

المملكة العربية السعودية  
Kingdom of Saudi Arabia



Teacher's Book

# Flying High for Saudi Arabia



MACMILLAN

Level 1

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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 analyzed in lessons 2–3, and gives students an opportunity to **activate** it by setting genuinely communicate 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 1

### Flying High 2

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

## Listening

1 Recognise various intonation patterns			L3	L3	L2		L3	L3	L3				L1, L4	L1	L1	
2 Understand the main idea and/or specific information in monologues or dialogues about common everyday topics	L3, L4	L1, L2, L3, L4	L4	L1, L2, L3, L4	L3, L4	L1, L3, L4	L1, L3	L1	L1, L3, L4	L3, L4	L1, L4	L1, L2, L3	L1, L4	L3, L4	L1, L2, L3, L4	L4
3 Follow straightforward short talks on familiar topics provided these are delivered slowly and clearly			L3		L3			L4		L1, L4			L1			
4 Understand the main ideas in radio or TV programmes, such as interviews and news reports			L1, L4				L1, L4				L2, L3		L2	L1		L1
5 Understand clearly articulated questions			L4			L1	L1, L4		L3			L2, L4	L2		L1	L4
6 Follow detailed directions and instructions					L4											

## Speaking

1 Use a variety of vocabulary and structures in order to successfully communicate information in everyday situations	L1, L2, L3, L4	L1, L2, L3, L4	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 Deal with common aspects of everyday life (e.g. travel, eating, shopping) and get the information needed						L4	L4		L3			L2, L4				L4
3 Manage less routine situations (in a post office, bank, etc.); ask and answer questions and check and confirm information						L3	L3, L4				L3					
4 Establish social contact: greetings and farewells; introductions; giving thanks						L4										
5 Give and follow detailed instructions and directions					L4									L3		L4
6 Initiate, maintain and close a conversation on familiar or everyday topics												L4				
7 Logically link ideas by using a variety of connectors					L3								L3			
8 Ask for repetition, clarification or elaboration to fill in gaps in understanding	L1												L4			

<b>9</b> Briefly give reasons and explanations for opinions, plans and actions	L4	L3, L4	L2, L4	L1, L3, L4	L2, L3	L1, L2	L1, L2		L1, L2	L3, L4	L1, L2, L3, L4		L1, L4	L1, L2, L3, L4	L4	
<b>10</b> Discuss and compare alternatives in order to reach a decision				L4					L1			L3		L2		
<b>11</b> Produce a series of sentences: • to describe people and places in detail	L1, L4	L1				L3		L1, L4	L2			L3			L2	
• to describe experiences, events (real or imaginary), daily routines, future plans, arrangements, past activities, everyday aspects of one's environment, dreams, hopes, ambitions, etc.	L2, L4	L1	L2			L1, L2, L3		L1	L2, L4	L2		L3	L3		L3	L2
• to express and ask for opinion on topics of interest including cultural topics (e.g. the plot of a book)		L3	L4		L2	L1, L2	L1, L3	L1, L2	L2	L3			L1, L3	L3, L4		
• to express and respond to feelings (e.g. surprise, happiness, interest)						L4	L3	L1, L2					L3, L4	L2		
• to politely express agreement and disagreement		L3												L2		
<b>Reading</b>																
<b>1</b> Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests	L1	L1, L4	L2, L3, L4	L2	L1, L2, L4	L1, L2	L3	L1	L1, L2, L3, L4	L3, L4	L4	L2	L4	L1, L3	L2, L3, L4	L4
<b>2</b> Understand the description of events, feelings and wishes in personal letters/e-mails		L4				L3										
<b>3</b> Understand the main points in newspaper and magazine articles on familiar topics	L1	L1	L3, L4	L3	L1, L2, L3	L1, L2	L2	L1, L3, L4	L2, L4	L1, L4	L1, L2, L4	L2, L4	L3, L4	L1	L2, L3	L1, L4
<b>4</b> Understand sequence		L4			L3			L3						L3		
<b>5</b> Transfer from textual to visual information				L2						L1						
<b>6</b> Transfer information from a text to a table		L1	L3, L4	L4				L4	L2							
<b>7</b> Understand text cohesion		L4			L2		L4			L3, L4			L4	L2		
<b>8</b> Guess the meaning of unknown words									L4				L3			
<b>9</b> Find and understand specific information in simple everyday material such as letters, brochures, etc.	L1, L4	L1, L2, L4	L3, L4	L1, L4	L4	L3	L1, L2		L1, L3		L3	L1, L3		L3	L1, L3, L4	L2, L3

## Writing

<b>1</b> Write straightforward connected texts on familiar topics, by linking a series of shorter discrete elements into a linear sequence	L1, L2	L1, L4		L3	L1	L1, L2, L4		L1, L4	L2, L4	L4	L4	L4	L2, L4	L4	L3, L4	L4
<b>2</b> Deal with specific aspects of writing (paragraphing, purpose, audience, cohesion, coherence)	L2	L1		L3	L1		L2		L2, L4						L3	
<b>3</b> Write notes and short messages conveying simple information	L1			L4					L1, L2	L2	L2	L1		L1	L3, L4	
<b>4</b> Write informal letters and e-mails (giving news, asking for and giving information, describing experiences, asking for and giving advice, expressing feelings, making suggestions, giving directions)					L1	L4	L2, L4	L2				L1				L4
<b>5</b> Write an account of an event	L2								L4							
<b>6</b> Narrate a story	L2														L4	
<b>7</b> Write short simple essays on familiar topics		L1, L4	L1	L3				L1	L2, L4	L2				L4		
<b>8</b> Write short descriptions of people, places and events	L1, L2, L4	L1, L4		L3		L1		L1, L4	L2	L4			L4		L3	L3

### Flying High 1

### Flying High 2

	Unit Number															
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
	Lesson number															
<b>1</b> Exchange basic personal information	L1															
<b>2</b> Express commands/requests					L4				L3			L2				
<b>3</b> Greet and say goodbye, introduce oneself and ask about one's health						L4										
<b>4</b> Identify objects and express possession				L4												
<b>5</b> Make comparisons; find similarities and differences; describe the manner in which something happens	L2	L3		L2						L2		L4			L3	
<b>6</b> Express feelings and strong emotions		L2, L4	L2			L4	L3					L1	L4		L4	
<b>7</b> Discuss habitual actions, routines and current activities and distinguish between temporary and permanent situations	L3															
<b>8</b> Express opinion and agree/disagree		L3						L2						L2		
<b>9</b> Refer to size and quantity	L3	L4	L3	L4							L3					
<b>10</b> Ask for, understand and give directions / instructions					L4											L4
<b>11</b> Express preference				L3											L3	

<b>12</b> Discuss past habits and situations; narrate and sequence past events	L2, L3						L4		L3		L3				L2
<b>13</b> Refer to and link past and present time	L3			L2							L2, L3	L3			
<b>14</b> Express necessity, obligation, lack of obligation and prohibition					L4		L3								
<b>15</b> Express possibility, ability, make requests and ask for permission	L3			L2											
<b>16</b> Ask for information (politely)	L1								L3			L2			
<b>17</b> Discuss future arrangements and make predictions; on the spot decisions; promises and requests		L2	L2												
<b>18</b> Stress the action in a sentence rather than the agent						L2				L2			L2		
<b>19</b> Express degree					L3										
<b>20</b> Express enthusiasm, interest and surprise, make exclamations	L4	L4													
<b>21</b> Make and respond to suggestions						L4									
<b>22</b> Carry out bank transactions					L4						L4				
<b>23</b> Discuss conditions and their results, discuss imaginary situations			L3					L3, L4						L3	
<b>24</b> Express reason		L3	L4		L3		L3						L3		
<b>25</b> Express wishes/regret								L2							
<b>26</b> Ask for and give advice			L4			L3	L3					L4			
<b>27</b> Make appointments								L4							
<b>28</b> Report statements, questions, commands and requests									L2						
<b>29</b> Define and give information about people, things and places													L3		
<b>30</b> Express uncertainty and ask for confirmation					L4										
<b>31</b> Discuss a range of familiar topics		L2, L3, L4		L2	L1, L2	L2	L1, L2	L1, L2	L1, L2, L4	L4	L1, L4	L2	L1, L3	L1, L3	L2, L3, L4

## GRAMMAR

**Key:** U1L2 = Unit 1, Lesson 2

	FHSA 1	FHSA 2	FHSA 3	FHSA 4	FHSA 5	FHSA 6
<b>1</b> Articles (a(n) / the)						U4
<b>2</b> Subject Personal Pronouns – Object Personal Pronouns – Reflexive Pronouns		U1L4				
<b>3</b> Questions – wh- questions; question tags, negative questions, indirect questions	U1L4	U1L3, U4L2, U5L4, U6L3				U1
<b>4</b> Plurals – Determiners (This – These / That – Those) – There is – There are		U3L4				
<b>5</b> Possessive Pronouns – Possessive adjectives – Possessive case	U4L4					

<b>6</b> Quantifiers ( <i>some/any/no/much/many/a lot of/lots of/(a) little/(a) few</i> )			U1L3			
<b>7</b> Present Simple – Time expressions			U3L4	U1L2		U1
<b>8</b> Present Progressive – Time expressions – Stative verbs			U7L4	U1L2		U1
<b>9</b> Past Simple – <i>used to</i> – Time expressions	U1L3, U4L2, U6L3	U7L3				
<b>10</b> Imperative	U5L4					
<b>11</b> Modal verbs ( <i>can, could, be able to, may, might, must, mustn't, have to, don't have to, need (to), needn't, don't need to</i> )	U5L4, U7L3		U4L2, U4L3		U1, U5	U5
<b>12</b> Past Progressive	U1L2		U7L3	U2L2		U1
<b>13</b> Comparative and Superlative forms – Other forms of comparison (as + adj. + as), (not as + adj. + as)	U2L3					U4
<b>14</b> Present Perfect Simple – Time expressions – <i>since/for, yet/already – have gone / have been</i>	U4L2	U3L3, U4L3	U7L4	U1L2		U1
<b>15</b> Time Clauses (Present – Future – Past) with <i>when, while, as, after, before, until, as soon as</i> )			U7L3			U3
<b>16</b> Future <i>will</i> – Future <i>going to</i> – Time Expressions – <i>will have to, will be able to</i>	U2L2, U3L2		U5L2	U3L2		U3
<b>17</b> <i>too / enough – one / ones</i>	U4L3	U3L4				U4
<b>18</b> Relative clauses (Relative pronouns: <i>who, which, that</i> – Relative adverb: <i>where</i> )		U5L3		U4L3	U3	
<b>19</b> Full and bare infinitive	U5L2					U5
<b>20</b> <i>-ing</i> form	U5L2	U6L2		U1L3		U1
<b>21</b> Let's ... / How about ...? / Why don't we/you ...?	U6L4				U6	
<b>22</b> So / Neither / Too / Either	U1L2					
<b>23</b> Should(n't) / Had better					U1	U5
<b>24</b> Exclamatory sentences	U2U4					
<b>25</b> Clauses of result	U8L4					
<b>26</b> Past Perfect Simple – Time expressions		U8L2	U7L3	U2L2		U2
<b>27</b> Passive Voice (Present Simple – Past Simple)	U6L2	U2L2, U5L2		U5L2, U5L3	U2	
<b>28</b> Conditional Sentences Types 1 & 2 – <i>if vs when</i>	U3L3, U8L3	U6L3		U6L2, U6L3	U1	
<b>29</b> Present Perfect Progressive – Time expressions		U3L2, U3L3				U1
<b>30</b> Reported Speech (Statements – Questions – Commands and Requests)				U3L4, U6L4	U4	
<b>31</b> Wishes and unreal past	U8L2		U3L3	U8L2	U6	U6

# Unit 1 Life stories

## 1 A tale of two lives

### Aims Access (+ Activation + Analysis)

#### Discourse objectives

- Establish the unit topic: life events and biographies
- Expose students to extended, formal written discourse (magazine article)

#### Language objectives

- Expose students to vocabulary related to life events and biographies
- Expose students to past simple tense verbs (as a review)
- Preview the grammar in lesson 3 (*used to*)
- Teach the pronunciation of past tense endings of regular verbs

#### Specific skills objectives

- Develop speaking skills: asking and answering about oneself and famous people
- Develop reading skills: reading for specific information

### 1 Speaking and reading

#### 1a

- Before the students open their books, ask them if they've heard of Mark Hanson or Hamza Yusuf.
- Have the students open their books, look at the photograph, and, in small groups, describe the person in the picture.

#### 1b

- Put the students into pairs, student A and student B. Ask student A to read the text on page 6 and student B to read the text on page 7.

#### 1c

- Ask student A to fill out a profile card on Hamza Yusuf by asking his / her partner the questions about the text. Ask student B to fill out a profile card on Mark Hanson by asking his / her partner the questions about the text.

**Alternative:** Ask the students to cover the text next to their profile cards so that they can't read it and to remember the information to fill in the profiles. Give the students an approximate amount of time they should take to fill out the profile cards (ten minutes should be enough).

**Teaching tip** When you put students into pairs, you can increase active student participation to 100%! At any given time in a pairwork activity, half of your class will be speaking and the other half will be actively engaged taking notes or asking questions. To ensure that a pairwork activity runs smoothly, begin the activity by giving the students clear instructions about the steps they will follow, how much time they have, and how you'll signal the end of the activity.

#### Additional E

You might bring in magazines to class and have the students look up information on a famous person and report back to the class. You could also have the students make profile cards of the famous person as homework for the next class. Have the students hang the profiles up on the wall or the class bulletin board, if one is available.

#### ANSWERS:

##### Mark Hanson

- 1 Walla Walla, Washington, USA
- 2 Northern California
- 3 He was an academic.
- 4 sports, riding his bike
- 5 He had a car accident.

##### Hamza Yusuf

- 1 Yes, he did.
- 2 study Islam
- 3 UAE and Saudi Arabia
- 4 started the Zaytuna Institute
- 5 He has five children.

### 2 Pronunciation: past tense endings

#### 2a

- Say the word *changed* out loud several times and ask the students what the last sound in the word is (d).
- Write the phonetic transcription /d/ on the board. Do the same for the verbs *liked* and *converted*, and write /t/ and /ɪd/ on the board.
- Remind the students that although all regular past tense verbs are spelled with an -ed ending, they are pronounced differently. Point out that *changed* only has one syllable, although it looks like it might have two, and show how *liked* also has one syllable, but *converted* has three.
- Have the students listen to the list of verbs and classify them by their ending.

#### ⚠ Language help

If the last sound of the verb has a voiced sound (except /d/), the -ed ending will be pronounced /d/ – *played*. If the last sound of the verb is unvoiced, the -ed will be pronounced /t/ – *cooked*. If the verb ends with a /t/ or /d/ sound, the -ed ending will be pronounced /ɪd/ – *wanted*.

**Teaching tip** An easy way to check whether a sound is voiced or unvoiced is to put your hand around your throat or to firmly cover your ears with your hands and feel for vibration as you say the sound. If there is vibration, it is a voiced sound, while no vibration means it is an unvoiced sound.

### AUDIOSCRIPT TRACK 2

see Student's Book, p. 7 ex. 2a

#### 2b

- Have the students listen to check their answers.
- Play the recording again, pausing for the students to say the words.

#### ANSWERS:

/d/	/t/	/ɪd/
involved	worked	started
lived	liked	decided
changed		converted
moved		wanted
played		
studied		

### AUDIOSCRIPT TRACK 3

involved, lived, changed, moved, played, studied,  
worked, liked,  
started, decided, converted, wanted

**Teaching tip** Give students time to plan before they speak. Encourage them to write down a few key words (not whole sentences!) to help them remember what they want to say and in what order. Planning helps students organize their thoughts better and speak more fluently – making it more enjoyable for their partners to listen to as well!

- Have the students take turns talking to each other about their person.
- Tell the students to take notes while they listen to their partner and to ask for clarification when necessary.

#### 3b

- Have the students use their notes to write a paragraph about their partner or their partner's relative. Tell students to refer to the articles about Hamza Yusuf and Mark Hanson and to use them as models when they are writing their own paragraphs.

#### 3c

- Have the students exchange papers and correct any incorrect information.
- Since this is not a grammar lesson, instruct the students to focus on the information expressed in their partner's text.

#### Additional E

If you want, you could review the past simple tense with students and then, as an additional step, ask them to correct the use of the past simple in their partners' texts.

#### Workbook D

Have your students work through the exercises on pages 4 and 5. Answers on page 81.

## 3 Speaking, writing and reading

#### 3a

- Ask the students to think about their life or someone in their family whose life they'd like to talk about.
- Give them a couple of minutes to write key words about the person's life. Remind them to include important turning points, such as marriage and moving to a different city.

## 2 Unforgettable memories

### Aims Analysis (+ Activation)

#### Discourse objectives

- Develop the unit topic: life events and biographies
- Expose students to more extended, natural spoken discourse

#### Language objectives

- Review the past continuous vs the past simple
- Teach the meaning and use of *so, too, either / neither*

#### Specific skills objectives

- Develop speaking skills: using the past simple to talk about personal history
- Develop listening skills: listening for main ideas and for details, avoiding a breakdown of the listening process due to unknown words

### 1 Listening and speaking

#### 1a

- Ask the students to look at the words and guess what the story is about.

#### 1b

- Have the students listen to the story to answer the questions. Tell them not to write anything down while they listen the first time so that they listen to the whole story.
- Play the recording more than once.

#### Learner development

Students often panic and stop listening when they hear a word that they don't understand. Train them to become more efficient listeners by ignoring the words they don't understand. Tell them to continue to listen when they hear a word they don't know and assure them that you will play the recording several times. Ask them to reflect on what they understood and to guess what they possibly missed before listening again.

**ANSWERS:** 1 He was tending the goats. 2 They were carrying cutlasses. 3 He felt very frightened and he was shaking all over. 4 He climbed a tree. 5 They dismounted their horses and the leader stood in front of the mountainside and said, 'Open Sesame'. Then they walked inside the mountain.

#### AUDIOSCRIPT TRACK 4

##### Ali Baba and the Forty Thieves

Ali Baba was alone. He was tending the goats quietly and was leading them across a narrow stony path into a new valley on the other side of the hill. Suddenly, Ali Baba saw in front of him a large band of men who were galloping up the path on their horses. The men looked fierce and were carrying cutlasses. When Ali Baba realized that the men were thieves, he felt very frightened. He was shaking all over, but then he spotted a tall tree next to him which had a large leafy crown. Ali Baba quickly climbed the tree. From the tree Ali Baba watched. The thieves all dismounted their horses. Then the leader of the band stood

in front of the mountain wall and proclaimed the words, 'Open Sesame'. To Ali Baba's amazement, a door in the wall of the mountain side opened and the thieves walked inside!

#### 1c

- Put the students into pairs and have them talk about what happens next. Ask the students to take turns, each recounting only one event in the story at a time. For example, student A: *Ali Baba waited until the thieves came back out* and so on.

### 2 Grammar builder: review of past continuous vs past simple

#### 2a

- Have the students match sentences 1 and 2 with the sequences a) or b) and decide in which sentence Sami was on the telephone to his father when he saw the robber.
- Ask the students which words are different between sentences 1 and 2 in order to elicit *called* and *was calling*. Elicit which is the past simple and which is the past continuous.
- Before continuing, make sure that the students remember the difference in form and meaning between the past simple and the past continuous.



#### Language help

The past simple is used to talk about activities that began and ended at a particular time in the past. The past continuous expresses an activity that was in progress at a time in the past while something else was happening or when something else interrupted it.

**ANSWERS:** 1b 2a sentence 2

## 2b

- Tell the students to complete the article.
- When you check the answers, make sure that they understand why a particular tense is used in each case.

**ANSWERS:** 1 was 2 was tending 3 was leading 4 saw  
5 were galloping 6 were carrying 7 realized 8 felt 9 was  
shaking 10 spotted 11 climbed 12 watched 13 stood  
14 opened 15 walked

## 3 Writing, reading and speaking

### 3a

- Tell the students that they are going to write about an interesting experience. Tell them to think about a time when something funny, surprising or scary happened to them.
- Have the students outline their ideas for the three paragraphs before they start writing.

### 3b

- Ask the students to read their partners' stories, focusing on content.
- When they have finished reading, have them ask each other for more details or for clarification.

### 3c

- Tell the students to add details and to improve their stories where necessary.

### 3d D

- Have the students put up their stories on the wall and let them walk around reading their classmates' experiences.
- As a class, discuss the stories and have the students vote on which is the most memorable story.

## 4 Word builder: so / too / either / neither

### 4a

- Introduce the students to the concepts of *so*, *too*, *either*, and *neither* by walking around the room and commenting on similarities and differences between the people in the class, e.g. *Samir has a white shirt on. So does Fahd. Sami has a pen. I do, too*, etc.
- After a few examples, you might encourage the students to respond as well.
- Ask the students to read the four examples in the book.
- Have the students answer the three questions individually or in pairs, before discussing them as a class.

**ANSWERS:** 1 similarity 2 *too / either*: subject + verb + *too / either*; *so / neither*: *so / neither* + verb + subject 3 affirmative: *too / so*; negative: *either / neither*

### Language assistant

- Point out that the examples in exercise 4a are in the present and the past.
- Explain to the students how the auxiliaries are used with *so*, *too*, *either*, and *neither*.

### Language help

The phrase with *so*, *too*, *either*, or *neither* always uses an auxiliary. If the first sentence uses an auxiliary, the phrase with *so*, *too*, *either*, or *neither* uses the same auxiliary, as in the following examples:

*I don't have a car. He doesn't either. Neither does he.*  
*Tom would help you. I would, too. So would I.*  
*Kevin can't swim. Jim can't either. Neither can Jim.*

Even if the first sentence doesn't have an auxiliary, the phrase with *so*, *too*, *either*, or *neither* does:

*Dalia loves chocolate. I do, too. So do I.*  
*I have two sisters. Kemal does, too. So does Kemal.*  
*Gary came yesterday. Tony did, too. So did Tony.*

- Elicit some other examples from the students to make sure that they understand. Ask the students to make up examples with a variety of auxiliaries, including *can* or *would*.

### 4b

- Ask the students to read the whole conversation before they fill in the blanks.
- After they have completed the conversation, have them check it in pairs.

**ANSWERS:** 1 so 2 too 3 Neither 4 either

## 5 Speaking

### 5a

- Tell the students to fill in the table with information about themselves.

### 5b

- If there is enough space in the classroom, have the students walk around the room and talk to classmates in order to complete their table.
- Ask the students to use the model conversation when talking to each other. Walk around the room and check that they are using *so*, *too*, *either*, and *neither* in their conversations.

### Workbook D

Have your students work through the exercises on pages 6 and 7. Answers on page 81.

# 3 Now and then

## Aims Analysis (+ Access + Activation)

### Discourse objectives

- Develop the unit topic: life events and biographies
- Expose students to extended, formal written discourse (newspaper article)

### Language objectives

- Teach the form and meaning of *used to*
- Expose students to some business vocabulary

### Specific skills objectives

- Develop speaking skills: asking and answering about the past with *used to*
- Develop reading skills: predicting and reading for specific information

## 1 Speaking and reading

### 1a

- Ask the students what people normally do after leaving school. Elicit *start your own business* as one of the responses.
- Have the students look at the photograph of Jim and Johnny and ask them to guess what they do.

### 1b

- Ask the students to read the title of the article *Cookery Millionaires* and topics A–D, and have them predict what the article is about.
- Have the students read the article once and match the topics with the paragraphs.

**ANSWERS:** A2 B4 C3 D1

### 1c

- Give the students a few minutes to read the article again silently.
- Put them into pairs and tell them to answer the questions.
- Check the answers as a class. Although *used to* hasn't been formally introduced yet, some students may try to use it when answering questions. Don't worry if they make mistakes – they will have a chance to focus on the grammar of *used to* in exercise 2.

**ANSWERS:** **1** They weren't interested in maths, science or English and they didn't use to study enough. **2** They loved cookery but realized they weren't earning enough money working in restaurants. **3** Their first café was a great success and they did so well that they were able to open their own restaurant. **4** Today they have restaurants all over the States and a TV show. **5** They still own the small café where they started.

### 1d **D**

- Ask the students to answer the questions.

## 2 Grammar builder: *used to*

### 2a

- Have the students read the examples. Check comprehension by asking questions such as *Were Jim and Johnny good students? Did they study every day?*

- Encourage the students to answer the question *What does 'used to' express?* even if they are hesitant to guess. This will train them to actively analyze new language when they encounter it.
- Go over each possible answer and elicit appropriate examples, e.g. *Patty was doing homework at 3 pm yesterday*, which is an example of: *Something in progress at a specific time in the past.*

**ANSWERS:** 1b 2a

### 2b

- Have the students look at the examples and work out the structures for the affirmative, negative and interrogative sentences.

**Teaching tip** You can help students to understand how to analyze language if you go through the process out loud for them to follow. This will make the steps more transparent for them. Break down the process of analyzing the structure of affirmative sentences with the students and let them analyze the structure of the negative and the interrogative sentences on their own.

- Write the affirmative sentence *They used to work hard* on the board.
- Have the students identify the three main parts of the sentence: *subject* (They) + *used to* + *verb* (work) and write them on the board as well.
- Ask the students to look back at the example given in exercise 2a and have them pick out the affirmative sentence: *They used to play around a lot*. Write it on the board and have volunteers identify *subject* (They) + *used to* + *verb* (play around).
- Tell the students to do the negative and interrogative forms in their books following the same process.
- Check as a class and write the sentences and their structures on the board.

**ANSWERS:** **1** Affirmative: *subject + used to + verb* **2** Negative: *subject + didn't + use to + verb* *They didn't use to study much.* **3** Interrogative: *What did + subject + use to + verb?* *What did Jim and Johnny use to do at school?*

### 2c

- Have the students circle the other two examples of *used to* in the article.
- Tell the students to try to paraphrase these two sentences in English, or paraphrase the sentences for them.
- Ask them how they would express the concept of *used to* in their language.

**ANSWERS:** Paragraph 1: They didn't use to study enough.  
Paragraph 4: The guys who used to be unsuccessful at school are now millionaires.

### 2d

- Have the students complete the sentences individually or in pairs.
- Check comprehension of the use of *used to* by asking them why some sentences must be completed with the past simple and not *used to*.

**ANSWERS:** 1 used to be 2 started 3 became 4 didn't use to worry

## 3 Listening and speaking

### 3a

- Tell the students to describe the transport being used.

### 3b

- Have the students listen to the conversation and check their answer.

**ANSWERS:** Now: the photo on the left, by bike.

### AUDIOSCRIPT TRACK 5

**Man 1:** Is this a photo of you, Andy?

**Man 2:** Yeah. I used to look different, huh?

**Man 1:** You looked exactly like your father!

**Man 2:** Yeah, well, I used to have a different lifestyle. I worked in an office. I'm an architect, you know.

**Man 1:** You didn't like working in an office?

**Man 2:** No, no, not much.

**Man 1:** When you worked in the office, did you use to ride your motorcycle to work?

**Man 2:** No, I drove a car, the one in the photo. I always had to carry a lot of papers.

**Man 1:** And what do you do now?

**Man 2:** I own a motorcycle repair shop. It's great. I used to work about ten hours a day, but now I work about six or seven.

**Man 1:** And are you a motorcycle mechanic?

**Man 2:** Yeah. I've always loved working on my bike, so I decided to make my hobby my job. I didn't use to like working, but now I love it!

### 3c

- Have the students read the list of ten things first, and check understanding.
- Tell the students to listen again and check the things that Andy used to do. Don't tell them the correct answers yet, as they will check them in pairs.

**ANSWERS:** 1, 4, 6, 7

### 3d

- Use the model conversation to show students how to check their answers in pairs. Remind them to use *Did + subject + use to + verb* in the question.

## 4 Writing and speaking

### 4a

- Ask the students what their life was like five or ten years ago, as appropriate. Prompt them to think of differences in their routines, living arrangements, likes and dislikes by asking them questions like *Did you use to like coffee? Did you use to study hard?*
- Tell the students to write three or four sentences comparing their past and present lives, but not to write their names on their work.

### 4b D

- Put the students into groups of at least four if possible, and have them mix up their papers.
- Tell them to take turns picking a paper and reading it out loud to their group. Explain that the rest of the group should try to guess whose paper it is.

### Workbook D

Have your students work through the exercises on pages 8 and 9. Answers on page 81.

# 4 Saudi Arabia and the World: The oldest man in the world

## Aims Activation (+ Access)

### Discourse objectives

- Develop the unit topic – life stories and biographies
- Expose students to written discourse (newspaper article)
- Expose students to spoken discourse (conversation)

### Language objectives

- Teach the use of negative questions
- Review present and past forms

### Specific skills objectives

- Develop reading skills – reading for specific information
- Develop listening and note taking skills
- Develop writing skills using present and past tense forms
- Develop speaking skills – making short talks

## 1 Speaking

- Tell the students they are going to read a text about an old man.
- Ask the class to look at the picture and to guess the man's age. Elicit reasons for their opinions.

## 2 Reading

### 2a

- Tell the students to read the text carefully and to answer the questions.

### 2b

- Put the students into pairs to check their answers and then elicit the correct answers from the class.

**ANSWERS** 1 UAE 2 135 3 wakes up early /drinks camel milk / eats dates 4 shepherd 5 go out much 6 the mosque 7 to hear poetry and stories

### 2c D

- Elicit from the class what they think of the story. Do they think it is true? Why? Why not? This can be done by the teacher addressing the whole class or the students could discuss it in pairs or small groups first and then feed back to the whole class.

## 3 Listening and writing

- Tell the students they are going to listen to two young people talking about their grandfathers and that they have to complete the notes for each person. They should only write notes and not try to write whole sentences as this will make listening more difficult.
- Have the students listen to the recording completing their notes at the same time. If necessary and if there is time, the students can listen to the recording again.

**Alternative** This task could be done as a jigsaw listening. Put the students into pairs (A and B). Student A listens for information about Asma's grandfather and Student B listens for information about Dima's grandfather. Then, after listening to the recording, Students A and B complete the information they do not yet have by asking questions to their partner.

### Teaching tip

Jigsaw listenings (and readings) are a good way to make sure as many skills as possible are used to complete tasks. Students have to listen (read), write notes and then say what they have written as well as ask for information. A communicative task with a goal allows students to focus for longer and language to be learned more effectively.

- Go through the answers with the students. When eliciting answers pay attention to tense usage and if necessary, review the tenses used by referring to the wording in the recording itself.

## AUDIOSCRIPT TRACK 6

**Asma:** How old is your grandfather, Dima? The one who lives with you?

**Dima:** He's sixty five, Asma, but he looks much younger. How old is yours?

**Asma:** My father's father? Well, he's seventy and looks eighty. But he is quite healthy.

**Dima:** What does he do?

**Asma:** He goes to the mosque a lot and loves walking around the town. What does your grandfather do these days, Dima?

**Dima:** Like your grandfather he goes to the mosque and he reads a lot – especially poetry and history books.

**Asma:** What job did your grandfather do, Dima?

**Dima:** He used to work in a bank. He was a manager when he retired. What about yours?

**Asma:** My grandfather used to be a maths teacher.

**Dima:** Oh, wasn't he a history teacher? He loves history, right?

**Asma:** Yes, he does but he was much better at maths so he taught that. Does your grandfather talk to you about when he was younger, Dima?

**Dima:** Yes, his childhood was very difficult he says. You know, Asma, he had to study very hard but he used to play a lot of football, too.

**Asma:** Mine used to go horseriding sometimes, Dima. One of his relatives had horses.

**Dima:** I think your grandfather was luckier than mine, Asma.

**Asma:** Maybe, Dima.

## ANSWERS:

**Dima's grandfather**

**Age:** 65

**Childhood:** difficult/studied hard/played football

**Job:** bank worker / manager

**Daily Activities:** mosque, reads poetry and history books

**Asma's grandfather**

**Age:** 70

**Childhood:** did horseriding

**Job:** maths teacher

**Daily Activities:** mosque, walking around town

## 4 Grammar builder: negative questions

## 4a

- Refer the students to the example from the conversation in the Grammar builder box using a positive and a negative question.
- Try to elicit from the class how the questions are different. Then together with the students look at the Language assistant box and go through the explanation.

## 4b

- Put the students into pairs and have them do the exercise making negative questions to show surprise. This should be done as a writing exercise at this point.
- Elicit the correct answers from the students and if necessary, demonstrate and practise the intonation in such questions (rising intonation to show surprise).

## ANSWERS

- 1 Can't you do the maths homework?
- 2 Haven't you ever played football?
- 3 Didn't you like the food at the restaurant?
- 4 Aren't you going to the market tomorrow?

## 5 Writing and speaking D

## 5a

- Explain that the students are going to write some sentences about a member or some members of their families. Explain that they are going to compare what these people do every day with what they used to do when they were young. The idea is to review the Simple Present tense and *used to*. Slower students may only write about one person but quicker ones can write about more.

## 5b

- When the writing is done, put the students into pairs and have them exchange their writing. The students have to read each other's sentences and find any mistakes (especially in tense usage). Encourage the students to ask you for help if they are not sure about whether something is correct or not. The students should discuss the writing together rather than correct the work individually as this makes for better use of communicative language and gives speaking practice, too.

## 5c

- When corrections have been made, the students (at least some of them) should present their work as a short talk in front of the class. Remind the students to say who they are talking about.

## Additional E

When a student has finished his / her short talk, the other students in the class have to ask questions to get more information from the speaker. Where possible they should use the language targeted in exercise 5a.

## Preparation

Ask the students to find out (if they don't already know) what their parents and grandparents have studied, worked in, and the places where they have lived.

# Unit 2 Work and play

## 1 Modern careers

### Aims Access (+ Activation)

#### Discourse objective

- Establish the unit topic: modern lifestyles, including work and relaxation

#### Language objectives

- Teach vocabulary related to modern lifestyles, including work and relaxation
- Expose students to target grammar of the next lesson: talking about the future
- Expose students to target vocabulary of the next lesson: participial adjectives

#### Specific skills objectives

- Develop reading skills: predicting and reading to understand details
- Develop speaking skills: speaking about family history and future plans
- Develop writing skills: summarizing, writing about family history

### 1 Speaking and reading

#### 1a

- Before the students open their books, write the phrase *modern careers* on the board.
- Ask the students to brainstorm what they think the phrase refers to.

#### Additional E

You may want to organize their contributions into a spidergram or conceptual map on the board.

#### Learner development

Spidergrams are a great visual way for students to learn how to organize new information. Start out with the main topic in the middle of the map (in this case *modern careers*). Expand the map by adding related topics and ideas as they come up. You may prompt the students to expand the map by asking them to think about technology, travel possibilities, international corporations, etc.

- Ask the students to open their books, look at the photographs in the text and guess what the article is about.
- Write some of their suggestions on the board as you discuss the possibilities.
- Ask the students to read the article to check their predictions.
- Briefly discuss, as a class, what the article was about.

#### Additional E

Ask the students to write a sentence summarizing what the article is about.

#### Learner development

Explain to the students that summarizing is an important academic and study skill. Depending on its purpose, a summary can vary in length from a sentence to a few paragraphs. Help the students to construct their summary sentence by asking them first to identify the topic of the text. Then ask the students to think about what the text says about that topic and put it into a sentence which includes a verb.

**POSSIBLE ANSWERS:** Topic: the different lifestyles of three generations of a family

Some possible summary statements:

The article follows the change in lifestyles across three generations of a family.

The text shows how lifestyles have changed during the last three generations of a Bedouin family.

The text tracks three generations of a Bedouin family and how their lifestyles have changed with the times.

#### 1b

- Tell the students to read the article again individually in order to complete the timeline.
- Check their comprehension by asking the students to tell you how they figured out what happened on each date.

**ANSWERS:** 1920 Hilah was born; 1949 Hamad was born; 1955 Hamad went to live with his uncle and aunt; 1974 Hamad married Nourah; 1975 Hamad got a job with Aramco; 2011 Hamad retired

#### 1c

- Ask the students to guess what Fahad will do next in his life.
- Write the prompts given in the book on the board: *I think he'll probably ... On the other hand, he might ...* and ask the students to finish the sentences out loud.

## 2 Listening

### 2a

- Prepare the students for the listening by explaining that they shouldn't worry about details on the first hearing. Assure them you will play the recording several times.
- Play the recording and ask the students to answer the two questions. Play the recording several times if necessary.

**ANSWERS:** 1 Fahad is talking to his father. 2 They're talking about Fahad's exciting news – that he wants to get married.

### AUDIOSCRIPT TRACK 7

- Fahad:** Hi, Dad. I'm calling to tell you some big news. It's really exciting!
- Father:** What is it?
- Fahad:** You'll be so happy – I've got a really good job offer in Jeddah. I finish my Ph.D in June, so I'm moving there in July.
- Father:** Oh, that's wonderful. Well done, Fahad.
- Fahad:** Wait, Dad, more good news. I have asked Reema's father if I could get married to his daughter. He has agreed, but he would like to set a date when the two families can meet.
- Father:** Congratulations! We will meet as soon as possible. When did he suggest?
- Fahad:** In March. We can then hold our wedding in April.
- Father:** Ah, a spring wedding – that's nice. And doesn't Reema have family in Jeddah?
- Fahad:** Yes, she does. So, we can stay with her parents while we're looking for somewhere permanent to live.
- Father:** I'm so happy for you both.
- Fahad:** Will do.
- Father:** And are you coming home to visit any time soon so we can discuss going to see Reema's father and family to arrange the engagement and the wedding?
- Fahad:** Yes, next Friday if that's OK. The plane arrives at 1500 hours so I'll be home by four in the afternoon.
- Father:** Oh, wonderful. Don't worry – I'll come to the airport to meet you.

### 2b

- Before you play the recording again, ask the students to read the notes they will be completing and to listen for those key words.
- Check responses and discuss, as a class, whether the students' predictions about Fahad's life were correct or not.

**ANSWERS:** 1 In March, Fahad and his father are going to meet Reema's family to discuss the engagement and the wedding. 2 In April, Fahad and Reema hope to get married. 3 In June, Fahad finishes his Ph.D. 4 In July, Fahad moves to Jeddah. 6 On Friday, Fahad is coming home to see his father.

## 3 Speaking and writing

### 3a

- Ask the students to read the questions silently. Check comprehension of the questions as a class.
- Tell the students to plan what they want to talk about, writing down a few key words for each question. Remind them to refer to the words they recorded when they did the spidergram exercise at the beginning of the lesson.
- Put the students into groups of four and ask them to discuss the questions.
- Tell the students to ask the speaker for clarification when necessary.

### 3b D

- Ask the students to write about their family using the notes they took when they prepared for the discussion.
- Remind students to include their plans and predictions for what they will do in the future.

### 3c D

- Ask the students, in groups of four, to pass their essays around until they get their own back. Reading other students' essays will help them reflect on their own writing.
- Ask them to make corrections to their essays. Encourage them to think about how to improve their writing: Did they miss any important dates or details? Is any part of their narrative confusing?

### Workbook D

Have your students work through the exercises on pages 10 and 11. Answers on page 81.

# 2 Do you study enough?

## Aims Analysis

### Discourse objectives

- Develop the unit topic: modern lifestyles, including work and relaxation
- Expose students to extended, formal written discourse (popular psychology survey)

### Language objectives

- Teach future verb forms *will, going to*, present progressive for future, and *might*
- Teach participial adjectives
- Teach the pronunciation of contractions

### Specific skills objective

- Develop speaking skills: giving opinions about lifestyles and the quality of life

## 1 Reading and speaking

### 1a

- Put the students into small groups of two to four students, and ask them to open their books and discuss the questions.
- To expand on question 2, you can ask the students to discuss what the characteristics of someone who doesn't study enough are i.e. *How do you recognize someone who doesn't study enough?*
- Then ask students to identify the characteristics of a person who studies effectively i.e. *How do you recognize someone who studies well?*

### 1b

- Ask the students to read the survey and answer the questions.
- Tell them to be careful not to show their answers to anyone else.

### 1c

- Put the students into small groups, and ask them to discuss who in their group they think studies well and why.
- Ask the students to compare their survey results and see if they were right.

### Additional E

Ask the students what their other obligations are, and also what they do to relax.

## 2 Word builder: participle adjectives

### 2a

- Write an additional example on the board, e.g. *He is boring. He is bored*, and check that the students understand the difference in meaning.
- Ask the students to underline the present participles and to circle the past participles in the four examples in the book.
- Then ask the students to complete the rules.
- Discuss the answers as a class.

**ANSWERS:** Use the present participle (verb + *-ing*) to describe something and the effect it has on people. Use the past participle (verb + *-ed*) to indicate how people feel about something.

### 2b

- Ask the students to complete the sentences with *interested* or *interesting*.
- Discuss the answers with them and remind them of the difference between the meaning of the *-ed* and the *-ing* endings.

**ANSWERS:** 1 interested 2 interesting 3 interesting, interested 4 interested

### 2c

- First, review the meanings of the verbs in the box with the students.
- Then go over each verb and ask the students to say the present and past participles out loud.
- Ask the students to write at least one sentence per topic.



### Language help

Note the spelling of the following adjectives:

*interest -ed -ing*      *frighten -ed -ing*

If the verb ends in *-e* just add *-d* to form the past participle and omit the *-e* for the present participle:

*bore - bored - boring*      *excite - excited - exciting*

**POSSIBLE ANSWERS:** Football is exciting. I think football is exciting.

I'm irritated by clothes shopping. I don't think clothes shopping is fun, I think it's irritating.

Dark nights are frightening. I'm not frightened by dark nights.

Having a vacation is exciting. Vacations are not interesting at all.

## 3 Grammar builder: talking about the future

### 3a

- Since this is a review of the future forms, elicit different ways of talking about the future before turning to the exercise in the book. Write students' ideas on the board.
- Write a sentence such as *Andrew works in Boston* on the board. Ask the students to put it in the different future forms that they remember. Ask them to write their contributions on the board or to say them out loud while you write them on the board.

- Remind the students that each of these forms has different uses and ask them to turn to their books and match the examples with their uses.

**Teaching tip** Students may feel overwhelmed when facing a whole list of items they must analyze, especially if they are grammar items. Yet, the process of analyzing will help them to understand the grammar rules, instead of simply memorizing them. Encourage them to work out the answers themselves by taking them through the exercise step-by-step. First, ask them to read the whole section. Then tell them to match the example that they are most sure of. Remind them that the process of elimination will help them to answer even the items they aren't sure of.

**ANSWERS: 1B 2D 3C 4E 5A**

### 3b

- Ask the students to match the two examples with their correct uses.
- These two sentences are examples of how the present simple is used to talk about future events that are on a definite schedule. Ask the students to think of other examples of events that occur on a fixed time schedule, e.g. *We graduate next year. Our course ends on Wednesday.*

**ANSWERS: 1A 2C**

### Language assistant

- Draw attention to the *Language assistant*. Ask the students to read it and go over the examples in exercises 3a and 3b, saying them out loud using *going to*.

### 3c

- Ask the students to complete the sentences with the appropriate form of the future.
- Check the answers as a class.

**ANSWERS: 1 are having 2 might take 3 'll get 4 starts 5 'll rain**

### 3d

- Write some example sentences about yourself on the board. Read them out loud and encourage the students to respond to them before they write their own sentences.
- Ask the students to write a few sentences about themselves. Remind them to use different future forms.
- Put the students into groups of three or four, and ask them to take turns reading their sentences to the group. Make sure that each student reads only one sentence at a time so that they each get at least three turns to read. The other students in the group should react to the sentences by commenting or asking a question.

## 4 Pronunciation: contractions **D**

### 4a

- Elicit examples of contractions from the students.
- Ask them to listen to the recording and decide which of each pair of sentences they heard.

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

### AUDIOSCRIPT TRACK 8

- 1 We're going to study tomorrow night.
- 2 I'll call you tomorrow.
- 3 He is leaving for New York tomorrow.

### 4b

- Put the students into pairs and ask them to practise saying the sentences out loud.

## 5 Speaking **D**

- Ask the students to think about their present activities and lifestyles. You might want to ask them to make a list of the things they spend most of their time doing and to think about whether they would like to change anything.
- Ask them to discuss ways of improving their quality of life.

### Workbook **D**

Have your students work through the exercises on pages 12 and 13. Answers on page 81.

### Preparation

For the next class, ask the students to make a list of their hobbies and what they like to do to relax.

# 3 Leisure and relaxation

## Aims Analysis (+ Access + Activation)

### Discourse objectives

- Develop the unit topic: modern lifestyles, including work and relaxation
- Expose students to colloquial spoken discourse (conversation between friends)

### Language objectives

- Teach vocabulary related to relaxation
- Review the comparative and superlative forms of adjectives

### Specific skills objectives

- Develop speaking skills: giving opinions on free time activities
- Develop listening skills: listening for specific details

## 1 Speaking

### 1a

- Before the students open their books, ask them what activities people normally do to relax. Write their ideas on the board.
- Ask the students to look at the photographs and match each one with a word or phrase from the box.
- Have them decide individually which three activities are the best for relaxing.

### 1b

- Put the students into small groups, and ask them to discuss which activities are the best for relaxing. Ask them to take turns expressing their opinions, and encourage them to give reasons for their opinions.
- Remind the students to use the words and expressions in the box to react to their partner's opinions. Encourage them to compare one activity with another.

If the adjective ends in -e, add -r and -st:

*nice nicer nicest*

Most two and three-syllable adjectives form their comparatives with *more* and *most*:

*important more important most important*

*beautiful more beautiful most beautiful*

Remind students of irregular adjectives:

*good better best*

*bad worse worst*

- Ask the students to complete the sentences in the book.

**ANSWERS:** 1 Mark is younger than Joe, but Sam is the youngest of the three. 2 Boston is more beautiful than New Orleans, but San Francisco is the most beautiful city in the U.S.

### 2b

- Ask the students to copy the table into their notebooks and to complete it with the comparative and superlative forms of the adjectives in the box.

### ANSWERS:

-er than: bigger than, hotter than, prettier than, cheaper than, nicer than, funnier than, dirtier than

the -est: the biggest, the hottest, the prettiest, the cheapest, the nicest, the funniest, the dirtiest

more ... than: more stressful than, more interesting than, more relaxing than

the most ...: the most stressful, the most interesting, the most relaxing

### 2c

- Put the students into pairs and ask them to compare their answers.
- Ask the pairs to check the spelling of the adjectives in their tables. Alternatively, you can check as a class by asking students to complete the table on the board.
- Have the students tell you the comparative and superlative forms of *good* and *bad*.

**ANSWERS:** good, better than, the best bad, worse than, the worst

## 2 Grammar builder: comparatives and superlatives

### 2a

- On the board, write a sentence comparing two of the activities that were discussed in exercise 1, e.g. *Skydiving is more exciting than gardening*. Point out the comparison in the sentence.
- Elicit other sentences from the students using comparatives and superlatives and write them on the board.
- Elicit the rules from the students and write them on the board.

### Language help

Remind students of the following rules:

One-syllable adjectives generally add -er and -est to make their comparative forms:

*old older oldest*

Two-syllable adjectives ending in -y generally add -er and -est to make their comparative forms:

*early earlier earliest*

If the adjective ends in one vowel followed by one consonant, the consonant is doubled:

*thin thinner thinnest*

## 2d

- Ask the students to read the two examples. Check comprehension of the comparison with *as ... as* by asking questions such as *Who was more excited: Andrew's mother or his father?*
- Ask the students to match sentences 1 and 2 with explanations A and B.

**ANSWERS:** 1B 2A

## 2e

- Have the students complete the conversation with the correct form of the adjectives in parentheses.
- Ask them to check their answers in pairs.

**ANSWERS:** 1 the most exciting 2 more dangerous 3 safer  
4 the cheapest 5 as cheap 6 as crazy

## Language assistant

- Ask the students to read the *Language assistant*. Explain that the sentences are common, but some people prefer the second.

## 3 Listening

- Ask the students to read all the true / false statements before they listen. Discuss unknown vocabulary.
- Play the recording several times if necessary, and check students' answers.

**Teaching tip** Always make sure that students remain quiet while you play the recording. If they ask questions about the recording, they distract other students and stop listening to the rest themselves. Assure them that you will play the recording as many times as necessary as long as they don't speak while the recording is playing.

**ANSWERS:** 1F Carl doesn't want to look at old cars 2T Dennis doesn't want to go to the beach. 3F He says that lying on the beach is boring. 4T Dennis refers to the game as 'big' and Carl says it's 'the biggest game of the year.' 5T Dennis proposed going out to dinner and Carl said it was a good idea. Tom didn't disagree. 6F Dennis said that they could try the restaurant. 7F The restaurant is near the park.

## AUDIOSCRIPT TRACK 9

**Carl:** So, what do you want to do this weekend?

**Tom:** Well, there's an exhibit of antique cars at City Park. Do you want to go, Carl?

**Carl:** Antique cars? Come on, Tom. Who wants to look at a lot of old cars?

**Tom:** OK, OK. So what about going to the beach?

**Dennis:** No thanks. I think lying on the beach is boring. Anyway, there's a big baseball game on Sunday.

**Carl:** OK, Dennis, no beach. I'd like to go to the game, too. It's the biggest game of the year.

**Dennis:** OK, let's go out to dinner on Saturday night and go to the baseball game on Sunday.

**Carl:** Yeah, that's a good idea. Where do you want to go?

**Dennis:** Well, there's that new Lebanese restaurant near the park. We could try that.

**Tom:** Great! I love Lebanese food!

## 4 Speaking

### 4a

- Put the students into pairs, and ask them to discuss their opinions on the four topics in the list.
- Ask the students to write their opinions in their books or notebooks.

### 4b D

- Have the students swap pairs and try to guess their new partner's opinions on the topics.

**Teaching tip** In the above activity, students will not stop to discuss the topic, but they will meet and exchange their brief opinions with many different students in a short period of time. This activity is very useful in a long class where students spend long periods of time sitting down. The physical activity wakes them up and gets their blood circulating.

### Additional E

If you would like to extend the activity, you can expand the list or get the students to help you to expand the list.

### Workbook D

Have your students work through the exercises on pages 14 and 15. Answers on page 81.

# 4 Saudi Arabia and the World: After school

## Aims Activation (+ Analysis)

### Discourse objectives

- Develop the unit topic – Work and play
- Expose students to written discourse (diary entry)
- Expose students to spoken discourse (short monologues)

### Language objectives

- Teach the use of exclamatory sentences
- Review simple past and future 'will'

### Specific skills objectives

- Develop reading skills – reading for specific information and inference
- Develop listening skills – listening for detail
- Develop writing skills using present tenses and sequencing markers
- Develop speaking skills – describing feelings

## 1 Speaking

- Ask the students if any of them keep a diary and what kind of things they write in it. If none, ask what people generally write about in a diary.
- Tell the students they are going to read a page from a teacher's diary. Elicit what they expect to find in the text.
- Ask the class to look at the picture and discuss in pairs what the different people in the picture are doing and how they might feel. Ask the students to discuss reasons for this. Write any interesting ideas or vocabulary on the board.

## 2 Reading

### 2a

- Tell the students to read the diary entry quickly to find out how Faris Hassan feels at the end of the day (give a time limit depending on the general ability of your class). Elicit the answer from the class and ask how they know this.

**ANSWER:** He feels very tired. The answer is at the beginning and end of the text and implied throughout.

### 2b

- Tell the students to read the text in more detail and complete the sentences with words from the text.

### 2c

- Put the students into pairs to check their answers and then elicit the correct answers from the class.

**ANSWERS:** 1 prayed 2 prepare 3 meetings 4 school library 5 his friends

- Elicit from the class what they think of the story. Do they think it is true? Why? Why not? This can be done by the teacher addressing the whole class or the students could discuss it in pairs or small groups first and then feed back to the whole class.

### 2d

- Have the students read the text again and this time tell them to focus on the future rather than the past.
- In pairs, they should complete the exercise in writing.
- Choose some students to give their answers to the class and get them to explain why they chose the answer and say where the information is in the text.

### POSSIBLE ANSWERS

will definitely do tomorrow  
won't do tomorrow  
might do tomorrow

will probably do tomorrow

**pray / get ready for work**  
**have a meeting / see his parents**  
**mark homework / prepare lessons**  
**prepare lessons**

## 3 Grammar builder – exclamatory sentences

- As an introduction, refer the students to the Language assistant box with information about exclamatory sentences.
- Go through the information with the students and make the distinction between how to make exclamatory sentences with nouns and adjectives very clear.

### 3a

- Put the students into pairs and ask them to match the adjectives with the nouns. There are a number of possibilities here so let the students know that there is not just one correct answer.
- Elicit matches as a whole class, adding some yourself when appropriate. Write the more useful matches on the board and have the students write them down in their note books.

### 3b

- Using their matches, and the ones you have written on the board, have the students write exclamatory sentences using both adjectives and nouns. This can be done in pairs or individually depending on your class. If it is done in pairs, it is more communicative.
- Students should write as many sentences as they can but should pay attention to accuracy. Point out the examples in their book to get them started.

3c

- Ask some of the students to read their sentences aloud and correct wording and / or pronunciation as necessary.

## 4 Listening and writing

4a

- Explain to the students that they are going to listen to some people talking about what they like doing after work or study.
- To get the theme started ask the students as a whole class what they like doing after school. Make the structure *like + ...ing* explicit and ask the students to use it in their answers.
- Ask the students what the people in the pictures are doing.

4b

- Have the students listen to the four people speaking and ask them to draw a line from the name of the person to the correct picture of them.
- Check the answers with the class.

4c

- Put the students into pairs and have them discuss and then write down in note form a list of activities they like doing after school.

4d

- Tell the students that they are going to write a paragraph about what they like doing after school. Explain that they should include information about the most interesting and most exciting activities and that they should sequence the activities.
- Write some sequencing words on the board such as *First, Then, After that* etc., to highlight the kind of language they should try to use in their writing. Try to elicit other expressions and write them on the board if they are appropriate for the task.

4e D

- Put the students into pairs and ask them to correct each other's work. Then ask some of the students to read their writing out.

### AUDIOSCRIPT TRACK 10

**Narrator:** Amjad

**Male voice:** When I finish work, I'm usually very tired and don't feel like doing very much. So when I get home I just relax most of the time and spend time with my wife. I quite like reading but the most exciting thing I do is go horse racing with my friends. We don't do that very often but when we do, it's always fun. That's definitely better than other things I do.

**Narrator:** Kamal

**Male voice:** As a student I don't get much free time. I'm always on the computer studying. After my studies I sometimes go out with my friends but I prefer staying at home and spending time with my family. For me that's the most important thing and I think it always will be.

**Narrator:** Dunya

**Female voice:** I am a student and study IT at the university of Riyadh. I really love working with the computers at the college. But when I go home, I relax. I've got a lovely hobby, which helps me

to be more creative. I make clothes. I do it at home. Perhaps I'll be a clothes designer in the future.

**Narrator:** Hiba

**Female voice:** As a student I am not at home all day so when I return, it's always great to see my family. Most evenings after studying I help my little sister to do her homework, which I really love doing. I would rather do that than anything else because I want my sister to get a great job when she's older. She's much cleverer than me.

### ANSWERS:

Top left **Amjad** Top right **Dunya**  
Bottom left **Hiba** Bottom right **Kamal**

### Teaching tip

When doing listening tasks, it is usually important that students do not 'word spot' when they are answering questions. For example, in this listening text Kamal uses the word 'computer' relating to his life as a student. However, this is not what he likes doing most. Students should be encouraged to listen very carefully for correct answers in listening tasks especially in exam situations. If your students have this kind of problem, it is sometimes a good idea to show them the actual script to show that such errors can easily be made.

### Preparation

Ask the students to find out what the main energy sources are in Saudi Arabia. Ask them to find out, if possible, whether there are any alternative energy sources being used in Saudi Arabia.

# Unit 3 Towards the future

## 1 Energy sources

### Aims Access (+ Analysis + Activation)

#### Discourse objectives

- Establish the unit topic: energy and the future
- Expose students to formal written discourse (science text)

#### Language objective

- Teach vocabulary related to energy and the environment

#### Specific skills objectives

- Develop reading skills: identifying main topic
- Develop listening skills: predicting and listening for specific information

### 1 Reading and speaking

#### 1a

- Have the students read the types of energy in the word box, and ask them if there are any that are cognates of words in their language.

**Teaching tip** Remind the students that when they read texts that contain technical information, they are likely to come across scientific terms that may be true cognates of words in their native language.

- Paraphrase, or elicit paraphrases from the students, words and phrases that need clarifying, e.g. *'hydro-electric' relates to water and electricity*.
- Ask the students to scan the six paragraphs and underline content words that might give them clues as to which energy source is being described, e.g. *panels, sun, sunlight* in paragraph 2.
- Tell the students to read the paragraphs more thoroughly now and to match them with the types of energy in the box.

#### Learner development

Explain to the students that when they have several choices, as in this matching exercise, they should read all the options before deciding on a response. They should then match the two choices that they are the surest of. This will narrow down their options for the following choices, making it easier for them to guess if necessary.

**ANSWERS:** 1 wind 2 solar 3 geo-thermal 4 fossil fuels  
5 hydro-electric 6 nuclear

#### 1b

- Put the students into small groups of three to four students and ask them to discuss the questions.

### 2 Word builder: energy and the environment

#### 2a

- Check the students' comprehension of the language in the table. Encourage students to look up unknown words in the dictionary.

- Put the students into pairs and ask them to complete the table. Remind them that they can refer to the texts in exercise 1 or check the dictionary if they do not know a word.
- Check the answers as a class.

**ANSWERS:** Types of renewable energy: solar, geo-thermal, hydro-electric, nuclear  
Fossil fuels (non-renewable): oil, coal  
Electricity-producing machinery: generator, turbine  
Problems: environmental, waste

#### 2b

- Ask the students to complete the paragraphs with words from the table.

#### Learner development

Tell the students that sometimes when they do a fill-in-the-blanks exercise, they will immediately know which word or phrase is missing. But often they will have to analyze the context first. Tell them to approach each blank and ask themselves 'What type of information is missing?' or 'What part of speech is missing?' before they look at the options. This will help them narrow down the possibilities.

- Have the students check the paragraphs in pairs.
- Check the answers as a class.

**ANSWERS:** 1 types/sources 2 renewable 3 waste  
4 fossil fuels 5 non-renewable 6 environmental

### 3 Listening

#### 3a

- Tell the students that they are going to listen to an interview with an expert on the environment, and ask them what kind of information they expect to hear.
- Ask the students to listen to the first part of the interview and answer the question.
- Have the students discuss the answer to the question with a partner.
- If necessary, play the recording again.
- Check the answers as a class.

**ANSWERS:** Dr Allen prefers wind, hydro-electric, geo-thermal, and solar power because they are safe, clean and renewable.

### AUDIOSCRIPT TRACK 11

- Interviewer:** Welcome to Ideas and Issues. On our show today, we have Dr Robert Allen, professor of environmental sciences at Stanford University. Good afternoon, Dr Allen.
- Dr Allen:** Good afternoon.
- Interviewer:** Dr Allen, our topic today is energy sources. In your opinion, which are the best energy source options today?
- Dr Allen:** There are four types of energy that are safe, clean, and renewable: wind, hydro-electric, geo-thermal and solar power.
- Interviewer:** So the advantages are that all four are clean and safe, and they're renewable.
- Dr Allen:** That's right.
- Interviewer:** So why don't we all use these renewable energy sources?
- Dr Allen:** Well, the installations for them are still expensive, and many countries don't have the money or technology. But little by little, we'll have to replace fossil fuels with ecological options. If we don't, there will be a global environmental disaster.

### 3b

- Tell the students that they're going to listen to the second part of the interview. Before you play the recording, ask them to predict what else the expert will say.
- Have the students read the question and the incomplete sentences before you play the recording. Explain that they will answer the question by completing the sentences.
- Play the recording again if necessary, and then check the answers as a class.

**ANSWERS:** 1 Fossil-fuel energy is dirty, and it isn't renewable.  
2 Nuclear energy is expensive, and it can be dangerous.

### AUDIOSCRIPT TRACK 12

- Interviewer:** The most common source of energy is still fossil fuels – oil, coal, etc., right?
- Dr Allen:** Yes. And we all know the disadvantages of fossil fuels. First, they are extremely dirty. They cause both air and water pollution. Second, fossil fuels are not renewable. When we use up the oil reserves in the earth, there won't be any more petroleum products.
- Interviewer:** And what about nuclear power?
- Dr Allen:** At the moment, nuclear power is not available to most people because it's very expensive to build nuclear power plants.
- Interviewer:** So it's expensive. And it can be dangerous.
- Dr Allen:** Yes. The fission process produces dangerous radioactive waste, and nuclear power plants can present safety problems. Remember the accidents at Three Mile Island and Chernobyl? I'm really not in favour of nuclear power. But I believe we'll soon be able to use nuclear fusion commercially, which is not as dangerous as nuclear fission.
- Interviewer:** Thank you, Dr Allen. Now, what do you think? Phone us ...

### Culture note

The worst accident in the history of nuclear power occurred in 1986 at the Chernobyl nuclear power plant in the Ukraine (then part of the Soviet Union). One of the plant's four reactors exploded, releasing radioactive substances that infiltrated the environment and affected many people near and far. Another infamous event was the accident at Three Mile Island in 1979 near Harrisburg, Pennsylvania in the USA. Although an explosion was prevented, some radioactive water and gases were released into the environment. In 2011, a tsunami hit Japan killing many people and damaging the nuclear power plant in Fukushima. Thousands had to flee because of possible nuclear radiation contamination.

## 4 Reading and speaking D

### 4a

- Put the students into pairs and ask them to complete the energy sources survey.

### 4b

- Ask the pairs of students to form groups of four by joining another pair. Ask them to compare their answers to the survey.
- Have the students discuss the questions in their groups.

### Additional E

If you have time, ask the students if they know of any energy-related environmental disasters in their region or in Saudi Arabia. Discuss how the disaster could have been prevented.

## 5 Writing, reading and speaking

### 5a

- Ask the students to work in pairs again. Have them read the incomplete essay and work out together how best to complete it. Tell them the incomplete sentences are a guide, but that they can modify them if necessary.

### 5b D

- Have the pairs exchange essays and correct them. Since this lesson does not focus on grammar, have the students make comments on clarity and content.
- Ask the two pairs to discuss the essays.

### Additional E

Write the incomplete sentences on the board and have the class help you to complete them.

### Workbook D

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

### Preparation

Ask the students to think about their favourite invention, e.g. smart phones, MP3 players, wireless headsets, cars with GPS systems, etc., and to think about something they wish were invented.

# 2 Predicting the future

## Aims Analysis (+ Activation)

### Discourse objectives

- Develop the unit topic: energy and the future
- Expose students to formal spoken discourse (famous quotes)

### Language objectives

- Teach *will* and *going to* for predictions
- Teach the future forms of *can* and *have to*

### Specific skills objective

- Develop writing and speaking skills: making predictions

## 1 Speaking

- Have the students look at the photographs in small groups and discuss what they think the objects are or what purpose they have.

### Culture note

The fuel cell car gets its power from fuel cells, which turn hydrogen into electricity. There are several different brands of robot floor cleaners available. A videophone was a phone that transmits video as well as audio. However, now people use their computers to speak to friends and see them. An iPad is a tablet which allows you to access the Internet and download apps, stream videos, and listen to music.

- Check responses with the whole group. You could take a poll to find out which of the four objects was the students' favourite.
- Ask the students which is their favourite invention in the world – not necessarily one of the inventions mentioned above, but anything they know exists.

### Additional E

Ask the students what they would like to invent. Ask them to brainstorm possible inventions in their small groups and decide on one to present to the rest of the class. You can ask them to draw pictures of the inventions, or even make models if you'd like to turn the activity into a project. The class could vote for the most useful invention.

## 2 Reading and speaking

### 2a D

- Ask the students to read the predictions and decide whether they were correct or not. Encourage them to say what happened in history that made the predictions correct or incorrect.

### 2b

- Have the students read the predictions and think about their opinions individually. If necessary, explain that a hovercraft is a vehicle that travels just above land or water on a cushion of air.
- Put the students into small groups of four, if possible, and ask them to discuss the predictions. Tell them how much time they have for their discussion and assign a student in each group the role of time-keeper. Assign another student in each group to be the reporter.
- Ask the reporters to summarize the points made in their discussions to the rest of the class.

**Teaching tip** You can help students to do a group task more efficiently by assigning two different students the roles of time-keeper and reporter. The time-keeper keeps track of time and makes sure that the team finishes the task on time. The reporter takes notes of the group's conclusions and reports them to the rest of the class.

### 2c

- Tell the students to make a few other predictions for the future. Encourage them to make predictions in the different categories from the table in exercise 2b and / or to think of other categories, e.g. world politics, language, etc.

## 3 Grammar builder: *will* and *going to* for predictions

### 3a

- Have the students read the two predictions and ask them to answer the questions about verb forms.
- Ask the students to read the *Language assistant* in order to check whether they answered correctly.

### Language assistant

- As a class, read and discuss the use of *going to* / *might* as alternatives to *will* / *won't* for making predictions. Write a couple of other examples on the board, and elicit a few further examples from the students to check their comprehension.

**ANSWERS:** 1 going to 2 will

### Language assistant

- Point out the future forms of *can* and *have to*. Explain that these are verbs that the students are very likely to need when making predictions. Write a few simple sentences on the board using *can* and *have to* in the present tense and ask the students to put them into the future tense, e.g. *I can drive. (I will be able to drive.)* *Laura has to read a lot. (Laura will have to read a lot.)*

**3b**

- Ask the students to complete the conversation. Remind them to use *going to* only when necessary since this form is almost always possible.

**ANSWERS:** 1 will 2 won't be able to 3 will 4 will 5 won't 6 is going to

- Ask the students to think of other examples when they might make a prediction based on visible evidence.

**4 Writing and speaking****4a**

- Set the tone by sharing with the students what you might be doing in five years. Elicit from a few students what they think they will be doing in five years.
- Ask the students to read the questions and reflect on their present lives and their hopes for the future.
- Ask them to read the example paragraph and use it as a model to write their own paragraph about their predictions for the future. Encourage them to expand their paragraphs with appropriate information, e.g. the kinds of jobs they expect to be doing.

**4b D**

- Put the students into pairs and ask them to exchange paragraphs.
- After they have read each other's paragraph, have them ask for more details about their partner's predictions.
- You may want to model the discussion with a more outgoing student or two.

**Workbook D**

Have your students work through the exercises on pages 18 and 19. Answers on page 82.

# 3 What if ... ?

## Aims Analysis (+ Activation)

### Discourse objectives

- Develop the unit topic: energy and the future
- Expose students to extended, formal spoken discourse (radio interview)

### Language objectives

- Teach vocabulary related to health and exercise
- Teach the first conditional
- Teach sentence stress in first conditional sentences
- Teach the difference between *if* and *when*

### Specific skills objectives

- Develop listening skills: listening for specific information
- Develop reading skills: scanning, reading for details
- Develop writing and speaking skills: paraphrasing, using conditional sentences to talk about cause and effect

## 1 Listening

### 1a

- Before the students open their books, ask them if they have an active lifestyle. Elicit from a few students what kinds of activities they think they spend the most energy on.
- Ask the students to read the list of activities in the exercise and put them in order of how much energy they require.

### 1b

- Ask the students to listen to the recording in order to check their answers. Remind them that they are listening for specific information and that they can ignore other details for now.

**ANSWERS:** Body functions take up the most energy, followed by physical activity and digesting food.

### AUDIOSCRIPT TRACK 13

**Interviewer:** Dr Baker, can you tell us about the energy our bodies use?

**Dr Baker:** Sure. Many people don't realize that most of the body's energy – 60 to 70 per cent – is used just for body functions like heartbeat, respiration, and maintaining body temperature.

**Interviewer:** Really? Almost three quarters of our energy is used just to keep the body working?

**Dr Baker:** That's right. Of course, if we do any kind of physical activity, we use more energy. I'm thinking of things like sports, manual work, or housework. This represents another 20 to 30 per cent of the total energy output of the body.

**Interviewer:** That leaves about 10 to 20 per cent. How do we use that?

**Dr Baker:** That last 10 to 20 per cent of energy is used to digest food.

**Interviewer:** So, we use energy to eat?

**Dr Baker:** Yes, to eat and to digest our food.

**Interviewer:** Right. Where does our energy come from?

**Dr Baker:** Mainly from calories, which we get from different types of food.

**Interviewer:** That's very interesting. What ...

### 1c

- Ask the students to listen to the recording a second time and answer the questions. Encourage them to paraphrase when you check the answers with the class.

### Learner development

When students answer questions with information they extract from a listening or a reading, they are likely to write down as much as they can in the exact words of the source. Encourage them to paraphrase, or put the information into their own words, as much as possible. For example, if the audioscript says *energy comes mainly from calories*, have the students practise saying the same thing but changing some of the words:

*We get most of our energy from calories.*

*Calories give us most of our energy.*

*Most of our energy comes from calories.*

Paraphrasing helps students to have a deeper processing of the information since they have to truly understand its meaning in order to change its form. It will also help them to remember information longer. Paraphrasing is also a common and useful academic skill. It is helpful to paraphrase when taking lecture notes and it is often necessary when writing reports to avoid plagiarism.

**ANSWERS: 1 a)** Body functions take up 60 to 70%. **b)** Physical activity takes up 20 to 30%. **c)** Eating and digestion take up about 10 to 20%. **2** Our energy comes mainly from calories, which we get from different types of food.

## 2 Speaking and reading

### 2a

- Ask the students to put the activities in the list in order according to how much energy they think is required.

### 2b

- Ask the students to scan the article with the purpose of checking their answers. Give them a limited amount of time (two or three minutes) to ensure that they just scan.
- Once students have scanned the text to check their answers, give them time to read the text again for full comprehension.

- For fun, you can tell students to calculate their calorie intake with the formula provided in the article. Ask them if they think that they consume more or fewer calories than they need according to the formula.

**ANSWERS:** 1 running (1,188) 2 doing aerobics (720) 3 playing basketball (576) 4 playing football (504) 5 swimming (460) 6 doing housework (190) 7 playing computer games (150) 8 watching TV (81)

### 3 Grammar builder: the first conditional

#### 3a

- Ask the students to read the examples and underline the *if* clauses in their books.
- Write the examples on the board and ask a volunteer to underline the *if* clauses.
- Give the students a few minutes to answer the questions in their books individually.
- Discuss the answers to the questions as a class, using the examples on the board as a visual reference.

#### Language help

The first conditional is used to talk about what will happen under certain conditions. The *if* clause states the condition or the cause, e.g. *If we don't exercise*, and the other clause states the result or the effect, e.g. *we won't be healthy*. You can build conditional sentences starting with the *if* clause or starting with the result clause, and the meaning is the same. Even though the first conditional refers to the future, the *if* clause uses a present tense verb.

**ANSWERS:** 1 The *if* clause refers to a cause. 2 The other clause refers to an effect. 3 The *if* clause uses the present simple. 4 The other clause uses *will* + verb. 5 We use a comma when the *if* clause is first.

#### Language assistant

- Remind the students that they can form first conditional sentences with *might* and with the future forms of *have to* and *can*, and go over the examples with them. Explain that *might* implies that the speaker is less sure of the result than *will*. In the example *If you don't hurry, we might be late*, the speaker is less sure of the result than in the example *If you don't hurry, we'll be late*.

#### 3b

- Go over the example with the students.
- Ask the students to write the conditional sentences using the prompts.

**ANSWERS:** 1 If we don't buy tickets, we'll miss the concert. 2 If you eat that cake, you won't be able to eat lunch. 3 James will be unhappy if he does not pass his exam. 4 We won't go to the game if it rains.

#### 3c

- Ask the students to complete the sentences.
- Have the students check their completed sentences in pairs.
- Remind them to check whether they have used a comma when the conditional begins with the *if* clause.

**POSSIBLE ANSWERS:** 1 If I earn a lot of money, I'll give some to charity / I'll buy a house. 2 I'll be sad if I don't go on holiday this year. 3 The world will become a better place if we take better care of the environment / more people save water. 4 If the price of air travel goes down, I'll take a trip around the world / a lot of people will travel abroad.

#### 3d

- Draw the students' attention to the *If and when* section of the Grammar builder box.
- Ask the students if they know the difference between the two sentences given as examples. If not, explain it to them.
- In pairs, have students do the exercise. Tell the students to check the answers with each other and go through the answers with the whole class.

**ANSWERS:** 1 when 2 if 3 when 4 if

### 4 Pronunciation: sentence stress – first conditional

#### 4a

- Have the students listen and underline the stressed words.
- Explain that usually content words are stressed because they carry most of the meaning. Negatives are also often stressed because they are essential to understanding.

**ANSWERS:** 1 If you don't get up early, you'll be late for work. 2 You'll be fit if you exercise. 3 I'll call you if I can go to the football match. 4 We won't arrive on time if we don't leave now.

#### AUDIOSCRIPT TRACK 14

see Student's Book, p. 27 ex. 4a

#### 4b

- Ask the students to listen again and repeat the sentences.
- Play the recording several times.

### 5 Writing and speaking

#### 5a

- Students read the ideas in the box. Elicit a few questions.
- If you have time, have them brainstorm a few ideas for other questions. Try to involve students by eliciting ideas that are relevant to the class, the school or their lives in general.

#### 5b

- Ask the students to get into small groups (preferably of four).
- Student A asks student B a question and student B answers. Then students C and D ask student B further questions to expand and clarify their answer.
- The group continues to work in this fashion.

#### Workbook

Have your students work through the exercises on pages 20 and 21. Answers on page 82.

# 4 Saudi Arabia and the World: Your health

## Aims Activation (+ Analysis)

### Discourse Objectives

- Develop the unit topic – Towards the future
- Expose students to extended formal written discourse (article about health)
- Expose students to extended formal spoken discourse (radio show)

### Language Objectives

- Develop and activate vocabulary related to health
- Review use of the modal verb *should* to ask for and give advice
- Review of First Conditional

### Specific Skills Objectives

- Develop reading skills – reading for specific information
- Develop listening skills – listening for full comprehension
- Develop writing and speaking skills: asking for and giving advice

## 1 Speaking

### 1a

- Write the words *health*, *diet*, and *fitness* on the board. Elicit their meaning from the students, and ask them if these are important concepts for them and why.
- Go over the quiz items with the class and check comprehension.
- Encourage students to guess the meaning of unknown words from context before looking them up in the dictionary.
- Put the students into pairs and ask them to discuss and answer the quiz.

### 1b D

- Ask the pairs of students to form groups of four by joining another pair. Ask them to discuss their answers to the quiz, taking turns saying if they chose true or false and why

## 2 Reading

- Ask the students to read the article in order to check their answers to the quiz and to underline the sentences where they find the answers to the quiz.
- Check the answers as a class, and ask them to specify where they found them.

**ANSWERS:** 1T 2T 3F 4F 5T 6F 7T 8F

- Discuss the article as a class, and ask the students what their reactions are. Do they agree with what they read? Does their experience confirm the explanations they read or not?

## 3 Writing and listening

### 3a

- Ask the students if they've ever seen 'FAQs' anywhere and what they are.
- Ask the students to read all of the questions first, and then ask them to write answers. Encourage them to expand on their answers by giving reasons.

### Additional E

You could have the students write the answers in pairs to help each other out.

- If you think students will need some support before writing, do an example with the class first. Write a sample question on the board: *A friend of mine lost ten kilos by going on a special diet. For five days he only drank fruit juices and water. I need to lose ten kilos. Should I try this diet, too?*
- Encourage the students to say what is wrong with the caller's idea, e.g. *It isn't a balanced diet. The caller will feel weak during the five days. The caller will put the weight back on as soon as he starts to eat again. It might be dangerous.*
- Write key words on the board, e.g. *not balanced, weak, weight will come back, dangerous.*
- Ask the students to help you phrase a short response (a couple of sentences) to the question. Write it on the board to serve as a model for the questions in the exercise.
- Tell the students to follow a similar procedure with the questions in the exercise, and walk around the class while students are writing to give them support if necessary.

### 3b

- Ask the students to listen to the radio report and compare Dr Hassan's answers with their own.
- Discuss the points as a class. Ask the students whether they agree with Dr Hassan's advice and if they have ideas to add to his responses.

## AUDIOSCRIPT TRACK 15

**Interviewer:** Today on The Good Health Programme, we have Dr Wasim Hassan to answer some frequently asked questions about health and fitness.

**Caller 1:** I have a question about my diet. Some people say I should eat a lot of carbohydrates like potatoes and bread. Others say I shouldn't – that those foods make you fat. Which is correct?

**Dr Hassan:** Well, of course, if you're worried about gaining weight, you should try to eat less, especially fats and carbohydrates. But carbohydrates are actually the base of a good diet. Foods like rice and potatoes give you energy. They should form about half of your daily calories.

**Interviewer:** And now a question from our second caller.

**Caller 2:** I want to lose weight. Should I eliminate fat from my diet?

**Dr Hassan:** You should definitely eat less fat. But don't ever eliminate fat totally. Fat gives us energy, helps repair tissues and transports vitamins and minerals through the body. Eat a small amount of fat every day.

**Interviewer:** Hello, caller number three. What's your question?

**Caller 3:** I'm underweight. I'm 30 years old, and I need to gain about 15 kilograms. What should I do?

**Dr Hassan:** Eat more, in general. Increase your carbohydrates. Eat a lot of foods like potatoes, beans, bread and pasta. Add a little more fat to your diet, too. Finally, exercise, but don't over-exercise. A little exercise every day will help you build muscle tissue, but a lot of exercise will burn too many calories.

**Interviewer:** OK, time for one more call. Here it is ...

**Caller 4:** I want to run in a marathon next year. I want to increase my muscle tissue and my energy. What is your advice?

**Dr Hassan:** Well, similar advice as for the last question. Eat lots of carbohydrates. Also eat high phosphorus foods like bananas. And drink a lot of water. You need to replace fluids when you exercise a lot. Finally, don't over-train. Do a little exercise every day, but not too much.

**Interviewer:** Thank you, Dr Hassan, and thanks to our listeners for calling in today.

## ANSWERS:

**TOP R:** Half of your daily calories should come from carbohydrates because they are the base of a good diet and they give you energy.

**BOTTOM R:** Eat a small amount of fat every day, because it gives you energy, helps repair tissues, and transports vitamins and minerals through the body.

**TOP L:** Eat more, in general. Increase your carbohydrates and add a little more fat to your diet. Finally, exercise a little every day to help you build muscle tissue.

**BOTTOM L:** Eat lots of carbohydrates and high phosphorus foods like bananas. Drink a lot of water and don't over-train.

## 4 Writing and speaking

## 4a

- Highlight the fact that the word *should* is used when asking for and giving advice. Refer the students to the examples with Fatimah and Layla.
- Have the students think of and write down four or five problematic situations and a question for each asking for advice. They should do this individually.

## 4b

- Put the students into pairs. The students then have to explain to each other their problematic situation and ask their partner for advice. The partner should give as much advice as possible, not just one piece, in order to use a range of language and practise using *should*.

## 4c D

- Have students come to the front of the class (or just stand up) and explain their problem and the advice they were given.
- Other students can give other advice.

## Additional E

Students write just one problem and then go around the class getting as much advice from different people as they can. After a certain amount of time, the teacher stops the activity and students go into pairs. They report the problem and advice given to them to their partner. This approach involves a much larger group of students and is more communicative.

## Culture note

You'll often find 'frequently asked questions' or 'FAQs' on Web sites, printed brochures and other informational material. They usually contain basic information that people are likely to need about a product, service or topic. They are written in a question and answer format so that people can easily identify the question they have in mind and its answer.

## Preparation

Tell the students to think about immigration patterns that affect Saudi Arabia. If they do not know who immigrates to Saudi Arabia, have them find out for the next class.

# Unit 4 A place to live

## 1 The Farasan Islands – a paradise

### Aims Access (+ Analysis + Activation)

#### Discourse objectives

- Establish the unit topic: the Farasan Islands and isolated protected areas
- Expose students to extended, formal written discourse (internet article)
- Expose students to extended, spoken discourse (testimonials)

#### Language objectives

- Familiarize students with language related to different environments – town and rural areas
- Expose students to the target language of lesson 2: present perfect vs. past simple

#### Specific skills objectives

- Develop reading skills: inferencing and reading for full comprehension
- Develop listening skills: listening for specific information

### 1 Speaking

- Before the students open their books, write *Farasan Islands* on the board and elicit what they know about the islands.
- Have the students open their books and look at the banner in the website and suggest what it means.
- Give the students a few minutes to answer the question in pairs and then elicit some answers from the class. Do not correct their answers yet since they have yet to read the article and review their answer.

### 2 Reading

#### 2a

- Have the students read the website page quickly in order to check their answers from exercise 1. Give them a maximum of two minutes to read it to ensure that they do not read for full information. Encourage them to make inferences.
- Check students' answers.

#### 2b

- Ask the students to read the questions before they read the website page again so that they know what information they are looking for.
- Give the students enough time to read thoroughly this time.
- Have them answer the questions individually or in pairs.
- Check their answers as a class.

**ANSWERS:** **1** the second part of the text under the words 'Fact Box' (teach the students that a 'Fact Box' will have basic information on a topic) **2** Best Ten Diving Holidays award from Travel Magazine and Best in Outdoor Pursuits Travel awards in 2013 **3** A diving licence **4** You would photograph and make videos of the coral reefs and animals the reefs support around the Farasan Islands. **5** They protect the coral reefs which surround the islands. **6** To join the expedition and pay the \$2,000 donation to the foundation **7** Students' own answers.

#### Learner development

This is a good opportunity to help students to practise their inferencing skills. Tell them that when they read a text it is useful to 'read between the lines', which means that they should combine what they read with their knowledge of the world and their experience. This will allow them to draw conclusions, which will help them to understand the text better.

Students can infer that the text is a website. The text is trying to persuade readers to join the expedition. This is why the text refers to the awards that the foundation has won (these are called endorsements). Students will also have to infer that you get information from a Fact Box.

#### 2c D

- Put the students into small groups and have them discuss the question.

### 3 Word builder: different environments

#### 3a

- Elicit from the students words to describe the Farasan Islands. This will set the context for the *Word builder*.
- Have the students, in pairs, read the list of words and decide whether they are positive, neutral, or negative. Remind them to use a dictionary to look up words they do not know. Tell them that the same word might have a positive connotation for one person and a negative connotation for another, so the pairs might not always agree.
- Ask the students to write three other words that would be useful when talking about the Farasan Islands. You might want to brainstorm a few words on the board to get them started.

**POSSIBLE ANSWERS:** positive: 3, 6, 9, 10, 15 neutral: 12, 14, 17 negative: 1, 2, 4, 5, 7, 8, 11, 13, 16

## 3b

- Put the students into small groups and have them compare their classifications and the words they added to the list.
- Ask them to take turns as they talk about their city or region. Each student should use a word from the list and say one thing about their city or region. Then another student does the same as they go around the group.

**Additional E**

You can turn the activity into a game by asking them to cross out the words that have been used and to use a new word every time it's their turn.

**Alternative:** If students come from different cities or regions, you can ask them to talk about their hometown or another city they know well. In this case, it is better to have the students take longer turns and describe their cities completely before moving on to the next student.

## 4 Listening

## 4a

- Tell the students that they are going to listen to people talking about why they moved to Saudi Arabia or why they moved to a different town in Saudi Arabia. Explain that the first time they listen they should get an overall idea of the people's stories but that they will have another chance to listen for more details later. Ask the students to match the people with their place of origin.

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

**AUDIOSCRIPT TRACK 16**

- My name's Bassam. I'm from Kuwait. I came to Saudi Arabia because I won a scholarship to study information technology at KAUST. I've lived here for two years. I really like it here. It's bustling and busy, and there's lots to see and do.
- I'm Mohammad. I'm from a small village outside Tabuk. I came to Riyadh because I got a job for a finance company. I've lived here since 2010 and I haven't managed to go home to Tabuk for two years. I found Riyadh too busy and crowded when I first came but now I'm used to it.
- Hello, I'm Rayyan. I'm from Jeddah but I live in Medina now. I got married two years ago and my wife's family is from Medina, so we came to live here in the old town which is historic. It's also cheaper to live here than Jeddah.
- Hello, I'm Faisal. I am from Jizan and now I have a small house on the Farasan Islands. I work for a conservation group which is helping to monitor and preserve the coral reefs. The Farasan Islands are very beautiful but it's too quiet and isolated to live here all the time. There's no entertainment or restaurants.
- Hello, I'm Deema. I'm originally from Riyadh but I moved to Jubail with my husband when he got work at the port here. Jubail is well planned with lots of facilities and my children can go to the school nearby. I also find it friendly – lots of other young families live here.

## 4b/c

- Play the recording again for students to listen for details. Tell them that they should only write key words.

**Learner development**

Tell students that if they try to write down complete sentences while they are listening, they will miss most of the information. Encourage them to write down only key words in their notebooks while they are listening. When they have heard the whole recording, they can go back and answer the questions with complete sentences.

- Play the recording once more, and let the students check and complete their answers.
- Check answers as a class.

**ANSWERS:**

	Reason for moving	Words used to describe town/area
Bassam	won a scholarship to KAUST	bustling busy
Mohammad	got a job with a finance company	busy crowded
Rayyan	to be near to wife's family	historic cheap
Faisal	to monitor and preserve the coral reefs/to work for a conservation group	beautiful quiet isolated
Deema	to accompany her husband who moved to get a job	well-planned lots of facilities friendly

## 5 Speaking

- Ask the students to think about why people move in Saudi Arabia and to answer the questions in small groups. Ask them to think about:
  - work
  - education
  - opportunity
  - different industries
  - environment.

**Workbook D**

Have your students work through the exercises on pages 22 and 23. Answers on page 82.

## 2 Cultural differences

### Aims Analysis (+ Activation)

#### Discourse objectives

- Develop the unit topic: immigration and large cities
- Expose students to extended, natural spoken discourse

#### Language objectives

- Review the past simple and the present perfect
- Teach the use of *yet* and *already*

#### Specific skills objectives

- Develop listening skills: listening for specific information
- Develop speaking skills: speaking about cultural differences.

### 1 Reading and speaking

#### 1a

- Before the students open their books, ask them to define *culture shock*. Write their ideas on the board. Ask them to open their books and compare their ideas to the dictionary definition.
- Have the students discuss the question in small groups.

#### 1b

- Have the students read the paragraphs about different customs and match them with the cartoons.
- Discuss the answers with the class. Students may have different interpretations of what is happening in the cartoons. Accept alternative answers if students are able to explain and justify their choices.

**Teaching tip** This is an opportunity to help the students to develop their inferencing skills. As they figure out what is happening in the cartoons, they will have to make inferences about how each cartoon represents one of the customs. Encourage students to tell you what led them to their interpretation of each cartoon.

**POSSIBLE ANSWERS:** 1B – A man is trying to cut into the queue, upsetting the people who are standing in the queue. 2E – The man on the right is speaking but not making eye contact with the other man. 3C – The man on the right is thinking and has probably not finished expressing his idea. The man on the left is probably so uncomfortable with the silence that he has to talk. 4A – The man behind the man on the left is too close to him, invading his space and making him uncomfortable. 5F – The visitors are very late. We can tell because the host is holding up his wristwatch and he's probably in the process of having dinner, since he's holding a napkin. 6D – The man has unnecessarily brought a very expensive gift.

#### 1c

- Put the students into small groups and have them discuss the customs represented in the cartoons. Ask them to compare the customs to their own. Encourage them to share experiences they have had with people from other cultures, whether in Saudi Arabia or abroad.

### 2 Listening and speaking

#### 2a

- Ask the students to read the names and places before you play the recording. Have them listen and match.
- Ask the students what the general topic of the listening activity is. Then check answers as a class.

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

#### AUDIOSCRIPT TRACK 17

**Claudia:** Hi, my name's Claudia López. I'm from Maracaibo, Venezuela. My husband and I have been in Vancouver for six months. There's a Venezuelan community in Vancouver, so I can eat Venezuelan food! My biggest problem is the climate. It gets so cold here in the winter.

**Sammi:** My name's Sammi Haddad. I was born in the Lebanon, but now I'm an American citizen. I'm 42. I came to San Francisco with my wife and two children 18 years ago. In the Lebanon I was a teacher, but I've worked as a pharmacist since 1999. We are very happy in this city: it's a very friendly place with people from many different countries. When I arrived, the most difficult thing for me was the language – Americans speak so fast.

**Boris:** Hello. I'm Boris Tereschenko. I live in New York with my family, although I was born in Russia in Volgograd. My parents emigrated to the States when I was 15 years old. Now I'm 19 and I've studied computer science for a year. New York is a great city. There are quite a lot of Russians here so we still speak Russian sometimes. I had culture shock when I arrived, as people here are much more open than in my country!

#### 2b

- Have the students read the table and check their comprehension of the categories.
- Play the recording once more and have the students listen for the details to fill in the table.

## 2c

- Have the students compare their answers in small groups, or check answers as a class.

**ANSWERS:** Claudia López: possibly a housewife, six months, In Canada. it gets very cold in the winter.  
 Sammi Haddad: The Lebanon, since 1999, The language, because Americans talk too fast.  
 Boris Tereschenko: Russia, computer science student, one year

### 3 Grammar builder: present perfect vs past simple; time expressions

## 3a

- Have the students complete the paragraph.

**ANSWERS:** 1 moved 2 have lived 3 applied 4 have worked  
 5 did not learn 6 has taken 7 have made

- Ask the students to answer the questions. Encourage them to refer to the examples of the past simple and the present perfect in the paragraph.
- Check the students' answers and have them give examples from the paragraph to support their answers.

**ANSWERS:** 1 the past simple 2 the present perfect 3 *ago*: past simple, *since*: present perfect, *last*: past simple, *for*: present perfect.

## 3b

- Have the students look at the examples and answer the questions.

**ANSWERS:** 1 already 2 yet 3 *Yet* isn't used in affirmative sentences. *Already* isn't used in negative sentences.  
 4 In statements, *yet* goes at the end of the sentence, *already* goes after the auxiliary *have*. In questions, we put them both at the end of the sentence. 5 Students' own answers.

#### Language help

Remind the students that the past simple is used to talk about completed actions at a definite time in the past: *Cindy went to Jordan in 2001. John bought tickets for the football match yesterday.* The present perfect is used to talk about something that happened at an indefinite time in the past once or several times: *Cindy has been to Jordan. Cindy has been to Jordan twice.* In these examples we do not know when exactly Cindy went. We would use the past simple to specify: *She went in 2001 and in 2006.*

The present perfect is also used to refer to something that happened in the past and continues up to the present. *Abdullah has lived in the USA since 2004. Abdullah has lived in the USA for three years.* In these examples the implication is that Abdullah still lives in the USA.

#### Language help

Help the students to understand the difference between *already* and *yet*.

We use *already* in affirmative statements to refer to something that happened sooner than we expected: *David has finished cleaning his room already!* In this example the speaker thought it was going to take David longer to clean his room.

*Already* is also used in questions, usually when the speaker wants confirmation that something has happened sooner than expected: *Have you finished cleaning your room already?*

We use *yet* in negative statements to talk about something that hasn't happened up to this moment: *David hasn't finished cleaning his room yet. I haven't called my mum yet.*

We also use *yet* in questions to ask if something has happened up to this moment: *Have you finished cleaning your room yet? Have you called your mum yet?*

## 3c

- Ask the students to complete the sentences.
- Check the answers as a class.

**ANSWERS:** 1 have you lived 2 For 3 moved 4 haven't paid  
 5 yet 6 paid 7 ago 8 have / 've painted 9 have / 've already painted 10 Has ... arrived 11 yet 12 has been 13 since

#### Additional E

Have the students write short conversations that are true for them, using *ago*, *for*, *since*, *yet*, or *already*.

### 4 Speaking

- Ask the students to talk about their studies, work and hobbies in groups. They can use the conversation as a model and then make changes that are true for them.

#### Workbook D

Have your students work through the exercises on pages 24 and 25. Answers on page 82.

# 3 City versus country

## Aims Analysis (+ Access + Activation)

### Discourse objectives

- Develop the unit topic: small towns and large cities
- Expose students to extended, formal written discourse (article)

### Language objectives

- Teach word stress patterns
- Teach *too, enough, too much*, and *too many*

### Specific skills objectives

- Develop listening skills: listening for main ideas and for specific information
- Develop reading skills: reading for full comprehension
- Develop writing skills: writing a short essay about the advantages and disadvantages of where they live

## 1 Listening and reading

### 1a

- Elicit from a few of the students whether they prefer to live in big cities or small towns and why.
- Tell the students to listen and to write Omar and Adel's preferences in the table.

**ANSWERS:** 1 Omar prefers small towns. 2 Adel prefers big cities.

### AUDIOSCRIPT TRACK 18

**Reporter:** You live in a small town, Omar. Why do you prefer small towns to big cities?

**Omar:** Well, in my opinion, living in a small town or in the country is much better than life in a big city for several reasons. It's peaceful, and it's a clean, safe environment, especially for children. People are very friendly and we don't have many problems with pollution. Uh, I'm also sure it's less expensive in a small place than a big city.

**Reporter:** Are there any disadvantages to living in a small town?

**Omar:** Disadvantages? Well, um, there's less public transportation than in a city. There aren't enough activities for young people, and of course there aren't many stores and shops. Public facilities aren't great. Our school isn't big enough and there isn't a hospital. But I like living in a small town. I'm too old to move anyway!

**Reporter:** Adel, you obviously prefer city life to life in a small town. Why is that?

**Adel:** Well, you have the best facilities: schools and colleges, hospitals and things like that, and of course you have incredible shopping malls and department stores. Culturally it's great as there are really good museums and art galleries. And there are lots of fantastic restaurants. There's also plenty of transportation: buses, subways and taxis. The airport's near here, too. That's very convenient.

**Reporter:** What about the disadvantages?

**Adel:** Well, yes, there are problems in a big city. The traffic, of course, and it's definitely more expensive than a small town. There's more pollution, and it isn't as clean as the country. But I'm a city boy – big cities are wonderful!

### 1b

- Go over the categories in the table with the students and check comprehension.
- Ask the students to listen again and tell them to write a P or an N for each category depending on whether the person says something positive or negative about the topic.
- Play the recording several times if necessary for students to fill in the table.

### 1c

- Tell the students that they are going to read an article that summarizes the interview in order to check their answers.
- Check the answers with the class.

### ANSWERS:

Omar, small town: Environment P, Pollution P, Cost P, Transportation N, Culture N, Shopping N, Facilities N  
Adel, big city: Environment N, Pollution N, Cost N, Transportation P, Culture P, Shopping P, Facilities P

## 2 Pronunciation: word stress **D**

### 2a

- Copy the stress patterns onto the board: oOo, Oo, Ooo, and explain that they are visual representations of word stress.
- Use the three examples given in the table (*expensive, problem, hospital*) or use nonsense syllables (e.g. blah BLAH blah, BLAH blah, BLAH blah blah) to illustrate how the patterns sound.
- Say a few other words out loud and have the students tell you which pattern they follow, e.g. *TA-ble, BEAU-ti-ful, im-POR-tant*.
- Have the students listen to the recording and write the words in the correct column.

### AUDIOSCRIPT TRACK 19

see Student's Book, p. 35 ex. 2a

### 2b

- Play the recording for the students to check their answers.
- Check the answers as a class. Copy the table onto the board and have the students come up to fill in the blanks, or do it yourself as you elicit the answers.

- Play the recording again and have the students repeat the words, focusing on the word stress.

**ANSWERS:** oOo: department, museum Oo: children, peaceful, airport Ooo: wonderful, restaurant, gallery, cultural

### AUDIOSCRIPT TRACK 20

expensive, department, museum,  
problem, children, peaceful,  
hospital, restaurant, wonderful, gallery, cultural

## 3 Grammar builder: *too* and *enough*; *too much* / *too many*

### 3a

- Point out to the students that they have already been exposed to *too*, *enough*, *too much*, and *too many* in the listening and reading in exercise 1. Ask volunteer students to read the examples out loud.
- Read the first question out loud and ask the students to circle the correct option without saying their answers out loud. Check that everyone has had enough time to think and respond. Then check their answers to the first question.
- Now ask the students to answer the other four questions silently and individually. Walk around the room, helping students.
- Check answers to all the questions as a class. When students have questions, write examples from the text on the board and use them as a reference when explaining the language.

**ANSWERS:** 1c sufficient 2a excessive 3 after an adjective and before a noun 4 *too* directly before an adjective; *too many* with countable nouns; *too much* with uncountable nouns 5 Students' own answers.

- Encourage the students to write out the rules in their notebooks.

### ⚠ Language help

*Enough* expresses that something is sufficient. We use *enough* before a noun: *We have enough food for the week.*

We use *enough* after an adjective: *The TV isn't loud enough.*

*Too*, *too many*, and *too much* express that something is excessive. We use *too* directly before an adjective: *The book was too long.* We use *too many* before countable nouns: *There are too many cars on the street.* We use *too much* before uncountable nouns: *There is too much traffic.*

### Additional E

Have the students go back to the reading text and highlight or circle all the instances of *enough*, *too*, *too many* and *too much*. Have them check that the examples they found follow the rules they completed.

### 3b

- This activity will give students some controlled practice with the new language. Have them read the entire paragraph before they complete it with *enough*, *too*, *too many* and *too much*.
- Check the answers with the class.

**ANSWERS:** 1 too many 2 enough 3 too 4 enough 5 too much

### 3c

- Read the first example or have a volunteer student read it out loud. Check that students understand the task by doing the second example with them.
- Have the students do the other three sentences individually.
- Check answers as a class.

**ANSWERS:** 2 old enough 3 too big 4 have enough 5 too much

## 4 Speaking, writing and reading

### 4a

- Ask the students to think of three advantages and three disadvantages of living in their neighbourhoods. Tell them to write a few key words to help them remember their thoughts.
- Read the conversation out loud or have a couple of students read it out loud.
- Put the students into small groups and ask them to talk about their neighbourhoods, using the example conversation as a model and expanding on it as much as possible.

### 4b

- Encourage the students to write about the things that they truly like or dislike about the place where they live.
- Ask them to write a first draft and only focus on getting their ideas on paper.
- Then ask them to look at their first draft and check the language. Ask them to make sure that they include examples of *enough*, *too*, *too many* and *too much*. Have them refer to the *Grammar builder* to make sure that they are using the language correctly.
- Now have them go over their paragraphs and check their spelling.

### 4c D

- Put the students into pairs or groups. Ask them to read each other's essays and discuss them.

### Workbook D

Have your students work through the exercises on pages 26 and 27. Answers on page 82.

# 4 Saudi Arabia and the World: Looking for a new home

## Aims Activation (+ Access)

### Discourse objectives

- Develop the unit topic – A place to live
- Expose students to informal spoken discourse (descriptions of homes)
- Expose students to advertising language (for accommodation)

### Language objectives

- Teach possessive adjectives and pronouns
- The language of accommodation
- Review of language of making comparisons

### Specific skills objectives

- Develop reading skills – scanning for information in advertisements
- Develop listening skills – listening for detail
- Develop writing skills -writing advertisements
- Develop speaking skills – discussing advantages and disadvantages

## 1 Listening and speaking

### 1a

- Explain to the students that they are going to listen to people describing their homes.
- Brainstorm vocabulary related to accommodation with the class and write key words on the board.
- Tell the students to look at the pictures of the homes in the pictures and ask them if they know people who live in similar accommodation.

### 1b

- Have the students listen to each of the four speakers and ask them to write the speaker's name under their homes.

### 1c

- Put the students into pairs and ask them to check their answers against each other. Follow with whole class feedback.

### 1d D

- Still in pairs ask the students to discuss which of the homes they like most. They should put them in order of preference from one to four. Encourage them to discuss and give reasons for their choices. Follow with whole class feedback and possibly extend with the suggestion below.

### Additional E

Depending on the ability of the class members, this could be a good place to review structures relating to comparatives and superlatives. When the students feed back their order of preference, listen out for opportunities to give examples of where comparisons could be made (as in the examples in 1d).

### AUDIOSCRIPT TRACK 21

**Narrator:** Samer

**Male voice:** I live in a big house really. There are two main parts and there's a wall outside, which meets the road. As is usual in Saudi Arabia, the colour is very light – a kind of pink – to protect against the sun. You can see my room easily from the street outside. The window is like a semi-circle.

**Narrator:** Mousa

**Male voice:** I used to live in a big villa with a big wall around it but now that I'm a student, I live in an apartment with a friend. It's on the second floor and there are some shops below it. My room is bigger than my friend's but his is better. It's got nicer furniture.

**Narrator:** Rasha

**Female voice:** Before we moved, we lived in an apartment, which I didn't like very much. It was in a noisy part of town. Now we live in a more secluded and peaceful area and I like my house very much. It's very private. Nobody can see what we are doing because there's a really high wall around it.

**Narrator:** Maryam

**Female voice:** There are three generations in our house so it needs to be big. It's painted white and pale orange. And there are lots of plants outside. There's even a tree in our small garden. You can see it from the street above the wall. We've been here for ten years.

### ANSWERS:

**Top:** Mousa

**Second down:** Maryam

**Third down:** Samer

**Bottom:** Rasha

## 2 Grammar builder: possessive adjectives and pronouns

### 2a

- Draw the students' attention to the Grammar builder box and elicit from the class the difference between possessive adjectives and pronouns.
- Confirm this with the example in 2a.
- Go through the information in the Grammar builder box and then have the students do the exercise requiring them to complete the table (the column for the possessive adjectives).
- Check the students' answers as a whole class activity.

**ANSWERS:** 1 my 2 your 3 her 4 our 5 their

### 2b

- Look at the example questions in this task and then put students into pairs or small groups to do the exercise. Students should be encouraged to use both possessive adjectives and possessive pronouns. Monitor by walking around the class.
- A whole class review of this grammar point can follow as an optional extra if students are having problems with it.

## 3 Reading and speaking

### 3a

- Explain to the students that they are going to read some advertisements for different kinds of accommodation.
- Draw the students' attention to the vocabulary box in 3a and check that the words are known. Explain them if they are not.
- Put the students into pairs or small groups and have them discuss what is important to consider when looking for somewhere to live. Encourage them to use words from the box as well as any other relevant items of vocabulary. This could possibly be rounded off with some whole class feedback.

### 3b

- Explain to the students that they are going to read some advertisements and transfer information from the advertisements into a table. Make sure the students know that this is a note taking activity and they do not need to write whole sentences.
- Have the students read the advertisements and complete the table. Make sure they understand that they can write their own opinion in the 'most important feature' column and that there is no single correct answer for that category.

### 3c

- Put the students into pairs. Students check their answers with each other. If there are discrepancies, the students should read more closely and together find the correct answer. Whole class feedback.

### ANSWERS:

#### Apartment 1

3 rooms **MIF:** single person **Cost:** Low rent

**Contact details:** Tel 050 673 1947

#### Apartment 2

9 rooms **MIF:** 4 bedrooms **Cost:** Not Known

**Contact details:** ashraf@google.com.sa

#### Apartment 3

12 rooms **MIF:** maid room **Cost:** 4200 / 3300

**Contact details:** www.execaparts.com.sa

#### Apartment 4

8 rooms **MIF:** brand new **Cost:** very good price

**Contact details:** Call Wasim on 050 586 1982

### 3d D

- In pairs or as a whole class, the students discuss what kind of people these types of accommodation would be suitable for.

## 4 Writing and speaking

### 4a

- Individually students must write an advertisement for their own house or apartment. If they wish, they can use their imaginations as this might make for some more interesting advertisements in some cases. Encourage the students to use the language they have been studying in this lesson.

### 4b

- Put the students into small groups and explain that they have to read out their advertisements to the rest of the group. The students can choose the best one in their group and it can be read to the whole class.

### 4c D

- Still in pairs have the students discuss the advantages and disadvantages of the home they live in now. Use the examples in the Student's Book to get them started.

## 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 1. There are grammar, vocabulary, reading and listening tasks, as well as a writing task. The tasks have been designed so as 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 – 15 mins
  - Grammar 2 – 10 mins
  - Vocabulary – 10 mins
  - Reading 1 – 15 mins
  - Reading 2 – 15 mins
  - Listening – 15 mins
  - Writing – 20 mins
- With regard to the administration of the listening aspect of the test, teachers will know their 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 can listen knowing 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 'studying', perhaps as 'studing', 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 teachers may wish to overlook minor misspellings or even small grammatical errors there.
- At the end of the answers there is a marking grid that teachers 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 a teacher interprets this grid will depend largely on the local teaching environment and the overall aims and objectives of the course being provided.

### 1 Grammar – tenses (10 marks)

**ANSWERS:** 1 has 2 used to live 3 took 4 have been  
5 are going to stay 6 will be able to 7 would like  
8 is studying 9 was reading 10 are doing

### 2 Grammar (10 marks)

**ANSWERS:** 1 so 2 neither 3 too 4 either 5 too many  
6 too much 7 enough 8 too 9 most 10 cleverer

### 3 Vocabulary (10 marks)

**ANSWERS:** 1 polluted 2 convert 3 environmental 4 solar  
5 excited 6 involved 7 secluded 8 crucial 9 exciting  
10 nuclear

### Reading 1 (6 marks)

**ANSWERS:** 1 T 2 F 3 T 4 F 5 F 6 T

### Reading 2 (6 marks)

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

## Listening (8 marks)

**ANSWERS:** 1 library 2 next Thursday 3 history project  
4 his aunt 5 once / one time 6 family 7 Wednesday  
8 four thirty / 4.30

### AUDIOSCRIPT TRACK 22

**Kamal:** Hi, Faisal. Have you been in the computer room?

**Faisal:** No, in the library. I had to borrow some books. What about you, Kamal?

**Kamal:** I was talking to Nasser and then I came here *(pause)*. Hey, Faisal. I'm going to the museum next Thursday. People say it's really good.

**Faisal:** Yes, it is good but what are you going there for?

**Kamal:** Well, you know I'm doing a history project. I need some information for that.

**Faisal:** Haven't you finished that project yet? You started it weeks ago!

**Kamal:** No, you know me. I always do things at the last minute. Have you been to the National Museum Faisal?

**Faisal:** Yes, lots of times. My aunt used to take me there a lot when I was little.

**Kamal:** That's great! You know, when I go next Thursday, it'll be only my second time. I went there with the school last year. I'm really excited about it. Hey, Faisal, why don't you come with me? It'll be fun.

**Faisal:** I'd love to Kamal but my family have already planned something for next Thursday. Can't you change the day?

**Kamal:** Well, will you be able to come with me if I go on Wednesday evening?

**Faisal:** Sure. That sounds like a good idea. Let's do that.

**Kamal:** OK. I think the museum opens at four thirty in the afternoon. Let's arrive when it opens.

**Faisal:** Yes, we should. There's so much to see.

## Marking grid for assessing writing task

Marks	Grammar	Vocabulary	Spelling and punctuation	Task fulfillment
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 spelling and punctuation. No significant errors.	Has addressed all points in the question fully.
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 spelling and punctuation. Few errors.	Has addressed most points in the question; maybe not in great detail.
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 some of the points, if not always well.
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	A poor attempt at addressing the points and not presented well.
0.5	At least one recognisable piece of grammar noted.	At least one recognisable piece of vocabulary noted.	At least one recognisable piece of spelling or punctuation noted.	At least one point addressed recognisably, even if badly written.
0	Nothing written.	Nothing written.	Nothing written.	Nothing written.

# Unit 5 The world of money

## 1 Saving money

### Aims Access (+ Analysis + Activation)

#### Discourse objectives

- Establish the unit topic: money and economy
- Expose students to extended, formal written discourse (newspaper article)

#### Language objective

- Teach students vocabulary related to money

#### Specific skills objectives

- Develop reading skills: reading to understand details
- Develop speaking skills: talking about plans
- Develop writing skills: writing an outline and writing about plans

### 1 Speaking **D**

- Before the students open their books, write the words *save money* on the board. Elicit its meaning from students.
- Talk about and write down ideas about saving money regularly to save up for something, as well as saving money by spending less on food, electricity and luxuries. If possible, leave your notes on the board.

**Teaching tip** Always ask your students whether they have finished copying information from the board before you erase it. This will allow quieter students who might not object otherwise to say that they need more time. It also shows students who haven't already caught on, that what you put on the board might be valuable to have in their notes.

- Have the students open their books, and ask a volunteer to read the questions out loud. Check that everyone understands the questions.
- Put the students into groups of three or four students and have them discuss the questions. Give them a time limit to do the activity.

**Teaching tip** In order to ensure equal participation of all of the students in a group, ask them to take turns reading the questions and leading the discussion. The person who reads the question should also make sure that everyone in the group, including him or herself, has responded before the next student reads the next question.

### 2 Reading, writing and speaking

#### 2a/b

- Have the students read the article silently. Ask them to underline or circle the words that they do not know. Have them read the text again and try to guess the words they do not know from the context.

- Ask the students to say what the article is about. Discuss the word 'effective' with the class. Ask them if they think they will save 1,000 SAR by following the ten tips.
- Then have students decide two more easy ways to save money.

#### 2c

- Tell the students they are going to make a list of plans of how they are going to save money. Read the example to the students or have a volunteer read the example out loud.
- Explain that they can use this example as a model for their own list. Tell them to write what they would do and why that would be a good way of saving money.

#### 2d

- Put the students into pairs and have them compare their lists and talk about them. Walk around the room as the students discuss, giving support when necessary.

### 3 Word builder: words with similar meanings

#### 3a

- Have the students match the words with their definitions. Remind them that the best way to tackle a matching exercise is to read all of the options first and to match the two that they are most sure of.

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

#### 3b

- Ask the students to write the correct form of the verbs from exercise 3a in the blanks.

**ANSWERS:** 1 missed 2 gain 3 waste 4 earn 5 miss

#### Additional **E**

Have the students write an example using each of the verbs. Ask them to personalize these sentences by writing things that are true for them.

**Teaching tip** Personalizing the material helps students to understand new language better, as well as helping them to remember the material better later.

## 4 Writing and speaking

### 4a

- Ask a volunteer to read the beginning of the email out loud. Give the students two minutes to think about what they would do with that money. Then put them into pairs and have them discuss the question.

### 4b

- Tell the students that before they write they need to plan. Encourage them to outline their ideas before they start writing. Tell them how long they have to plan and to write.

**Teaching tip** A useful way to plan a piece of writing is to make an outline. Outlines vary depending on what they are used for, but most will list the main topics and ideas to be addressed, showing their hierarchy (main ideas and supporting ideas) with letters and numbers. For example:

- I Immediate plans: *The first thing I want to do is to pay for.*
  - a Some new clothes
  - b A trip to Cairo
- II Long-term plans: *There are also a few big things that I want to do.*
  - a Buy a house
  - b Go on holiday to Italy – I've always wanted to go!
- III Closing: *When can we get together?*
  - a New café close to my house
  - b Monday?

An outline will help the students to plan their ideas before they start writing, allowing them to focus on ideas and content first, and then on form. The outline above could turn into the following email:

*The first thing I want to do is to buy some new clothes. You know I haven't bought any new clothes for a while as I've been studying for my exams. The other thing I'd like to do is take a trip to Cairo with my mum, who has a sister there.*

*There are also a few big things that I want to do. I would like to buy a house! I don't have enough money but I can keep a small amount and continue saving until I have enough for a deposit for a house. Then I will take out a mortgage and then I will have many years to finish paying it off slowly. And finally, I think that I will buy an iPad. I've always wanted one!*

*Anyway, when can we get together? We haven't seen each other in a long time and I have so much to tell you! There's a new café close to my house. It's called Moon Café and it's on 153rd Street and 42nd Avenue. Would you like to meet me there at 8 pm on Monday?*

### 4c

- Have the students exchange their email with a partner. After they have read their partner's email silently, have them discuss the plans. Encourage them to ask for clarification where the ideas aren't clear.
- Ask the students to return the email to their partners and to work on improving their own.

### Workbook D

Have your students work through the exercises on pages 28 and 29. Answers on page 82.

### Preparation

Ask the students to find out who Imelda Marcos is.

# 2 Born to shop?

## Aims Analysis (+ Activation)

### Discourse objectives

- Develop the unit topic: money and economy
- Expose students to extended, formal written discourse (newspaper article)

### Language objectives

- Teach verb complementation with *advise, encourage, let, allow, prevent*
- Teach word stress of *advise, encourage, let, allow, prevent* within a sentence

### Specific skills objectives

- Develop reading skills: reading to find the main ideas
- Develop speaking skills: talking about money management

## 1 Speaking and reading

### 1a

- Before the students open their books, ask them what they do in their free time. Elicit *shopping* if it hasn't already been mentioned and find out a few facts about the students' shopping behaviour: how frequently they go shopping, where they like to shop, why they like to go shopping, etc.

**Teaching tip** If the students get interested in participating in the discussion, they are likely to need help with some words in order to get their ideas across. This is an excellent way to introduce new vocabulary because there is a genuine communicative interest. Write the relevant words and phrases on the board as they come up and leave them there as long as possible. They will serve as a reference for students as they participate during the rest of the class.

- Ask the students to define *shopaholic* in their notebooks. Have them do this individually first, and then put them into pairs to compare and talk about their definitions and improve them.
- Ask a few volunteers to read their improved definitions to the rest of the class.

### 1b

- Have the students read the topics first. Then have them read the text and match the topics with the paragraphs.

**ANSWERS: 1C 2D 3A 4B**

### Additional E

- Have the students create their own discussion questions. Explain to them that these questions are meant to generate discussion about the topic *Shopping – necessity, hobby, ... or illness?* The answers will not be found in the text; rather they can be inferred from something in the text, or they will come from the students' own ideas.
- Give the students a couple of examples to get them started, e.g. *Why do people become shopaholics? Is this a serious problem in Saudi Arabia?*
- Put the students into pairs and have the pairs make three discussion questions. Walk around the room, giving support and making sure that the questions will lead to discussion and aren't *Yes/No* questions or questions with one answer.

- Ask the pairs of students to form groups of four by joining another pair. Tell them to read the questions made by each pair and to discuss them. Remember to tell them how many minutes they have for their discussion.
- Ask a member of each group to read their questions out loud and say what their conclusions were.

## 2 Grammar builder: verb + complement

### 2a

- Have the students scan the text and find the underlined verbs. Ask them to read and highlight or circle the words that follow the verbs.
- Give them an example of how to do the exercise.

**Teaching tip** Help the students to understand how to analyze the language by narrating the process that you would follow out loud with one example, e.g. *Let's start with the verb 'help'. The text says: '... help compulsive shoppers recognize their problem.' This is the same as 'help them recognize'. 'Help' is the verb, and then we have 'them', which is an object. Then we have 'recognize', which is an infinitive without 'to'.*

By substituting the object pronoun *them* for *compulsive shoppers*, you make it simpler for the students to see the pattern.

- Have the students complete the table.

### ANSWERS:

Verb + object + infinitive: help, make  
Verb + object + to infinitive: tell, advise, encourage  
Verb + object + gerund: stop

### 2b

- Check the students' comprehension of the verbs. Have them use a dictionary if they aren't sure. You may wish to read the definitions and the examples out loud for the class to hear and discuss.

### 2c

- Ask the students to complete the sentences with the verbs. Warn them to be careful since there are several synonyms in the list, but they follow different patterns, e.g. *let* and *allow*.

**ANSWERS:** 1 makes 2 let 3 tell / advise / encourage  
4 allow 5 prevent / stop

### 2d

- Put the students into groups of three or four, and ask them to discuss the topic. Assign one of the students in the group the role of reporter (this student will take notes) and another student the role of time-keeper.
- Ask the reporters to tell the class what their conclusions were.

#### Additional E

Ask the students to make a table. This will help them organize their ideas and be ready to report to the class. In the first column they can put the verb pattern and in the second column they can list their opinions:

stop children from	eating too many sweets, wasting their money
let children	play a lot ...
encourage children to	
make children	

## 3 Pronunciation: word stress D

### 3a

- Play the recording and ask the students to listen, paying attention to the words in *italics*.
- Play the recording again and ask the students to underline the stressed syllable in the words in *italics*.

**ANSWERS:** 1 *advised* 2 *prevent* 3 *allow* 4 *encourage*

### AUDIOSCRIPT TRACK 23

- My parents advised me to go to university.
  - We should prevent children from running across the street.
  - Our teacher doesn't allow us to leave early.
  - Parents should encourage children to read.
- see Student's Book, p. 41 ex. 3a

### 3b

- Play the recording again for the students to practise saying the sentences.

## 4 Reading and speaking D

### 4a

- Ask the students to complete the questionnaire about how they handle money.
- When they have finished, have them look at their answers and reflect on their behaviour. Give them a minute to reflect and respond individually to the question *Do you manage money well?*

### 4b

- Put the students into pairs, and ask them to discuss the questions. Tell them how much time they have for the discussion, and ask them to make sure that both partners have equal time to discuss their money management skills.

### Workbook D

Have your students work through the exercises on pages 30 and 31. Answers on page 82.

# 3 Money, money, money

## Aims Analysis (+ Activation)

### Discourse objective

- Develop the unit topic: money and economy

### Language objectives

- Teach words related to the topic *money*
- Teach reasons and purposes with the connectors *because / so / to / so that*

### Specific skills objectives

- Develop listening skills: listening for main idea and details
- Develop reading skills: reading for full comprehension
- Develop speaking skills: giving reasons and talking about purpose

## 1 Word builder: money

- Before the students open their books, take out some notes and coins to show the students and elicit the words *coins* and *notes* if possible.
- Have them match the words with the definitions. Remind them to read all of the options before matching.

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

## 2 Speaking and listening

### 2a

- Ask the students to read and respond to the true / false statements. Encourage them to guess even if they feel that they do not know.

### 2b

- Have the students listen to the recording in order to check their ideas.

**ANSWERS:** 1F The word *salary* comes from the Latin word for salt, *salarium*. 2F It means *he isn't worth his salary* so he doesn't work very well.

### AUDIOSCRIPT TRACK 24

**Teacher:** Today we're talking about the history of money. First, does anybody know where the word 'money' comes from? No? Well, it's from Roman times about 2,500 years ago, the Romans built a mint, or a factory for making money, next to a building called the *moneta*. People called the coins made in the factory *moneta*.

**Student 1:** So money comes from the Latin word *moneta*?

**Teacher:** That's right. But *moneta* referred only to coins. The Romans didn't have paper money. Now, what about the phrase 'He isn't worth his salt'?

**Student 2:** Well, salt sounds a little like salary.

**Teacher:** Yes, that's right. Before the Romans had coins, they used to pay people with salt. Salt was very valuable in those days. It was called *salarium* in Latin, so that's where we got our word salary.

**Student 1:** Wow – I wouldn't like to be paid in salt!

**Student 3:** So, if we say a person isn't worth his salt, we mean he isn't a good worker, right?

**Teacher:** Right. He isn't worth his salt means he isn't worth his salary. Now, I'd like you to read this article on the history of money ...

### 2c

- Play the recording again for the students to listen for details. Ask them to read all the true / false statements before listening again so that they know what they are listening for.
- Check as a class. Ask the students to tell you why they think each statement is true or false.

**ANSWERS:** 1F It only made coins. The Romans didn't have paper money. 2T This is stated in the recording. 3F The opposite is stated in the recording. 4T This is stated in the recording.

## 3 Reading

### 3a D

- Put the students into pairs. Tell them that they are going to read a text called *The History of Money* but that first they are going to read six sentences and put them in chronological order.
- Ask them to read the text and to check their answers.

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

### 3b

- Ask the students to read the text again and to answer the questions individually. Encourage them to find the answers in the text but to paraphrase when writing their responses.

**ANSWERS:** 1 In ancient times people used objects to trade for things they needed. 2 People began to make coins in the area of Asia that we now know as Turkey and in China. 3 People began to use paper money because coins were very heavy and it was dangerous to travel with too many coins. 4 The Dutch bought Manhattan Island from the Native Americans.

### Alternative E

Ask the students to make their own comprehension questions (individually). Tell them to cover the questions in the text, write three questions of their own, and write an answer key for their questions. Write an example question on the board to get them started. Then have them exchange questions with a partner and answer their partner's questions. Finally, ask them to check and discuss the answers with their partners to both sets of questions. Have volunteers share a question and answer with the whole class.

## 4 Grammar builder: reasons and purposes with connectors *because / so / to / so that*

### 4a

- Write the following questions on the board: *Why did the Romans build a mint? Why did the Chinese invent paper money?* Ask volunteers to respond. Try to elicit the four statements (1a, 1b, 2a, and 2b) from the book and write them on the board.
- Ask the students to go to their books and to read the first question and to discuss it in pairs. Check their responses and explain on the board.
- Follow the same procedure with the next two questions: have the pairs read each question and discuss the answers.
- Go over all of the answers with the whole class, checking comprehension.

**ANSWERS:** 1 Statements 2a and 2b give a reason for doing something. Statements 1a and 1b give a purpose for doing something. 2 The different sentence is 2b. 3 The different sentence is 1b.



### Language help

The words *so that* and *to* express purpose, whereas the words *because* and *so* express reasons. Write this on the board and check comprehension by asking the students to help you think of examples for each word / phrase.

### Language assistant

- Ask a volunteer to read the *Language assistant*. Explain that the meaning of both sentences is exactly the same. Also explain that people reduce *so that* to *so* because it is easier and faster.

### 4b

- Help the students to understand how to change sentences. Make up one or two easy sentences about you and the students and ask them to help you change them, e.g.  
*I need a car to get to school on time.*  
*I need a car so that I can get to school on time.*  
*Kareem called Tareq because he didn't understand the homework.*  
*Kareem didn't understand the homework so he called Tareq.*

- Ask the students to change the sentences in the book individually first. Then have them check their work with a partner.
- Check the responses with the whole class.

**ANSWERS:** 1 Shops raise prices constantly because there is high inflation. 2 I didn't have enough money, so I couldn't buy a new laptop. 3 I'll get a good job because I'm going to university. 4 We are saving money for an apartment, so we opened a savings account. 5 I want to avoid the rush hour traffic, so I want to leave early. 6 Sam got a new job because he needed more money.

## 5 Writing and speaking

### 5a

- Now that students have practised using *because, so, to, and so that*, they are ready to practise making their own sentences. Ask them to make up sentences that are true about them and their friends or family. If they are having trouble thinking about what to write, have them use the words and phrases in the box.

### 5b

- Put the students into groups of three and ask them to talk about their sentences. The first student will read their sentence and the other students should make light conversation by responding and / or asking more questions.

### Workbook D

Have your students work through the exercises on pages 32 and 33. Answers on page 83.

# 4 Saudi Arabia and the World: Following instructions

## Aims Activation (+ Access)

### Discourse objectives

- Develop the unit topic – The world of money
- Expose students to formal spoken discourse (instructions how to use a machine)
- Expose students to formal written discourse (bank web site)

### Language objectives

- Teach the imperative
- Teach the language of shopping transactions
- Review of modal verbs of obligation and lack of it

### Specific skills objectives

- Develop reading skills – scanning for information from a web page
- Develop listening skills – listening to instructions
- Develop writing skills – writing instructions
- Develop speaking skills – giving instructions

## 1 Reading and speaking

### 1a

- Explain to the students that they are going to read a web page from a bank to practise the language of following instructions.
- Have the students read the first paragraph of the text to find out the purpose of the web page.

**ANSWER:** to show customers how to apply for a loan

### 1b

- Put the students into pairs and ask them to discuss reasons why people might want to borrow money from a bank. Students feed back ideas to the whole class.

### 1c

- Tell the students to read the text very carefully to find the answers to the questions in 1c. They should use scan-reading techniques to locate information but also read the text very carefully to make sure of the detail. Some of the questions may not be as easy as they look.

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

### 1d

- Put the students into pairs and have them check each other's answers. If they disagree, tell them to find the information in the text and discuss it again.
- Go through the answers as a whole class. In the whole class feedback make sure the students are aware of the difference between *having to do something* e.g. *having to show ID* and it not being necessary to do something e.g. *having to provide a passport*. In the example in this task, any form of ID is acceptable and the passport is only an example of what could be used as ID.

## 2 Word builder: shopping

### 2a

- To get the students started on this task, have the students brainstorm words together which are related to supermarkets and shopping – write key words on the board and tell students to write them down if they are unfamiliar with them.
- Tell the students to look at the pictures of various shopping related vocabulary items and match them to the words in the box. Encourage the students to exchange information with each other and to ask you for clarification if they do not know the word for something.

**ANSWERS:** Clockwise: automatic check-out, bank card, receipt, bar code, shopping basket; (centre) screen.

### 2b

- Tell the students to complete the sentences in 2b using the words from 2a. When they have finished, they should check answers with each other.
- Go through the answers with the students and remind them that they will need these words for the next exercise.
- If pronunciation practice is needed and if there is time, the students should read the sentences aloud when completed.

**ANSWERS:** 1 receipt 2 bank card 3 bar code 4 shopping basket 5 screen 6 automatic check-out

## 3 Reading and listening D

### 3a

- Tell the students they are going to listen to some instructions on how to use an automatic check-out machine. Elicit from the students what an automatic check-out machine is and explain if they do not know. Do not give them too many details, however, as the exercise itself will give them more information.

- Have the students read the six sentences about how to use the automatic check-out machine and put the instructions in order. They should write a number beside each instruction – 1 for the first, 2 for the second, etc.

### 3b

- The students now listen to the recording and check their answers with the information in the recording.
- Go through the answers with the whole class.

**ANSWERS:** 1 Put the shopping basket on the small table. 2 Hold each item over the scanner. 3 Touch the screen to pay. 4 Decide if you want to pay by card or not. 5 Take your receipt from the machine. 6 Don't forget to take your shopping.

### AUDIOSCRIPT TRACK 25

**Male Assistant:** Excuse me sir, would you like to use one of the automatic check-outs?

**Male Customer:** Oh, I'm sorry but I don't know how to use them.

**MA:** That's alright. The automatic check-outs are very easy to use. I'll show you.

**MC:** Thank you.

**MA:** First you put your shopping basket here.

**MC:** On the small table?

**MA:** Yes, that's right. Then you take each item of shopping one by one and hold it over the scanner. The scanner reads the price of the item from the bar code so make sure the bar code is in the right place.

**MC:** What's the bar code?

**MA:** It's the black and white strip on the label. Look here it is.

**MC:** OK. Then what do I do?

**MA:** Well, when you've scanned all the shopping, you touch the screen here.

**MC:** Oh yes, it says 'Finish and Pay'. How do I pay?

**MA:** You can pay with cash or with a card. Just touch the screen again here.

**MC:** That sounds easy.

**MA:** It is but if you have a problem just call an assistant.

**MC:** OK. Oh, what about a receipt? Do I still get a receipt?

**MA:** Yes, it comes out of the machine here, near the top.

**MC:** Thank you very much. You've been really helpful.

**MA:** Oh, one more thing. Don't forget your shopping!

## 4 Grammar builder: the imperative

### 4a

- Draw the students' attention to the Grammar builder box and ask them what they already know about the imperative. Whole class input.
- Explain how the imperative is formed and how it is used in the negative.
- Have the students do the exercise matching the sentences with their functions, both positive and negative.
- Go through the answers with the students eliciting the answers from them as a whole class.

**ANSWERS:** 1 order 2 instruction 3 direction 4 order 5 instruction 6 direction

### 4b

- Have the students complete the sentences in exercise 4b using the verbs in the box and negative or positive sentences. Then go through the answers with them. This should not take very long.

**ANSWERS:** 1 Be 2 Don't run 3 take 4 Don't do 5 put 6 Don't cross

### 4c

- Go through the information in the Language assistant box with the students, showing them an alternative way of giving instructions, both positive and negative, using *have to* and *must not* or *mustn't*.
- Now ask the students to do exercise 4b again. This time they must use *have to* and *mustn't*. Have the students complete the sentences in exercise 4b using negative or positive sentences, whichever make the most sense in the situation.
- Go through the answers with the students, making sure they use the pronoun *you* with *have to* and *mustn't*.

**ANSWERS:** 1 You have to be 2 You mustn't run 3 you have to take 4 You mustn't do 5 You have to put 6 You mustn't cross

## 5 Writing and speaking

### 5a

- Tell the students that they are going to write a set of instructions on how to use a gadget or machine of some kind. Elicit from them items that may need instructions to use, e.g. computer, washing machine, etc.
- Put the students into pairs and have them choose a machine and write instructions on how to use it. They should be encouraged to use the language in 4b and 4c above. Tell the students not to give the name of the item in the instructions as the next activity requires students to guess this.

### 5b

- Choose students or ask for volunteers to read out their instructions. The class then guess what machine or gadget the student is describing.

# Unit 6 Living culture

## 1 Celebrations and festivals

### Aims Access (+ Analysis + Activation)

#### Discourse objectives

- Establish the unit topic: cultures, festivals and customs
- Expose students to colloquial spoken discourse

#### Language objectives

- Teach words related to festivals and celebrations
- Expose students to the target language of the next lesson: present passive

#### Specific skills objectives

- Develop reading skills: predicting and reading for full information
- Develop listening skills: listening for main ideas and for specific details
- Develop speaking skills: describing festivals and celebrations

### 1 Speaking

- Before the students open their books, ask them what their favourite celebrations and festivals are. Write some of their ideas on the board.
- Put the students into pairs, and ask them to look at the photographs and answer the questions..
- Put the students into groups of three or four, and have them compare their answers.
- Check the answers as a class.

**ANSWERS:** Eid al-Fitr

### 2 Listening

#### 2a

- Tell the students that they are going to hear a conversation about Eid al-Fitr. Have them read the topics.
- Ask the students to listen to the conversation and check the topics mentioned.

**ANSWERS:** presents, clothes, praying, food, charity

#### AUDIOSCRIPT TRACK 26

**Dave:** Hi, Abdullah! You're looking smart today. What's the occasion?

**Abdullah:** Hi, Dave! Thank you ... yes, it's Eid al-Fitr.

**Dave:** Eid al-Fitr? What's that?

**Abdullah:** It's a big festival for us. In English, it means 'the festival of breaking the fast'.

**Dave:** Oh ... of course, you've just finished Ramadan, haven't you?

**Abdullah:** Yes, and today's Eid!

**Dave:** And how do you celebrate Eid?

**Abdullah:** Well, at home in Saudi Arabia we get up early and get dressed in our finest clothes ...

**Dave:** Like you are today?

**Abdullah:** Yes ... then, after an early breakfast we go to Eid prayers. After that we all gather at someone's house – usually a member of the family – for a special meal. Oh yes, and we have decorations and lights in our houses.

**Dave:** Sounds great! And what about the kids? Do they enjoy it?

**Abdullah:** Of course! They're all given presents ... candy, new clothes, money. Eid is a time of giving – towards the end of Ramadan and at Eid we give charity to poor people so that they can enjoy the festival, too.

**Dave:** Well, Abdullah, good Eid. Enjoy!

**Abdullah:** I'll try to – but it's not as easy to celebrate here in the States. In Saudi, we have a three-day public holiday!

#### 2b

- Ask the students to listen again and complete the sentences.

**ANSWERS:** 1 presents 2 clothes 3 money 4 public holiday 5 prayers; meal

### 3 Reading and speaking

#### 3a

- Have the students read and check the true sentences. Encourage them to guess when they aren't sure. Do not check the answers yet.

#### Learner development

Explain to the students that when they approach a reading text, they bring with them all their knowledge and personal experience of the world. Their experience may not directly

include the topics they are studying, but it will include more general aspects of the human experience that will often allow them to make predictions. Tell students that proficient readers constantly make predictions and then confirm or not as they read.

### 3b

- Ask the students to read the texts and check their answers.
- Go over the answers as a class, asking volunteers to say which part of the text supports their answers. Ask the students to explain when they have inferred an answer from the text.

**ANSWERS:** 1 both 2 Eisteddfod 3 both 4 Al Jinadriyah 5 both 6 Al Jinadriyah 7 Al Jinadriyah

### 3c D

- Put the students into pairs, and ask them to talk about which of the two festivals they would like to go to and why.

## 4 Word builder: word building

### 4a

- This activity can be done individually or in pairs.
- Tell students to choose the suitable endings for the words in the box. Tell them to complete the words that they already know first. Then have them look up words that they do not know in a dictionary.

#### POSSIBLE ANSWERS:

1 poet	poetry	
2 perform	performance	performer
3 celebrate	celebration	
4 decorate	decorative	decoration
5 entertain	entertainment	entertainer

#### Alternative E

Have the students organize the words into a spidergram in their notebooks. They can do a different one for each type of celebration. Have the students think of a celebration or festival that they are familiar with for each category. Doing this will help them to think of which words are appropriate for each type. Once they have finished classifying the words, have them think of other words that they could add to their spidergrams.

### 4b

- Have students underline the stressed syllables in the words, then have them check them in the dictionary.

### 4c

- Have students complete the sentences with words from the exercise.
- Check their answers with the whole class, asking students to read their completed sentences.

**ANSWERS:** 1 entertainment 2 performance 3 competition 4 decorations 5 celebrations

## 5 Speaking, writing and reading

### 5a

- Put the students into pairs, and ask them to choose a festival typical of Saudi Arabia, or of a particular city in the region that they would like to describe.
- Have the students discuss what they know about the festival and brainstorm their ideas.

### 5b

- Ask the pairs to read the questions and add any missing information to their facts.
- Tell the pairs to write a short description of their festival using the information they brainstormed and their answers to the questions as a guide.

### 5c D

- Have the students put their descriptions on the board or on the wall. Ask them to walk around the room and read the different descriptions.
- Have the class vote for the best description.

#### Additional E

Have the students prepare a poster with photographs or drawings to support the description. Have them display the posters and then vote for the best poster. This activity could be done as homework, or you could give students time to do it in class over the next four lessons.

**Teaching tip** If possible, leave the descriptions / posters on the walls of the classroom as long as you are working on this unit. Surrounding the students with the language that they are learning will provide them with continued exposure. However, it is important to create situations where the students have to refer to the descriptions / posters later on during the unit. One activity could be the following:

- Ask the students to walk around, look at all the descriptions / posters, and choose a different festival than the one they chose to do their own description / poster on.
- Give them a few minutes to study the new description / poster.
- Have them describe the festival to the rest of the class.
- This could be done in five minutes and you could use this activity with the whole class or with students who finish their work quickly, etc.

This could be an ongoing activity that you do once in a while during classes while you are working on this unit.

#### Workbook D

Have your students work through the exercises on pages 34 and 35. Answers on page 83.

### Preparation

Ask the students to think of their favourite national or traditional dish and to bring a picture of it, if possible.

## 2 Culture on the table

### Aims Analysis (+ Access + Activation)

#### Discourse objectives

- Develop the unit topic: cultures and customs
- Expose students to extended, formal written discourse (article)

#### Language objectives

- Expose the students to the present passive in the context of an article
- Teach the present passive

#### Specific skills objectives

- Develop speaking skills: giving reasons for the popularity of fast food
- Develop reading skills: reading for full comprehension
- Develop writing skills: describing a favorite national dish

### 1 Speaking

#### 1a

- Ask the students what their favourite food is. Elicit different kinds of fast food.
- Put the students into pairs. Have them look at the photographs and answer the questions.

**POSSIBLE ANSWERS:** 1 A burger: the United States, B pizza: Italy, C kabsah: Saudi Arabia, D sushi: Japan, E hummus and pita bread: the Middle East and Greece 2 Students' own answers. 3 Students' own answers.

#### 1b

- Tell the students to continue to work in pairs and to make a list of reasons why fast food is so popular.
- Ask the pairs of students to form groups of four by joining another pair, and to compare their lists.
- Discuss possible reasons as a class, asking volunteers to read the items on their lists.

**POSSIBLE ANSWERS:** It's cheaper than eating at a restaurant. It's very convenient because it's so fast. Most fast food is also full of carbohydrates, fat and salt, which are very tasty but not very healthy.

### 2 Reading **D**

#### 2a

- Ask the students to read the article in order to complete the fact file.

#### 2b

- Have the students check their answers with a partner.

**ANSWERS:** 1 Having food prepared ready for people to take away, plus the idea of specialization in food preparation 2 All over the world, including Saudi Arabia, Bahrain, the Emirates, Kuwait, Egypt 3 Al Baik and Herfy 4 Burger, plus French fries and a coke but it changed quickly to match local tastes. In Saudi Arabia, for example, Kufta and fries is popular, or roasted chicken with sauce 5 examples include ice cream, coffee, bread, pastry and chocolate.

#### Additional **E**

Have the students make discussion questions. Explain that since these questions are meant to generate discussion, the answers do not need to be found in the text.

**Teaching tip** One way to help the students write their questions is to provide them with skeleton questions such as the following:

*What was the most ... part of the article?*

*Do you agree with the writer that ...?*

Elicit from volunteers different ways to complete these questions. Ask the students what other skeleton questions they might use.

### 3 Grammar builder: present passive

#### 3a

- Tell the students that they are going to analyze the difference between active and passive sentences.
- Ask the students to read the sentences in the table, and then to answer the questions individually.

**Teaching tip** It is important for you to encourage the students to try to analyze the grammar before you explain the rules or read the *Language assistant*. Actively analyzing the grammar is a form of problem solving and is therefore more meaningful for students than only reading the explanations and examples. Also, once students have tried to answer the questions about the new language, they have created a need for the explanations. Remind them that it is OK if they make mistakes in their analysis or if they aren't sure of an answer – the mere act of thinking about the language will help them understand it better when you do explain.

- Write one of the pairs of sentences from the table on the board to use as a reference. Read each of the questions out loud and elicit the answers from volunteers.
- For question 1, have a volunteer go up to the board and underline or circle the different parts of the passive sentence.

**ANSWERS:** 1 Subject + verb *be* + past participle (+ *by* the agent) 2 The passive voice emphasizes the object. 3 Students' own answers.

### Language assistant

- Read the *Language assistant* out loud for the whole class, and check comprehension by asking questions about the examples, e.g. *Who sells millions of burgers every year?*



### Language help

The present passive is used to describe processes and situations where the object is more important than the subject, or the subject is not known.

### 3b

- Ask the students to complete the sentences with the appropriate form of the verbs. Some of the sentences are active and some are passive.

**ANSWERS:** 1 are eaten 2 eat 3 is made 4 is spoken 5 speak

### 3c

- Write the example of the active sentence on the board and ask a volunteer to read it out loud. Then go over the construction of the passive sentence out loud, circling the object and the verb.
- Have the students rewrite the sentences using the present passive.

**ANSWERS:** 1 Pizza is made from tomato sauce, mozzarella cheese and dough. 2 Millions of dollars are spent on TV advertising by the biggest companies. 3 Sushi is eaten by many people because it is tasty and healthy. 4 Millions of litres of milk are drunk every year by Americans. 5 Rice is grown all over the world.

## 4 Speaking and writing

### 4a

- Elicit from the class what their favourite dishes are and a few facts about them: ask how often they eat them, if they are seasonal or easy to make all year long, if you can buy them at stores and restaurants, and whether the students themselves know how to make them, etc.
- Put the students into groups of three or four. Have them tell each other about their favourite national or traditional dish.

### 4b

- Ask the students to write individually about their favourite national or traditional dish. Tell them to use the ideas provided as a guide, but encourage them to expand on those ideas. Ask them not to mention the name of the dish in their descriptions.

### 4c

- Ask the students to read their descriptions to the rest of the group without saying which dish they are describing.
- The rest of the group then tries to guess which dish was described.
- If students have brought in a picture of their dish, they could show it now.

**Alternative:** Have the students sit in a circle and read their descriptions to the other students in the circle (if you have a big class you can make several circles of six to eight students). Have them take turns in the following way: the student who guesses a dish correctly is the next person to describe their dish, or if they have already read their description, the person on their right is next.

### Workbook D

Have your students work through the exercises on pages 36 and 37. Answers on page 83.

### Preparation

For the next class, bring in a political map of the world that you can put up on the board.

# 3 Culture at home

## Aims Analysis (+ Access)

### Discourse objectives

- Develop the unit topic: cultures and customs
- Expose students to extended, formal written discourse (personal narrative)

### Language objectives

- Teach expressions followed by verb + *-ing* and *to* + verb
- Teach weak forms of verb + *to*

### Specific skills objectives

- Develop speaking skills: explaining customs and characteristics of their own culture
- Develop reading skills: predicting, making inferences and reading for full comprehension

## 1 Listening, writing and speaking

### 1a

- Ask students to listen to the recording and answer the questions.

**ANSWERS:** 1 Saudi Arabia 2 Because Richard is travelling to Saudi Arabia next month and Abdullah is from there.

### AUDIOSCRIPT TRACK 27

**Richard:** Hi, Abdullah! Hey, I'm really looking forward to going to Saudi Arabia next month.

**Abdullah:** Good! What would you like to know about my country then, Richard?

**Richard:** Everything! Tell me about the weather, the food, the language, the culture ... anything really.

**Abdullah:** Well, the language is Arabic, of course. Some people speak it in their own dialect, and you might have trouble understanding them.

**Richard:** Yes, I'm sure. Anything else?

**Abdullah:** Well, we drive on the right side of the road.

**Richard:** Oh, that's good to know. What about the food, is that the same as here?

**Abdullah:** Well, some of it's the same. You can get all the fast food you get here, of course. What's different is the traditional food. Kabsah, which is a rice dish, is eaten everywhere, but there's also a dish from the central region, which is chicken wrapped in very thin unleavened bread – that's delicious because the chicken is so tender. Then there's Seleq which is a lamb-rice pudding – that's popular in the Western Region, and aseedah from the southern region – that's a dough type dish that is served with a thin broth.

**Richard:** Well, I used to eat all sorts of interesting food when I was in Jordan.

**Abdullah:** Traditional Saudi food's great! Oh, and don't forget to take your hat. The weather is very hot and sunny, even in April.

**Richard:** OK.

**Abdullah:** But one thing's the same: the people there are just as friendly as you Americans. You'll love it!

**Richard:** Great!

### 1b

- Tell the students to read the table and try to remember if the topics in the left-hand column are the same as or different from the USA. Then play the recording again and have them check the correct columns in the table.
- Check answers as a class.

**ANSWERS:** Language: different Driving: same Food: fast food is the same, but the traditional food is different Weather: different People: same, both friendly

### 1c

- Put the map you brought on the wall or on the board, and elicit from the students names of countries that they are familiar with and could talk about. If you do not have a map, brainstorm countries by asking students about each continent, and write their ideas on the board.
- Put the students into pairs or groups of three, and ask them to collaborate in writing a comparison of another country with their own. Ask them to use the categories from the table. Have all the students write the paragraph in their notebooks, but assign the role of reporter to a student in each group.
- Ask the reporters to read their group's paragraph to the rest of the class.

## 2 Grammar builder: expressions followed by verb + *-ing* or *to* + verb

### 2a

- Tell the students that when they listened to the conversation about Saudi Arabia there were several expressions followed by verb + *-ing* and *to* + verb. Ask them to read the sentence parts and to match them to make complete sentences. All of the expressions make sense in the context of someone who is travelling soon to Saudi Arabia.
- Check the sentences with the whole class. Tell them that although different combinations might be grammatical, one combination is both grammatical and makes the most sense in the context.

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

## 2b

- Ask the students to look at the expressions in the box and decide whether the verb should be followed by *-ing* or *to* + verb.
- Although students' intuition about these expressions may not be strong yet, have them say each expression with a verb + *-ing* and with *to* + verb and see if one 'sounds' more natural than the other. Suggest that they also use exercise 2a as a reference.

### ANSWERS:

Type 1: be used to, stop, get used to, enjoy, have trouble, finish, look forward to

Type 2: forget, decide, want, would like

## Language assistant

- Remind the students that *used to* + verb exists to talk about habits in the past, and warn them not to confuse it with the expressions *be used to* + *-ing* and *get used to* + *-ing*.
- Elicit examples from the students to make sure that they understand.

## 2c

- Ask the students to complete the paragraphs individually.
- Have them compare the paragraphs with a partner.
- Check the answers as a class.

**ANSWERS:** 1 wear 2 wearing 3 having / wearing 4 driving 5 driving 6 to go / to drive 7 going

## 3 Pronunciation: weak forms – verb + *to* D

### 3a

- Ask a volunteer to read the expressions out loud.
- Play the recording and ask the students to focus on the sound of *to*.
- Have one or two students say the first sentence out loud again to see if they have heard the sound and are saying it. Then elicit how the word *to* is said in these sentences.
- Play the recording again and have the students repeat the sentences focusing on imitating the word *to*.

**ANSWERS:** *To* is said with a reduced, or unstressed vowel, so the sound is 'softer' than a full, stressed vowel: /tə/.

### AUDIOSCRIPT TRACK 28

see Student's Book, p. 55 ex 3a

### 3b

- Ask the students to complete the sentences with information that is true for them.
- Have them practise saying their sentences with a partner. The person who is listening should give feedback on the pronunciation of *to*.

## 4 Reading and speaking

### 4a

- Tell the students that they are going to read a text about an American's first visit to Kuala Lumpur and all the things that were different. Ask them to read the sentences and predict whether they will be true or false.
- Ask them to read the email and check whether their predictions were right or wrong.
- Check the answers as a class, and ask the students to give support for their answers, saying where they found the information in the text or what led them to infer the answers.

**ANSWERS:** 1T 2F 3F 4F 5F 6F 7T

### 4b D

- Ask students to tell the class if they have visited a country which is culturally different from Saudi Arabia.
- If there are a number of students, have them work in groups so they can tell others who have not visited such countries about their experiences. The other students can ask them questions too.
- If none of your students have been to such a country, give them your personal experience or discuss what problems they might have, e.g. food, language, how to behave when you meet someone, tipping in restaurants, etc.

### 4c

- Put the students into small groups and ask them to brainstorm the things that a British tourist visiting Saudi Arabia would find to be different. One student in each group should make a note of these.
- Ask the students to discuss what to tell the tourist about the things on their list, using the example sentence as a model.

### Workbook D

Have your students work through the exercises on pages 38 and 39. Answers on page 83.

# 4 Saudi Arabia and the World: Visiting a British home

## Aims Activation (+ Analysis)

### Discourse objectives

- Develop the unit topic – Living culture
- Expose students to informal spoken discourse (conversation between friends)

### Language objectives

- Teach students functional language (inviting, accepting and refusing invitations)
- Review language of making social contact, greetings, farewells, introductions and giving thanks

### Specific skills objectives

- Develop reading skills – understanding intent
- Develop listening skills – listening for detail
- Develop writing skills – semi-formal letter of thanks
- Develop speaking skills – social language

## 1 Listening

### 1a

- Explain to the students that the lesson is going to revolve around being invited to people's homes and knowing what to say in various situations. Explain that there will be a lot of speaking in this lesson.
- Have the students look at the picture of the Arabic student with the British father and son in their home and ask them what they can see in the picture.
- Expand the conversation by asking how the people might feel and why, and how the students might feel in a similar situation. If the students don't recognise the situation, make it clear to them that this is a cross-cultural situation and that the people in the picture may be feeling a little awkward or nervous because of this. This is important because later in the lesson, useful expressions relating to this scenario are used.

### 1b

- Have the students listen to the conversation between Tom and Jamal. While they are listening they should mark the sentences as true or false in the boxes provided. If necessary, the recording can be played twice.

### 1c

- Put the students into pairs and ask them to check their answers against each other. Follow with whole class feedback.

**Additional** Ask the class to discuss the situation in the recording. How would the students feel in Jamal's situation? What would they buy for Tom's parents?

### AUDIOSCRIPT TRACK 29

**Jamal:** Thank you for inviting me to dinner at your parent's home tomorrow evening, Tom.

**Tom:** That's fine. They're looking forward to meeting you.

**Jamal:** I'm a bit worried you know.

**Tom:** About speaking English?

**Jamal:** No, about the food. I can only eat halal meat you know.

**Tom:** Jamal, my father used to work in Saudi Arabia. He knows all about Islamic food.

**Jamal:** Yes, but is halal food sold in the shops here in London?

**Tom:** Of course. A lot of Muslims live here. In fact, there used to be a halal butcher's near our house but that's not in business any more.

**Jamal:** So, where can you buy halal meat now?

**Tom:** In the supermarket in town. We bought everything for dinner yesterday so don't worry.

**Jamal:** Tom, I've never been to a home in Britain before. Should I get a present for your parents?

**Tom:** No, you don't have to but you can. People often buy flowers or something like that.

**Jamal:** OK, I'll do that then.

**Tom:** Great. See you tomorrow evening.

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

## 2 Reading and speaking

### 2a

- Explain to the students that they are going to look at expressions used in situations where invitations are being made. Later they are going to use the expressions in conversation.
- To get started on the theme, ask the students about their own lives and how often they are invited somewhere, and how often their families invite people to their house. Ask how they reply to an invitation (or their parents).
- Draw the students' attention to the box with expressions in it. Have them read the expressions individually and decide if they relate to making, accepting or refusing invitations. They should tick the correct box as in the example.
- Check the students' answers as a whole class activity.

**ANSWERS:** 1 make 2 accept 3 refuse 4 make 5 refuse  
6 accept 7 make 8 accept 9 make 10 refuse

### 2b

- Put the students into pairs, Student A and Student B.
- Have the students go through the situations in the exercise, starting with Student A inviting Student B to his / her house for dinner. Student A initiates the interaction, then Student B responds. The idea is to use the language from the box whenever possible, but also to develop the conversation in as natural a way as possible using the prompts given.
- While the students are doing the exercise, walk around the class to help with language, and to finish the activity some students can perform in front of the class

#### Teaching tip

Always highlight and praise use of the target language when students are performing in front of the class. This will encourage others to do the same and the target language will be better learned.

## 3 Speaking

### 3a

- Explain to the students that they are going to have short conversations to introduce themselves to people they do not know, to develop social contact, to say thank you and to say farewell.
- Put the students into pairs. Student A is Jamal and Student B is Harry, who is Tom's father. Make it clear that initially, these two have never met before.
- Have the students go through the three situations in the exercise. They have to read their role and change the instruction into natural sounding conversation. Students should be encouraged to expand the conversations naturally when they can. When they have gone through all three situations, they should change roles so as to practise both. Monitor their progress and praise good language use.

### 3b

- Have some of the pairs perform in front of the class.

#### Additional E

Depending on the level of the class, it may be necessary to go through some of the language needed for this activity before the role-plays. The teacher can write functions on the board such as 'greetings', 'asking how someone is', 'introductions', 'saying farewell' etc. and then ask students what they could say in each of the situations. If students lack the expressions, they should write them in their notebooks.

## 4 Writing D

### 4a

- Put the students into pairs and ask them to imagine they are Jamal. Together have them brainstorm ideas about what to write in a letter of thanks to Tom's parents. There are some ideas in the SB regarding possible content of the letter.

### 4b

- Have the students write their letters collaborating in pairs, making sure they have included enough of the points suggested in 4a. Encourage the students to ask you for help if they do not know how to express something.

### 4c

- Ask students to read their letters to the class. The students can choose the letter they think is best.

# Unit 7 Good health

## 1 You and your body

### Aims Access (+ Analysis + Activation)

#### Discourse objectives

- Establish the unit topic: health
- Expose students to extended, informal written discourse (popular magazine psychology quiz)
- Expose students to extended, formal spoken discourse (radio talk)

#### Language objectives

- Teach words related to the human body
- Expose students to target grammar of the next lesson: causatives

#### Specific skills objectives

- Develop listening skills: predicting and listening for details
- Develop speaking skills: giving opinions about exercise

### 1 Reading and speaking

#### 1a

- Ask the students to read the three statements and choose one that reflects them.
- Take a class survey by asking the students to raise their hands for the statement they chose.

#### 1b

- Have the students read the quiz items and decide whether they are true or false.
- There are likely to be a few words they do not know. Ask them to highlight the words they don't know and to look them up in the dictionary.

#### Additional E

Ask the students to walk to the board to write a word they looked up in the dictionary. They shouldn't write the definitions, just the words. When they have finished doing the quiz and writing the words on the board, elicit from the class the meanings of the words they've looked up. Encourage the students who didn't look up the word to say what they think it means, and encourage the students who did look the word up to paraphrase.

#### 1c

- Put the students into groups of four, and ask them to compare their answers to the quiz. Ask them to take turns: student 1 reads an item and the rest of the students say whether they thought it was true or false and why; then student 2 reads the next item, and so on.

#### 1d

- Have the students check their answers at the foot of page 59.
- Ask them to count how many correct answers they had and to check whether their score corresponds to the statement they chose and whether they would choose a different statement in exercise 1a now.

#### Additional E

Ask the students if they learned anything about the human body that surprised them. Ask them to say what they found the most interesting.

### 2 Word builder: the body D

#### 2a

- Tell the students that they are going to participate in a race. Tell them that they have two minutes to write down as many parts of the body as they can think of. Time them so that it really is a fast-paced activity.

**Teaching tip** These are suggestions for parts of the body if you want to push the students to review more parts: hair, forehead, nose, cheeks, ears, eyelashes, eyebrows, eyelids, mouth, lips, teeth, chin, neck, shoulders, back, abdomen, waist, hips, legs, arms, elbows, wrists, hands, fingers, fingernails, ankles, knees.

#### 2b

- Ask the students to take turns going to the board and writing a word from their list. When a student runs out of words to add to the board, he is out of the game. The rest of the students continue to play until the last student writes the last word on the board and is the winner of the race.

#### Additional E

In class, or as homework, have the students record the new words from this lesson in their notebooks. If they learned new words in exercise 1, they should include these as well. You can ask them to make spidergrams or you can have them list the words by semantic category, e.g. parts of the face.

### 3 Speaking, listening and writing

#### 3a

- Ask the students what their favourite types of exercise are. Write their ideas on the board. Elicit the types of exercise they normally do and what they would like to do. Encourage the students to write down any new words in their notebooks.

- Put the students into pairs, and have them discuss the questions. Walk around the classroom, listening in and giving support if students ask for it.

### 3b

- Tell the students that they are going to listen to an interview on the topic of exercise. Ask them to check their answers to question 1 in exercise 3a and make a mental note of new facts as they listen.

#### Learner development

To help the students practise their active listening skills, pause the recording after the introduction by the interviewer ('... the main benefits of exercise?') and ask them what they think Dr Hanley is going to reply. This is a useful technique that you can apply to any listening text, or even to a story you tell them yourself. Pause and have the students complete your thoughts. This makes them aware of how much they can guess from context and makes them better listeners.

#### AUDIOSCRIPT TRACK 30

- Interviewer:** Today I'm talking to Dr Hanley, an exercise therapist. He's going to give us some tips about exercise. Dr Hanley, what are the main benefits of exercise?
- Dr Hanley:** First, and most important, people who exercise regularly are less likely to have a heart attack than people who don't exercise.
- Interviewer:** OK, fewer heart attacks. What else?
- Dr Hanley:** Exercise helps us sleep better. People who exercise usually sleep about an hour more than people who don't.
- Interviewer:** And we look better if we exercise!
- Dr Hanley:** Yes, of course. We all look and feel better when we're in good physical shape.
- Interviewer:** Now, Dr Hanley, can you give us some tips on exercising?
- Dr Hanley:** Sure. First, it isn't necessary to exercise for a long time or to exercise every day. If you exercise for about 30 minutes at least three times a week, you can stay in shape.
- Interviewer:** 30 minutes three times a week? That isn't very much.
- Dr Hanley:** No, but it's enough for the average person. Second, always warm up before you do heavy exercise. Stretch your muscles to warm them up and make them flexible.
- Interviewer:** Warming up prevents injuries, right?
- Dr Hanley:** That's right. Finally, don't drink coffee or cola before you exercise because the caffeine can increase your blood pressure.
- Interviewer:** OK, exercise at least three times a week, warm up before exercising, and don't drink caffeine.
- Dr Hanley:** Oh, and it's a good idea to get your blood pressure checked regularly, too.
- Interviewer:** Right. Thank you, Dr Hanley.

### 3c

- Play the recording again for the students to listen and complete the sentences.
- Check answers with the class and elicit various answers for sentences 5 and 6.

**Teaching tip** If the students are having a hard time coming up with ideas to complete sentences 5 and 6, prompt them by giving them ideas about what topics to talk about, e.g. their opinions on exercise in general, who should exercise, when people should exercise, where the best places to exercise are, what are the best activities to do.

Ask the students also to give a reason for their opinions in sentences 5 and 6. Saying *I think running is great* wouldn't be a complete answer; they should say why it's great. You can provide additional support by giving them a model with your opinion, e.g. *I think the best exercise is walking. It doesn't feel like exercise and you can do it in the fresh air.*

**ANSWERS:** 1 It isn't necessary to exercise for a long time or every day. 2 If you exercise three times a week, you can stay in shape. 3 You should always warm up before you do heavy exercise. 4 It isn't a good idea to have drinks with caffeine before exercise because they increase your blood pressure. 5 Students' own answers. 6 Students' own answers.

## 4 Speaking

- Put the students into groups of four, or if you have a small class, you could do this activity as a class discussion.
- Ask the students to discuss their ideas about exercise. Have them use the questions as a guideline but encourage them to talk about what they like and do not like to do since this will spark their interest and therefore promote lively discussion.

#### Workbook D

Have your students work through the exercises on pages 40 and 41. Answers on page 83.

## 2 Dangerous practices

### Aims Analysis (+ Access + Activation)

#### Discourse objectives

- Develop the unit topic: health
- Expose students to extended, written discourse (article)

#### Language objectives

- Teach causatives: *have / get something done*
- Familiarize students with language used with causatives
- Familiarize students with language related to smoking

#### Specific skills objectives

- Develop speaking skills: discussing health problems (specifically smoking)
- Develop writing skills: giving advice

### 1 Speaking and reading

#### 1a

- Write the word *smoking* on the board and ask the students for the first words that come to mind when they think of *smoking*. If a student says *cigarette*, ask the class what *cigarette* makes them think of, and so on. Stop the association chain when they start to get off the topic, and get another chain going again by asking what else *smoking* makes them think of.

**Alternative:** Ask the students to take out their notebooks, write *smoking* on a blank sheet of paper and do a short free-writing exercise. Tell the students how much time they have for the activity. Three to five minutes should be enough. Instruct them to start writing and to continue to write until you ask them to stop. Tell them that they should write anything that comes to mind, no matter how silly they think it is – provided it makes sense – or if they think it contains mistakes, as long as they are writing about what *smoking* makes them think of.

#### Learner development

A free-writing exercise can be used to get students to forget thinking about whatever they had on their minds and to get immersed in a topic. It also helps to get them in touch with their ideas, experiences, opinions, and feelings. Because it is a private activity, students may feel less constrained and self-conscious about making mistakes or expressing their opinions. Be sure to tell the students that they won't be showing their free-writing activity to anyone and that they will use it as a strategy to think about the topic and their opinions. Explain that they can use this technique on their own when they need inspiration to think or write about a topic.

- Put the students into groups of four and have them discuss the questions. Tell them how much time they have and assign the role of time-keeper to a student in each group. This student should make sure that they discuss each of the questions before the time is up.

#### 1b

- Ask the students to read the text about smoking and compare the ideas in the text to the ideas they had when they were discussing the questions. They may do this individually or in the same groups that they were working in before.

#### 1c

- Have the students read the text again and complete the fact sheet.

#### ANSWERS:

Number of deaths every year as a result of smoking: 4 million  
 Estimated deaths caused by smoking in 2030: 10 million  
 Annual cost of treatment in USA for smoking-related illnesses: \$60 billion  
 Main reasons people start to smoke: the effects of advertising, the influence of friends who smoke (mainly in young people), and because they have parents who are smokers  
 Effects of smoking: 24 diseases linked to smoking, early death  
 First anti-smoking campaign: Britain's King James I

### 2 Grammar builder: causatives – *have / get something done*

#### 2a

- Tell the students that they are going to analyze one of the structures used in the reading: the causative.
- Ask the students to read the examples and answer the questions.

**Teaching tip** The first time the students read the examples, they won't know what they are looking for so they will read for meaning. After they have read the first question, they should read all of the examples again – this time with a specific objective and an analytical mindset. Suggest that they read all of the examples after reading each question.

- Check the answers as a class. Ask volunteers to explain how they decided what the answers were.

**ANSWERS:** 1b 2 We add *by* followed by the person. 3 Subject + *have / get* + object + past participle (by noun / pronoun) *She had / got her hair cut by Marie.*

## 2b

- Ask the students to write the sentences using the sequence of words and phrases.
- Have the students identify the tenses / verb forms used in the examples to prove the point.
- Do a couple of examples on the board, eliciting the students' help, e.g. *He / have / apartment / redecorated / last year. (He had his apartment redecorated last year.) She / get / her computer / repair / next week. (She's getting her computer repaired next week.)*
- Elicit from the students that *last year* indicates the verb is *had* and that *next week* indicates that the verb is *will get* or *is getting*.

**Language help**

Causatives can be used in different tenses. The verbs *have* and *get* indicate the tense of the sentence: *I got my car fixed; I'm going to get my car fixed; I should get my car fixed*, etc.

- Check the answers as a class.

**ANSWERS:** **1** He finally got his / the telephone installed last week. **2** I'm having my car repaired at the moment. **3** They want to have the new house designed by a good architect. **4** You should get your eyes tested. **5** We are going to have the food prepared by a catering company.

## 2c

- Tell the students that they are going to practise the new structure by making up their own examples. Ask them to read the words in the boxes and to look up any unknown words.
- Write an example or two on the board that are true for you and read them to the students. Add a few details to provide context if possible, e.g. *I had my house painted last month. It was expensive, but now it looks great!*

2d **D**

- Put the students into pairs and have them read their sentences to each other.
- Ask them to provide details when possible (as you did in your own example).

## 3 Writing, reading and speaking

## 3a

- Ask the students to read the letter and write a reply that includes some advice and says how they gave up smoking.
- Have the students read the ideas in the boxes. The ideas are divided into three categories that will help the students to structure a response, but they should not feel limited by these and can use their own ideas instead.
- Elicit from the students which verb form is used to give advice (should) since they will be giving advice in their letter.
- Walk around the room, giving support when necessary.

## 3b

- Put the students into groups of three or four, and have them take turns reading their letters to the group.
- Ask them to discuss which of the ideas mentioned in all of the letters are the most effective.
- Finally, ask the students if they know anyone who has really given up smoking and explain why they think they were able to do it, which strategies worked for them, etc.

**Additional E**

Collect their replies and select one or two that you think were particularly successful and well structured. In your next lesson, write the replies on the board or make copies of them to distribute to the class. Ask the students whether they think they are good replies or not, and why. Discuss this as a class.

3c **D**

- Students choose which problem they want to write about, think about what advice to give and then write the letter. They can discuss in pairs to begin with if you wish.

**Workbook D**

Have your students work through the exercises on pages 42 and 43. Answers on page 83.

# 3 The best remedies

## Aims Analysis (+ Access + Activation)

### Discourse objectives

- Develop the unit topic: health
- Expose students to colloquial spoken discourse (conversation)

### Language objectives

- Teach words related to health problems, including illness, symptoms, and treatments
- Teach modals of deduction: *must*, *may/might*, *can't*

### Specific skills objectives

- Develop speaking skills: describing symptoms and giving advice on treatment
- Develop reading skills: identifying the topic
- Develop listening skills: listening for main ideas and for full comprehension

## 1 Word builder: health problems

### 1a

- Put the students into pairs and ask them to read the two boxes with symptoms. Explain that there are two ways of talking about symptoms: *I have ...* and *I'm ...*
- Ask the pairs to try to think of other things you might say with *I'm ...* and to write them in the second box.

**POSSIBLE ANSWERS:** I'm sleepy. I'm coughing a lot. I'm exhausted. I'm weak. I'm dizzy. I'm hot. I'm shivery. I'm aching.

- Have them look up the words they do not know in the dictionary. Check comprehension with the whole class by asking volunteers to explain (or mime) the symptoms.
- Have the pairs then fill in the *Symptoms* column in the table. Encourage them to discuss what the sicknesses are, and again have them use the dictionary when necessary.

**POSSIBLE ANSWERS:** The flu: aching muscles, headache, fever, tired, sneezing, sore throat  
A cold: tired, sneezing, cough  
Food poisoning: stomachache, feel sick  
Appendicitis: abdominal pain, feel sick, fever  
Migraine: headache, feel sick, dizziness

### 1b

- Choose one of the illnesses and ask the students how a person can get better if they have it. Elicit home remedies, doctor's suggestions, etc. that the students may have heard of.
- Then, in the same pairs, ask them to fill in the *Treatment* column in the table.

**ANSWERS:** The flu: take aspirin, drink fluids, rest in bed  
A cold: take aspirin, take a decongestant, drink liquids, eat fruit and vegetables  
Food poisoning: eat very little food, drink herbal tea, rest in bed  
Appendicitis: have surgery  
Migraine: take aspirin, rest in bed, drink liquids

### 1c

- Either put the students into small groups or hold a whole-class discussion about which illnesses the students have had and what they have done to treat them.

## 2 Reading and writing

- Have the students read the text and fill in the diseases from the table in exercise 1 individually.

### Additional E

Ask the students to quiz each other on the diseases. Tell them to take turns choosing a random paragraph and reading it to their partner. Tell them that when they reach the disease they should say *blank* and continue reading until their partner has guessed what the illness is. The student who is guessing should close their book while listening.

**ANSWERS:** 1 food poisoning 2 appendicitis 3 the flu  
4 a cold 5 a migraine

## 3 Listening D

### 3a

- Ask the students to read the multiple-choice questions and possible answers.
- Play the recording, and have the students listen and choose the correct answer.
- Check the answers with the class. Ask the students to explain which part of the conversation led them to choose each answer.

**ANSWERS:** 1a Waleed is sick. (He has a stomachache and feels sick.) 2a The woman is probably Waleed's mother. (She isn't the doctor, because she mentions taking Waleed to the doctor if he doesn't feel better. She is probably not Waleed's friend as she is looking after Waleed as an adult would – offering rational reassurance and treatments.)

### AUDIOSCRIPT TRACK 31

**Waleed:** I feel awful.  
**Mother:** What's wrong, Waleed?  
**Waleed:** I have a stomachache and feel sick. I don't want any lunch. I think I've got appendicitis!  
**Mother:** Are you hot?  
**Waleed:** No.  
**Mother:** Does your stomach really hurt badly?  
**Waleed:** No, just a little.  
**Mother:** Well, you can't have appendicitis because you don't have a fever or terrible abdominal pain.  
**Waleed:** OK, Mum.  
**Mother:** You stay in bed and I'll bring some herbal tea. Then if you aren't better tomorrow, it must be food poisoning. I'll have to take you to the doctor.

### 3b

- Tell the students that you are going to play the recording again. Have them read the questions.
- Play the recording once more. Students should listen to answer the questions.
- Check the answers as a class.

**ANSWERS:** 1 appendicitis 2 stomachache and he feels sick  
 3 food poisoning 4 stay in bed, drink herbal tea, and if the symptoms persist the next day, they'll go to the doctor

## 4 Grammar builder: *must, may / might, can't* for deductions

### 4a

- Ask the students to read the conversation silently first. Then ask a couple of volunteers to stand up and read it out loud to the class.
- Have the students answer the questions individually. Ask them to check their answers with the person next to them.
- Check the answers as a class.

**ANSWERS:** 1 might / may 2 must 3 can't 4 Students' own answers.

### 4b

- Ask the students to complete the conversation. Again, give them the chance to do this individually first since analyzing requires some reflection and concentration. When they have finished, ask them to check with a partner.
- Check the answers as a class.

**ANSWERS:** 1 might / may 2 must 3 can't 4 can't 5 must 6 might / may



### Language help

Modals of deduction – *must, might, may, can't* – are used to express possibility and probability of situations or events. Watch out for common student errors such as *She must to be sick*, and explain that the word *to* is unnecessary in English: *She must be sick*.

## 5 Speaking

- Put the students into pairs. This might be a good chance to get them to work with someone they have never worked with.
- Ask them to read the outline for their conversations and to choose who will be the doctor and who will be the patient first.
- Give them time to prepare their conversation, and walk around giving support when necessary.
- Ask the students to practise their conversation by reading it first and then to try it without reading.
- Then ask them to switch roles and practise the conversation again.

### Additional E

If you have enough time, ask them to make up a new conversation with another illness when they switch roles.

- Ask volunteer pairs to perform their conversations in front of the class.

## 6 Pronunciation D

### 6a

- Play the words to the students and have them discuss the stress in pairs. They write the words in the columns.

### 6b

- Play them again for them to check. Give them time to amend and check the answers.

**ANSWERS:** Stress on first syllable: migraine, symptom, medicine, virus Stress on second syllable: immediately, severe, extremely, tomorrow

### AUDIOSCRIPT TRACK 32

see Student's Book, p. 63 ex. 6a

### 6c

- Students read the pages again and find two more words for each column.

### AUDIOSCRIPT TRACK 33

Stress on first syllable: temperature, migraine, symptom, medicine, virus  
 Stress on second syllable: abdominal, immediately, severe, extremely, tomorrow

### 6d

- Students practise saying the words in pairs. Go round and listen to them. Help when necessary.

### Workbook D

Have your students work through the exercises on pages 44 and 45. Answers on page 83.

# 4 Saudi Arabia and the World: Visiting the doctor

## Aims Activation (+ Access)

### Discourse objectives

- Develop the unit topic – Good health
- Expose students to formal spoken discourse (an interview with a doctor)

### Language objectives

- Teach students functional language (making appointments)

### Specific skills objectives

- Develop reading skills – inferring meaning
- Develop listening skills – listening for detail
- Develop writing skills – informal email
- Develop speaking skills – making appointments

## 1 Speaking and listening

### 1a

- Explain to the students that the lesson is going to revolve around health and that they will be studying and using the language of making appointments.
- Have the students look at the picture of the hospital and ask the students what it shows (a doctor with a patient in a modern hospital).

### 1b

- Put the students into pairs and ask them to discuss the three questions in 1b. As a class go through the answers to the questions, and as a lead in to the next exercise, focus on the last of these, making sure the students know what it is.

### 1c

- Following on from 1b, explain to the students that they are going to hear a radio interview with a doctor about the Ministry of Health.
- Have the students listen to the interview and complete the notes in the exercise. Some of the answers here are quite long so it may be necessary to play the recording twice so that the students have more time to complete the notes.

### 1d

- Put the students into pairs to compare their notes and then go through them as a whole class. You may wish to spend some time on the vocabulary items that are not known in the text if the students are having problems with it e.g. *public v private health care, rural, keep high standards*, etc.

### AUDIOSCRIPT TRACK 34

**Interviewer:** In the studio we have Dr Fawwaz Jamil. He is going to tell us something about the Ministry of Health in Saudi Arabia. Dr Fawwaz, how old is the Ministry of Health?

**Dr Fawwaz:** It first became a ministry in 1950. Before that it was a smaller government department.

**Interviewer:** I see and where are the offices?

**Dr Fawwaz:** In Riyadh. The ministry's job is to ensure high standards of health care and to supervise high hospitals. Both public and private hospitals are supervised by the Ministry.

**Interviewer:** What about rural hospitals, Dr Fawwaz?

**Dr Fawwaz:** Well, one aim of the Ministry of Health is to make sure rural areas are provided with basic health care for all people, including maternity care for women who are going to have babies delivered.

**Interviewer:** And are there any other aims?

**Dr Fawwaz:** Yes, to keep high standards in specialist hospitals. These include hospitals for cancer patients, hospitals for patients who are going to have operations done and hospitals that perform transplants.

**Interviewer:** I see, well perhaps you can tell us ...

**ANSWERS:** 1 1950 2 Riyadh 3 public and private 4 to provide rural areas with health care and to keep high standards in specialist hospitals

## 2 Reading and speaking

### 2a

- Explain to the students that they are going to spend some time now studying the language of making appointments.
- Elicit from the students expressions they might already know to help them make appointments. Write any useful expressions on the board for students to write in their notebooks.
- Draw the students' attention to the dialogue on page 64 with the receptionist's lines missing. Explain that the students must complete the dialogue using their own words.
- Put the students into pairs and have them work together to complete the dialogue. It is important that they do not look at the box on page 65 with the sentences in it at this point. It is alright for the students to ask how to express an idea but they should at this stage try to activate the language they already know to complete the dialogue.
- When they have finished, ask a pair or two to read out their dialogues. Possibly a pair who feel they have done it well would be a good choice. If this has been a very difficult exercise so far, go straight to the next exercise.

### 2b

- Draw the students' attention to the box on page 65 with the sentences A–G in it. Have the students look at the dialogue again completing it using the sentences from the box.
- Go through the answers with the class.
- Have the students read out the correct dialogue in pairs (they can do it twice with each student taking on each role once).

**ANSWERS: 1 E 2 D 3 C 4 A 5 G 6 B 7 F**

### 2c

- Explain that the students are going to take part in role plays to practise the language of making appointments using the language from exercises 2a and 2b.
- Put the students into pairs, Student A and Student B. Have Student A read the information in the box for Student A and Student B the information in the box for Student B. Give them time to read and understand their information.
- Student B should look at the Appointment Book very carefully when arranging the appointment so as not to accept a time when the clinic is busy. Both students also need time to look at the dialogue again to remind themselves of the language they will be using.
- When the students are ready, they should perform the role-play. The idea is to make an appointment for the best time possible. It is important that Student A knows he / she will probably have to change plans and make a compromise as there are not many appointments available.

### 2d

- This exercise follows the same format as that of 2c. The only difference is that the students have to change roles from A to B and vice versa. Teachers should follow the same procedures for 2c.

### Additional E

If there is time, the students could perform their role-plays in front of the class. After each pair, the teacher should highlight and praise the use of the target language to encourage its use with subsequent pairs.

## 3 Writing D

### 3a

- Explain to the students that they are going to write an email to a friend imagining they are Amin from this lesson (if more appropriate, female students can write as females using different names).
- Tell the students to write an email to a friend explaining their problem, i.e. eye sight failing. In the letter the students have to say what the problem is and what they have done about it. The idea is that they get this information from the dialogue and the scenario, i.e. making an appointment at a clinic.
- Put the students into pairs and have them check each others' writing for accuracy.
- Have some of the students read their emails in front of the class.

# Unit 8 Imagination

## 1 Dreams

### Aims Access (+ Analysis + Activation)

#### Discourse objectives

- Establish the unit topic: imagination
- Expose students to extended, formal written discourse (biography)

#### Language objectives

- Expose students to the target grammar of the next lesson: expressing present wishes, future hopes
- Teach the words *wish, hope, expect, wait*

#### Specific skills objectives

- Develop reading skills: interpreting a poem, reading for full comprehension
- Develop speaking skills: speaking about people who have changed society
- Develop writing skills: writing a biography

### 1 Reading and speaking

#### 1a

- Before the students open their books, copy the excerpt of the poem on the board and read it out loud to the students. Ask them to reflect on the poem for a minute individually.

#### Culture note

Arthur O'Shaughnessy (1844–81) was a British poet, born in London, and most famous for the initial lines of the poem 'Ode' from his book *Music and Moonlight*, published in 1874.

- Put the students into pairs and ask them to decide what the message of the poem is. Give them a few minutes to do this (three minutes should be enough).
- Elicit different ideas from the pairs.

#### Learner development

Poems experiment with language and are therefore a good tool to show the students that they can enjoy English as well as use it as an academic or professional tool. Help them think about different interpretations of the poem by eliciting their ideas.

Ask them who they think *we* refers to in the poem. If they don't volunteer anything, prompt them by asking if they think it refers to actual musicians, or if it might be a metaphor for something else, and if so, what?

Ask them what they think the author means by *movers and shakers*. What are they moving and shaking? Does it sound like a positive thing to do? You can continue to lead them to different interpretations by asking them more questions.

One interpretation of the poem is that *we* refers to the creative people in the world who aren't afraid to be different and who are often called 'dreamers' because they want to change reality. They might be regarded as impractical by many, but are often the ones who start change in society, hence the term 'movers and shakers'.

- Ask the students to open their books and consider the excerpt from the poem in relation to the photographs of the people.
- Have them discuss the people in the photographs. If they ask you who some of the people are, encourage them to guess.

**Teaching tip** If they don't recognize all of them, lead them to the answer by giving them some clues. Here are the names of the people followed by possible clues:

A – King Abdullah bin Abdul-Aziz Al Saud: he's also known as Keeper of the Holy Mosques.

B – Neil Armstrong: he was the first astronaut to walk ... on the moon.

C – Muhammad Yunus: a Bangladeshi banker who ... received the Nobel Peace Prize for helping poor people create their own businesses.

D – Bill Gates: he became a billionaire by developing ... software.

#### 1b

- Ask the pairs to read the statements and match each with one of the people in the photographs. You may need to teach the word *polio*.
- Check with the whole class.

**ANSWERS: 1C 2A 3D 4B**

#### 1c

- Have the pairs or groups discuss the movers and the shakers in Saudi Arabia or the world. Ask them who they think inspire others and do work that changes people's lives and who they look up to in Saudi Arabia / the world.
- Elicit a few ideas from the pairs and discuss with the class.

## 2 Word builder: words with similar meaning – wish / hope / expect / wait

### 2a

- Ask the students to match the sentences by looking for the logical sequence.
- Although the students may already be familiar with the words *wish*, *hope*, *expect* and *wait*, they probably haven't analyzed the differences in meaning. Encourage them to read all of the options and work by process of elimination.

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

### 2b

- Ask the students to match the words with their definitions. This exercise will help them to understand the differences between them.

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

## 3 Speaking and reading

### 3a

- Put the students into pairs. You might want to have them work with a different partner.
- Ask them to read the questions and discuss them. Ask them to give each other reasons for their opinions.
- Have the students read the article to check their answers.

### 3b

- Ask the students to read the article again and answer the questions.
- Have volunteers answer the questions out loud and explain their answers and where they found them.

**ANSWERS:** 1 2005 2 He was born in 1924. 3 \$10 billion endowment fund 4 It sends young Saudi men and women to Western universities. 5 Interfaith dialogue (brotherly and sincere dialogue)

## 4 Speaking

- Tell the students something that you'd like to do and invite them to ask you questions about it.
- Have two volunteers read the model. Ask them or the rest of the class how they could continue the conversation.
- Put the students into pairs and ask them to talk about their dreams. Walk around and give support when necessary.

## 5 Reading, speaking and writing D

### 5a

- Ask the class to brainstorm names of people who had a vision or mission. Write the students' ideas on the board and briefly elicit why the people were special.
- Put the students into pairs and ask them to choose a person with a vision or mission from their lists. Tell them that they are each going to do research on this person for homework.
- When they return to class, have the pairs write a biography on the person together.
- Ask them to write three paragraphs following the guidelines in the book.

### 5b

- Put the students into groups of six to eight. Have them take turns reading the other two pairs' biographies. Finally have them read their own biography again and make notes on how to improve it.
- Ask the students to correct any mistakes in their own work.

### Alternative

- Have all of the pairs leave their biographies on their desks, as well as a blank piece of paper.
- Ask the pairs to move together to the right (to the next biography).
- Then ask them to read the new biography, discuss what they thought was good about it, and write something positive about it on the blank piece of paper. Give them a few minutes and then indicate that it is time to move to the right again, to the next biography.
- Have them repeat the procedure: they should read the paper, discuss and write something positive.
- Stop the students when you still have about 15 to 20 minutes for them to go back to their own biography, read the positive comments, and discuss how to make it even better. Then have the students make improvements on their biography.

### Workbook D

Have your students work through the exercises on pages 46 and 47. Answers on page 84.

## 2 Wishes and hopes

### Aims Analysis (+ Access + Activation)

#### Discourse objectives

- Develop the unit topic: imagination
- Expose students to colloquial spoken discourse

#### Language objective

- Teach how to express present wishes and future hopes

#### Specific skills objectives

- Develop listening skills: listening for full comprehension and inferring
- Develop speaking skills: expressing wishes
- Develop writing skills: writing a poem

### 1 Listening and speaking

#### 1a

##### Additional E

Warm up the students for the activity by writing the words *wish* and *fact* on different sides of the board. Underneath the words write something that could be a wish for you (e.g. *I wish I had a new car.*) and something that could be a fact for you (e.g. *I have an old car.*). Explain the concept of fact if necessary by explaining that it refers to 'reality'.

Tell the students that you're going to read them a few more examples and they have to say whether the examples are *Fact* or *Wish*. Possible examples for facts: *Today is ...; I am your teacher. This is ... building.* Possible examples for wishes: *I wish today were a holiday. I wish my best friend was here.*

- Tell the students that they are going to listen to two friends talking about their life and their wishes. Ask them to check which things are facts and which things are wishes about Luke's life.
- Ask a volunteer to read the items in the exercise out loud before you play the recording.

**ANSWERS:** Job: interesting and well-paid – F Courses of study: interesting and challenging – W Neighbourhood: clean and quiet – W Family: living very close to Luke – W

#### AUDIOSCRIPT TRACK 35

**Edward:** You're really lucky, Luke. Your beautiful apartment ...

**Luke:** Well, I can't complain, Edward. But nothing's perfect in this life, you know.

**Edward:** Well, your job's perfect for you, isn't it? Interesting, short hours, well-paid ...

**Luke:** That's true. I couldn't wish for anything better. But I have to take courses to keep up with developments, and they're ... well, easy, but boring. I wish those courses were as interesting and challenging as the job itself. And although this apartment building is great, the neighbourhood isn't so nice. I wish I lived in a cleaner, quieter area. There's so much traffic all the time, even at night. And there's one thing I really miss ...

**Edward:** What's that?

**Luke:** My family – they live so far away, way over on the West Coast. The telephone and email just aren't the same as sitting down with people.

**Edward:** Yeah, I'm sure you wish you could visit them more often.

**Luke:** I do. I hope I'll be able to go home on my vacation.

**Edward:** I hope your wish comes true.

**Luke:** Thank you, Edward. Thank you.

#### 1b

- Ask the students to listen to the recording again and answer the questions. Give them a moment to read all of the questions before playing the recording.
- Check with the whole class and ask volunteers to say which part of the recording supports their answers directly or how they were able to infer their answers.

**ANSWERS:** **1** No, Luke isn't completely satisfied with his life because he told Edward that nothing's perfect in life. **2** We can infer that Luke lives in the city because he lives in an apartment building, in a dirty, noisy area where there is a lot of traffic. **3** No, Luke lives very far away from the West Coast. We can infer it because he says he's far away from his family and that his family is on the West Coast.

### 2 Grammar builder: expressing present wishes, future hopes

#### 2a

- Put the students into pairs. Ask them to read the sentences and answer the questions.
- Check the answers with the whole class.

**ANSWERS:** **1** past simple **2** present situation **3** not real



### Language help

Although the form of the verb after *wish* is in the past simple, the meaning of the sentence is to express a desire for a present situation to be different now or in the future. Point out that the subject and the person that the subject makes the wish about can be the same or different: *He wishes he were rich. He wishes his brother were here.*

#### Alternative:

- Write the sentences on the board and underline the word *wish* in every sentence.
- Ask a volunteer to come up to the board and circle the verb that comes after the verb *wish* in every sentence (or you could ask several volunteers to do a sentence each).
- Ask the first question and elicit the answer from the students (past simple).
- Read the first sentence out loud again: *I wish I had my own apartment.* Ask the students the second question (it's about the present, because you are wishing for something in the present).
- Ask the third question and elicit the answer (it's about something that isn't real).

#### 2b

- Ask the students to read the sentences and answer the questions. Encourage them to read all of the sentences again, after reading each question.
- Check with the whole class.

**ANSWERS:** 1 future 2 present simple or future with *will*  
3 the same meaning



### Language help

*Hope* is used with the present simple or the future with *will* to talk about hopes about the future: *I hope you come to the graduation party on Thursday. I hope you'll bring a present.*

#### 2c

- Have the students complete the sentences individually.
- Put the students into pairs and ask them to check the sentences together and discuss their answers.
- Check with the whole class.

**ANSWERS:** 1 spoke 2 speak / will speak 3 knew  
4 learns / will learn 5 could 6 didn't have to

### Language assistant

- Ask a volunteer to read the *Language assistant*.
- Write some examples on the board.

## 3 Speaking

- Ask the students to write a sentence about each of the topics in the box in their notebooks. In each sentence they should use *wish* or *hope*.
- Put the students into groups of six to eight. Ask them to sit in a circle if possible.
- Explain the activity: one of the students starts by reading one of their wishes or hopes out loud to their group. He / She then calls the name of another of the students in the group who responds to the wish or hope.
- Ask two volunteers to read the model conversations out loud for the class as an example of how to respond.
- The activity ends when all of the students have read their four sentences.

## 4 Writing and reading

### 4a

- Complete the poem and write it on the board. Read it out loud to the students and ask them if they agree or disagree with the ideas in your poem.
- Have the students write a list of their wishes and hopes.
- Ask them to complete the poem with some of their ideas.

### 4b D

- Have each student stand up and read their poem to the class. If the class is too big, put the students into groups of six and have them read their poems to the other members of the group.
- Have a class vote (or group vote) for the best poem.

### Workbook D

Have your students work through the exercises on pages 48 and 49. Answers on page 84.

# 3 Stories of the imagination

## Aims Analysis (+ Access + Activation)

### Discourse objectives

- Develop the unit topic: imagination
- Expose students to extended, formal written discourse (biographies)

### Language objectives

- Teach the second conditional
- Teach sentence stress in second conditional sentences

### Specific skills objectives

- Develop reading skills: reading for full comprehension
- Develop speaking skills: talking about imaginary situations

## 1 Reading and speaking

### 1a

- Write the words *Sinbad the Sailor* on the board.
- Put the students into groups of three or four and ask them to discuss what they know about him.

### 1b

- Ask the students to read the biography and to complete the notes.
- Check with the whole class.

**ANSWERS:** 1a) 2 b) 3 a) 4b) 5b) 6a)

## 2 Grammar builder: the second conditional

### 2a

- Tell the students that they are going to learn the second conditional.
- Write the first sentence on the board and ask a volunteer to come up to the board. Then ask the volunteer to underline the word *if* and the verbs. Thank the student and then if the student only underlined *be* in the second clause, ask the class whether there is another part of the verb that should be underlined, as a way to elicit *would*.

**Teaching tip** At this point, the students are likely to ask you to explain the form of the conditional. Assure them that you will do this, but that first they should follow the instructions in the activity and try to answer the questions.

- Have the students underline *if* and the verbs.

**ANSWERS:** 1 If, existed, would, be 2 would, be, if, believed 3 If, were, 'd travel 4 If, could, write, 'd write

### 2b

- Put the students into pairs and ask them to answer the questions.

**ANSWERS:** 1 imaginary situations 2 the present 3 No, sometimes *if* is in the middle of the sentence 4 the past simple 5 *would* + base form of the verb 6 I would

### 2c

- Ask the students to write second conditional sentences using the sequences of words and phrases given in the exercise. Let them do this individually.
- Put the students into pairs and have them check each other's sentences.
- Check the sentences with the whole class.

### Additional E

If you feel that students need more guidance, do the first sentence with them on the board, but encourage them to do the rest of the sentences individually in their books or notebooks.

### ANSWERS:

- 1 If I spoke perfect English, I would start to learn French.
- 2 I would take Chinese classes if I had a perfect command of English and French.
- 3 If more people helped their neighbours, the world would be a better place.
- 4 If I could go to the moon, I would do it.

### 2d

- Write the beginning of the first sentence on the board: *If I could go anywhere in the world, I ...* Possible completions are: *I'd travel to India; I would go to Peru, etc.*
- Ask the students to complete the sentences with their own ideas.
- Ask a few volunteers to read their sentence completions to the class.

### 3 Pronunciation: sentence stress – second conditional

#### 3a

- Tell the students that they are going to listen to second conditional sentences.
- Ask them to focus on the words that sound strong or sound like they have more emphasis.
- Play the recording several times if necessary.

**ANSWERS:** 1 If I were you, I'd say no. 2 I'd ask my teacher if I didn't know the answer. 3 If I had time, I'd go on a long holiday. 4 Where would you live if you had a choice?

#### AUDIOSCRIPT TRACK 36

see Student's Book, p. 71 ex. 3a

#### 3b

- Play the recording again and have the students repeat the sentences.
- Ask the students to practise in pairs.

### 4 Writing and speaking

#### 4a

- Put the students into pairs and ask them to write three or four questions similar to those in exercise 2d.
- Ask a volunteer to read the two examples in the book.
- Walk around as the students are writing and give support if necessary.

#### 4b

- Put the students into groups of four or six and have them ask and answer their questions.
- Have the students sit in a circle (if possible) and take turns asking questions.

**Alternative:** You can turn this activity into a game. Have each student write four questions. Select a random characteristic to decide who will start with the first question (e.g. the person wearing the most colour, the person with the shortest hair, the tallest, etc.). The student who answers the question first gets to ask their question and so on. The first person to finish their four questions wins the game.

#### Workbook **D**

Have your students work through the exercises on pages 50 and 51. Answers on page 84.

# 4 Saudi Arabia and the World: Famous Arab scientists

## Aims Activation (+ Access)

### Discourse objectives

- Develop the unit topic – Imagination
- Expose students to extended written discourse (an article about a scientist)

### Language objectives

- Teach students clauses of result

### Specific skills objectives

- Develop reading skills – reading for detail
- Develop listening skills – listening for detail
- Develop writing skills – a short biographical article
- Develop speaking skills – talking about famous people

## 1 Speaking and reading

### 1a

- Write the name *Ahmed Zewail* on the board and put the students into pairs.
- Ask them to discuss what they know about him and the Nobel Prize.

### 1b

- Have the students try to fill in some of the biographical notes. They must not read the text while doing this.

### 1c

- Have the students read the text about *Ahmed Zewail* and complete the notes in exercise 1b.

### 1d

- Put the students into pairs and have them check each others' answers.

**ANSWERS:** 1 1946 2 science 3 Alexandria 4 scholarship 5 Nobel Prize for Chemistry 6 establishing a university for science and technology in Egypt and to encourage young people in Egypt to study science 7 spending time alone with a book and a piece of paper and having time to be creative and think

### Learner development

Ask the students what they notice about the style of the notes. Elicit that notes should be simplified because we usually write them in a hurry since we can't write at the same speed as a speaker naturally speaks. For example, the first sentence *Born Feb 26 ...* could have been: *Ahmed Zewail was born on February 26 ...* but if the note-taker wrote all of that down, they'd miss the point that follows. Point out to the students that content words, names, dates and other numbers are usually important to note.

## 2 Speaking and listening

### 2a

- Ask the students what the picture of different number systems shows. If they don't know, explain it to them.
- Ask the students what they know about the different systems and which one does not have a zero (Roman).

### 2b

- Ask the students if they recognise any of the famous mathematicians in the pictures. Explain to them who they are and that the students are going to listen to three short talks about them.
- Before listening to the short talks it will probably be a good idea to go through the list of achievements in the table. If there is any problem with the vocabulary, it can be addressed here.
- Have the students listen to the short talks about the ancient mathematicians. Tell them to write the appropriate number next to the achievements in the table. There are some difficult expressions in this text so it may be useful to play the recording twice.
- Put the students into pairs and have them check each others' answers.
- Go through the answers as a whole class.

**ANSWERS:** 1 Omar Khayyam 2 Al-Battani 3 Al-Khwarizmi 4 Al-Khwarizmi 5 Omar Khayyam 6 Al-Khwarizmi

**Alternative** With stronger students this exercise could be done as a jigsaw listening with groups of three students, each person listening for information about a different mathematician. After listening they could then complete the table together.

**AUDIOSCRIPT TRACK 37**

**Narrator:** One. Omar Khayyam.

Omar Khayyam calculated almost the exact length of a solar year. If we compare with modern day calculations, Khayyam was inaccurate by less than one second. As a result of this calculation, he was able to create a calendar considered more accurate than the Gregorian calendar that came along 500 years later.

**Narrator:** Two. Al-Khwarizmi.

Can you imagine trying to multiply or divide two numbers on paper if they were written in Roman numerals? Thanks to Al-Khwarizmi you don't have to. He wrote a guide to the numbering system using only the 10 digits from 0 to 9, the so-called 'Arabic numerals'. The word algebra was also used by Al-Khwarizmi to describe the mathematical operations, which helped in several day-to-day problems. An amazing fact is that algebra developed because of the need to solve a religious issue – Islam's system of sharing out inheritance.

**Narrator:** Three. Al-Battani. Trigonometry was developed by Al-Battani as a separate branch of mathematics. His work made it possible to locate Makkah from anywhere – and this helped in prayer, which requires people to face the holy city.

### 3 Grammar builder: clauses of result

#### 3a

- Draw the students' attention to the Grammar builder box on page 73 about 'clauses of result'.
- To get the students started, ask them some questions which require 'because' in the answer, e.g. *Why do you study English?* *Because it is an important world language.*
- This can lead on to the information in the Grammar builder box. Go through the information in the first column, highlighting the examples given and the alternative ways there are of expressing results of situations and actions. Make sure the students are familiar with the expressions in the box.
- Have the students do the exercise. They have to link the sentences using the expressions learned.

#### 3b

- Have the students read their sentences to the class. Correct as necessary.

#### 3c **D**

- Put the students into pairs and have them write up to four similar sentences about their own lives.

#### 3d **D**

- Have some of the students read their sentences to the class as a whole and correct as necessary.

## 4 Speaking and writing **D**

### 4a

- Explain to the students that they are going to write a short article about a famous scientist or creative person from Saudi Arabia.
- Put the students into pairs and tell them to brainstorm as much information as they can about a famous scientist or creative person past or present. Refer to the suggestions in the SB for generating their ideas.

### 4b

- Have the students write a paragraph about the person they have discussed, using the information gathered in the brainstorming. This writing should be done individually by the students though they can ask the teacher for help. Later in the lesson the students will have to read out their writing to the class, who have to guess the person's identity, so it is important to tell the students not to mention the person's name in the actual description.

### 4c

- When the students have finished writing, they should rejoin their partner and they should be instructed to correct each others' work together.

### 4d

- Ask one student from each pair to read out their description in front of the class. When the student has finished reading, the rest of the class have to guess who the famous person is.

## Progress test Units 5–8

- This test has been designed to act as a measure of progress over units five to eight of Flying High for Saudi Arabia, Book 1. There are grammar, vocabulary, reading and listening tasks, as well as a writing task. The tasks have been designed so as 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 – 15 mins
  - Grammar 2 – 10 mins
  - Vocabulary – 10 mins
  - Reading 1 – 15 mins
  - Reading 2 – 15 mins
  - Listening – 15 mins
  - Writing – 20 mins
- With regard to the administration of the listening aspect of the test, teachers will know their 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 can listen knowing 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 'discussed', perhaps as 'discused, 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 teachers may wish to overlook minor misspellings or even small grammatical errors there.
- At the end of the answers there is a marking grid that teachers 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 a teacher interprets this grid will depend largely on the local teaching environment and the overall aims and objectives of the course being provided.

### 1 Grammar – tenses (10 marks)

**NOTE:** half marks for Q4 and Q5 are possible.

**ANSWERS:** 1 is eaten 2 are discussed 3 be found  
4 is going to have / will have ... tested 5 had ... repaired  
6 were 7 knew 8 will get 9 would study 10 went

### 2 Grammar (10 marks)

**ANSWERS:** 1 F 2 C 3 I 4 H 5 A 6 J 7 D 8 G 9 B 10 E

### 3 Vocabulary (10 marks)

**ANSWERS:** 1 temperature 2 earn 3 miss 4 salary  
5 performance 6 gain 7 poetry 8 waste 9 indigestion  
10 celebration

## Reading 1 (6 marks)

ANSWERS: 1 T 2 F 3 F 4 T 5 F 6 T

## Reading 2 (6 marks)

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

## Listening (8 marks)

ANSWERS: 1 often 2 sister 3 careful 4 nice bag 5 markets  
6 colourful 7 last week 8 ring

## AUDIOSCRIPT TRACK 38

**Salwa:** Do you like going shopping, Rasha?**Rasha:** Yes, I do but I only go once or twice a month. I don't go often.**Salwa:** No, that's not very often compared with me. I go every week. Do you go with your mother, Rasha?**Rasha:** Yes, usually. I used to go with my sister but she's always busy now.**Salwa:** Do you spend much money when you go shopping?**Rasha:** Not really, Salwa. I'm very careful. I don't buy things that are very expensive or that I don't really want.**Salwa:** Don't you buy anything expensive? Shoes? Clothes?**Rasha:** No, not really, Salwa, but I do like bags so if I saw a nice bag, I might buy it. But it would depend on the price.**Salwa:** Have you got a favourite shop where you can buy bags Rasha?**Rasha:** Actually I don't think the shops are as good as the markets for things like bags. I prefer to go there.**Salwa:** I prefer markets, too. They're so much more colourful.**Rasha:** I agree and you can always get good things at a cheap price.**Salwa:** Yes, Rasha, look at this, I got it in the market last week when I went there with my family.**Rasha:** What a beautiful ring! How much did it cost?**Salwa:** Only 2,000 SAR. Quite cheap. Don't you think so?**Rasha:** Yes, I do.

## Marking grid for assessing writing task

Marks	Grammar	Vocabulary	Spelling and punctuation	Task fulfillment
<b>2.5</b>	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 spelling and punctuation. No significant errors.	Has addressed all points in the question fully.
<b>2</b>	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 spelling and punctuation. Few errors.	Has addressed most points in the question; maybe not in great detail.
<b>1.5</b>	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 some of the points, if not always well.
<b>1</b>	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	A poor attempt at addressing the points and not presented well.
<b>0.5</b>	At least one recognisable piece of grammar noted.	At least one recognisable piece of vocabulary noted.	At least one recognisable piece of spelling or punctuation noted.	At least one point addressed recognisably, even if badly written.
<b>0</b>	Nothing written.	Nothing written.	Nothing written.	Nothing written.

## Unit 1 Life stories

## Lesson 1 A tale of two lives

- 1b** Students' own answers.

- 2c** working as a waiter

- 2d** Students' own answers.

- 2e** Students' own answers.

## Lesson 2 Unforgettable memories

- ### Lesson 3 Now and then

- 1d** 1 What did you use to do when you were a child?  
2 I used to play in the garden.  
3 I didn't use to play in the garden.  
4 I used to play in the park.

## Unit 2 Work and play

## Lesson 1 Modern careers

- 1c** Students' own answers.

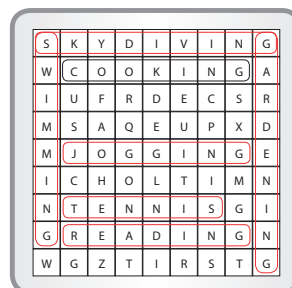
- 1d** Students' own answers.

- 1e** Students' own answers.

## Lesson 2 Do you study enough?

- ## Lesson 3 Leisure and relaxation

## 1



- 81

## Workbook answers

- 5 Abdullah is older than Farid. Farid is older than Yakubu.  
Abdullah is the oldest of all of them.  
6 Yakubu is younger than Farid. Farid is younger than Abdullah.  
Yakubu is the youngest of all of them.
- 3 1E 2A 3B 4F 5G 6C 7D

### Unit 3 Towards the future

#### Lesson 1 Energy sources

- 1a 2e 3a 4b 5c 6d  
1b 1 fossil fuels 3 air/water pollution 5 ocean waves  
2 energy sources 4 Nuclear power  
1c 1 high is an adjective – the others are all nouns  
2 holiday – the others are seasons  
3 tree – the others are all weather  
4 windmill – the others are all fossil fuels  
5 cloud – the others are all temperatures and adjectives  
2a grinding grain moving ships pumping water  
2c 1 7,000 years ago 3 free, renewable and non-polluting  
2 China, Egypt 4 people forgot about traditional ways  
2d 1b 2d 3c 4a

#### Lesson 2 Predicting the future

- 1a 1 She's going to do an exam. 4 He's going to score a goal.  
2 It's going to rain. 5 We're going to be late.  
3 She's going to cry.  
1b 1 will 2 won't 3 is going to 4 will 5 are going to  
1c Suggested answers: 1 I think we'll be using wind power / energy from the sun.  
2 Because it's cheap.  
3 We'll use public transport.  
4 Australia.  
5 I might go sailing.  
2 1T 2F 3T 4F 5T 6F

#### Lesson 3 What if ... ?

- 1a 2a 3c 4e 5d  
1b Students' own answers.  
1c 1F 2T 3T 4T 5T  
1d A1 B7 C6 D3 E8 F5 G2 H4

### Unit 4 A place to live

#### Lesson 1 The Farasan Islands – a paradise



- 1b 1 buildings 4 café 7 people 10 rubbish  
2 skyscrapers 5 smog 8 entertainment  
3 library 6 crowds 9 bargain

- 2a Students' own answers.  
2b Students' own answers.  
3a 1C 2B 3A  
3b 1 Kiyoshi 2 Hans 3 Diego  
3c Students' own answers.

#### Lesson 2 Cultural differences

- 1 1 He lived 2 has lived 3 Did you visit 4 I've studied  
5 I spent  
2a 1 since 2 since 3 for 4 for  
2b 1 Sami hasn't called me yet.  
2 Have you been to the park already?  
3 Amani has already gone to school.  
4 Has the meeting begun yet?  
3a 1 seen 2 sold 3 taken 4 made 5 been 6 got  
3b 1 seen 2 taken 3 been 4 made  
4 1 have, studied 3 lived 5 Have, been  
2 've studied 4 did, live 6 lived

#### Lesson 3 City versus country

- 1a 1 enough 2 enough 3 too many 4 too much 5 enough 6 too  
1b 1 It's not clean enough.  
2 She's not happy enough.  
3 It's not light enough.  
4 He's not short enough.  
5 Our house isn't big enough.  
2a 1 too 2 too 3 too 4 enough 5 too 6 enough  
2b Students' own answers.  
2c Students' own answers.

### Unit 5 The world of money

#### Lesson 1 Saving money

- 1 1 miss 2 won 3 lose 4 gained 5 waste  
2a Students' own answers  
2b Students' own answers but responses should/could follow along the following lines:  
Oh yes, I'll use them every time I go out to dinner. That's about five or six times per year.  
I've got enough. I have 400 SAR with me today in cash.  
You're right. Actually, I need to buy a new coat.  
Probably not. You're right. But they are so pretty!  
OK. Let's go.  
2c 1 discount 2 mortgage 3 good value 4 100 SAR off  
5 refund 6 not worth

#### Lesson 2 Born to shop?

- 1a 1 let 2 allow 3 stop 4 let 5 help  
1b 1 Mr Jones advised us to study English.  
2 His father encouraged him to join the club.  
3 His boss let him leave work early.  
4 We shouldn't allow people to swim in that river.  
1c 1 Advertising makes people buy things they don't need.  
2 Doctors tell people not to smoke.  
3 Speed limits prevent people from driving too fast.  
4 Politicians advise people to pay their taxes.  
5 Non-smoking restaurants prevent people from smoking.  
6 Seatbelts prevent people from being hurt in car accidents.  
2a Yes  
2b 1F 2F 3F 4T  
2c Students' own answers.

### Lesson 3 Money, money, money

- 1** 1 salary 2 money 3 bills 4 mint 5 coins 6 worth  
**2** 1 He missed his class because he was late.  
 2 I opened the window because it was hot.  
 3 I went to bed because I was tired.  
 4 My company opened a new factory so it could produce more cars.  
 5 He lost his briefcase so he went to the police station.  
 6 They were lost so they asked someone for directions.  
**3a** Suggested answers: 1 to have experiences. 2 to get a better job. 3 to make money. 4 to have holidays.  
**3b** 2b 3a 4c 5f 6d  
**3c** 1 to 2 because 3 so 4 so 5 so that 6 because

## Unit 6 Living culture

### Lesson 1 Celebrations and festivals

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

**1b**



- 2a** Eid al-Adha  
**2c** 1F 2F 3T 4F 5T

### Lesson 2 Culture on the table

- 1a** 2c 3f 4e 5a 6b  
**1b** Suggested answers: Pasta is eaten all over the world. Rice is produced in many countries, including Chile. Volkswagen cars are made in Germany. Fondue is eaten in Switzerland. Tea is grown in several Asian countries. Kilts are worn in Scotland.  
**1c** 1 is eaten 4 is used 7 are sold  
 2 is considered 5 are spoken 8 Are, eaten  
 3 is spoken 6 are drunk 9 are sold  
**2a** 1 Bangladesh 2 No 3 No  
**2b** 1 Curry isn't a particular South Asian dish  
 2 South Asians use fresh spices.  
 3 The 'look' of a meal is as important as the taste.  
 4 South Asians like to leave room to eat dessert.

### Lesson 3 Culture at home

- 1a** 2A 3C 4E 5B 6D  
**1b** 1 am not used to 3 am getting used to  
 2 will never get used to 4 got used to  
**2b** 1 enjoy travelling 5 enjoy looking at  
 2 would like to learn 6 finish writing  
 3 had trouble visiting 7 want to do  
 4 have decided to limit 8 get used to living  
**2c** 2c 3b 4d 5g 6a  
**2d** Students' own answers.

## Unit 7 Good health

### Lesson 1 You and your body

- 1a** verbs: move, rest, walk adjectives: healthy, physical  
 external: toe, foot, skin internal: brain  
**1b** Students' own answers.  
**1c** 1 healthy 2 legs 3 physical 4 exercise 5 heart 6 walk  
**1d** Head: ears, eyes, mouth, nose  
 Arms: hand, elbow, fingers, wrist  
 Upper body: shoulders, upper back  
 Lower body: hips, lower back  
 Legs: shin, knee, toes, foot  
**2b** 1 You can feel physically fit and have a positive mental attitude.  
 2 People over 40, who have smoked, or if someone in their family has had heart disease, high blood pressure or diabetes.  
 3 People keep doing an activity longer if they are enjoying themselves.  
 4 Clear and reasonable goals  
 5 At least 30 minutes a day  
**2c** Students' own answers.

### Lesson 2 Dangerous practices

- 1a** 1 He gets his car washed every week.  
 2 We got our house painted last summer.  
 3 George is having his arm x-rayed tomorrow.  
 4 You should have your teeth checked every six months.  
 5 Peter is getting his car fixed right now.  
**1b** You get your car repaired at the garage. You have your hair cut at the hairdresser's. You have your arm x-rayed at the hospital. You get your teeth checked at the dentist's.  
**1c** Students' own answers.  
**2a** 2c 3d 4f 5b 6e  
**2b** Suggested answers: You should have your car washed. / Why don't you get your car washed? / You need to have your car washed.  
 You should get a gardener to cut your grass. / Why don't you get a gardener to cut your grass? / You need to get a gardener to cut your grass.  
 You should get a plumber to fix your tap. / Why don't you get a plumber to fix your tap? / You need to get a plumber to fix your tap.  
 You should get a technician to fix your computer. / Why don't you get a technician to fix your computer? / You need to get a technician to fix your computer.

### Lesson 3 The best remedies

- 1a** 2a 3e 4c 5f 6b  
**1b** B food poisoning D herbal tea F sore throat  
 C vision problems E abdominal pains  
**1c** 1 herbal tea 3 abdominal pains 5 food poisoning  
 2 Aching muscles 4 vision problems  
**2a** 1 must 2 may 3 may 4 can't 5 must  
**2b** 1 might / may 3 might / may 5 might / may  
 2 might / may 4 must 6 can't  
**2c** Suggested answers: 1 What's the matter 2 I have a headache 3 Have you got any other symptoms 4 I have a sore throat 5 I think you may be getting a cold 6 What should I do 7 You should rest.

## Unit 8 Imagination

### Lesson 1 Dreams

**1a** 1 expect 2 hope 3 expect 4 hope 5 wish

**1b** 1 hope 2 wait 3 wishes 4 hope 5 wait

**2a** 1,280

**2b** 1 in the streets of his hometown

2 To become a professional football player and score a goal for Brazil in the World Cup.

3 world famous

4 15

5 Três Corações

**2c** Students' own answers.

### Lesson 2 Wishes and hopes

**1a** 1 lived 2 could come 3 buy 4 spoke 5 feel 6 were

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

**1c** 1 I didn't have to work

2 it doesn't rain tomorrow

3 I had brown eyes

4 my cold is better by Saturday

5 his car wasn't at the garage

6 they had some money

7 she could speak English

**1d** Students' own answers.

**2a** A5 B6 C4 D8 E9 F2 G7 H3 I1

**2c** Students' own answers.

### Lesson 3 Stories of the imagination

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

**1b** 1b 2b 3a 4a 5b

**1c** Students' own answers.

**1d** 1 lives 6 would sell

2 spends 7 would work

3 lived 8 would spend

4 drives 9 wouldn't live

5 left 10 would buy

**1e** 1 No, he wouldn't. 3 No, he wouldn't.

2 Yes, he would. 4 No, he wouldn't.

**2** Students' own answers.



