serial killer.

### Lesson 2 Games of skill

1a 1 archery 3 table tennis/ping pong 5 basketball  
2 baseball 4 swimming 6 motor racing

1b 2e 3f 4b 5a 6d

- 2a Things you have to do: You have to serve from behind the base line. You have to change ends every two games. You have to thank the umpire at the end of the game.  
Things you can do: You can serve the ball into the net once without losing points. You can change your racket if it is broken. If you want, you can have a drink when you change ends. When you are not serving, you can stand where you like on your side of the court.  
Things you can't do: Don't argue with the umpire. You can't make a noise when your opponent is serving.

2b 1B 3C 6D 2E 4F

### Lesson 3 Let's get together

1a Possible answers:

- 1 Because you can read a wider selection of books than in school.
- 2 Because the club gives you free membership to its extensive library and you can borrow up to three books at a time.
- 3 Because you can learn how to write texts and poems through their series of workshops.
- 4 Because you can learn how to interpret different texts.
- 5 Because the club is welcoming and you can meet lots of new people and make new friends.
- 6 Because the club is one of the longest-running and most popular clubs in the school.

1b Students' own answers.

1c Students' own answers.

2a Manner – rapidly; Frequency – often; Time – today; Place – worldwide; Degree – significantly



## Unit 8 The animal kingdom

### Lesson 1 Preservation or extinction?

- 1** 1 free bird      3 stubborn mule      5 strong ox  
2 quiet mouse      4 slow tortoise      6 smart fox
- 2a** Possible answers:  
hunting: decreases stocks  
river and ocean pollution: kills animals  
destroying rainforests and other habitats: destroys where animals live  
trading in animal goods: animals are killed for what people can sell and it doesn't matter if they are endangered
- 3** 1 had      4 would take care of      7 hadn't gone  
2 wouldn't be able      5 hadn't been      8 would be  
3 asked      6 wouldn't have asked

### Lesson 2 Beasts of burden

- 1a** 1 Because the donkey made short work of her flowers.  
2 They tied him to a stake in a corner of the field.  
3 Because he's only got a small area of grass.  
4 Jake's parents.
- 1b** 1 getting older  
2 be free to walk around in the field  
3 destroyed  
4 very angry  
5 skinny  
6 not nice to the neighbours
- 2** Dear Jake, Thank you for your letter about your problem with the donkey. It sounds like a very difficult problem and not one I would like to have to deal with myself but I'll try to give you some advice. First I think you should go and see your neighbours and offer to take the donkey for a walk around the field every day. Say that you would be very careful and make sure that you didn't let go of the donkey's rope. You never know, your neighbours might be grateful for the offer. If they refuse to let you walk the donkey, then I would phone your local donkey sanctuary and explain the problem. I am sure they would handle the matter sensitively and there would be no need for your neighbours to know who had reported the matter. I hope you find these suggestions helpful and hope that you find a happy solution to your problem. Yours sincerely, Stuart
- 3a** Possible answers:  
1 I had more free time.      5 I had bought the red one.  
2 they would turn it down.      6 I had studied Italian.  
3 they made less noise.      7 he lived nearer.  
4 we hadn't ordered it.      8 we had bought a smaller house.
- 3b** 1 I wish I hadn't bought these shoes.  
2 I wish I could have some new clothes.  
3 I wish my apartment was bigger.  
4 I wish he would visit us more often.  
5 I wish I didn't always feel so tired.

### Lesson 3 Animals as healers and teachers

- 1a** 1 The last cat retired to the country.  
2 a local rescue centre  
3 It was closed for renovation and rebuilding.  
4 A local firm will sponsor them.  
5 Because the council doesn't have a lot of money.
- 1b** 1 post      3 quarters      5 cash-strapped  
2 new recruit      4 incumbent      6 sponsorship deal

