

المملكة العربية السعودية  
Kingdom of Saudi Arabia



وزارة التربية والتعليم  
Ministry of Education



Teacher's Book

# Flying High

## for Saudi Arabia



MACMILLAN

Level **3**

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# Introduction

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

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

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

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

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

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

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

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

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

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

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

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

## The approach and structure of the course

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

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

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

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

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

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

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

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

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

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

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

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

## Planning lessons using *Flying High* materials

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

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

## Establishing and developing English as the main classroom language

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

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

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

### Dealing with first language interference

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

### The course components

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

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

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

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

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

**D** Desirable activity

**E** Extension activity

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

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

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

# Flying High and the Saudi English Language Framework

## LANGUAGE SKILLS

### Flying High 3

### Flying High 4

	Unit Number															
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
	Lesson number															
Listening																
1 Understand the main idea and/or specific information in monologues or dialogues about familiar and less familiar topics	L1, L3, L4	L1, L2, L3, L4	L1, L2,	L2, L3, L4	L1, L4	L1, L2, L3	L1, L2, L4	L1, L2, L3, L4	L1, L2, L3	L1, L2, L3	L1, L3, L4	L1, L3, L4	L1, L3, L4	L1, L3	L1, L2, L3, L4	L2, L3
2 Follow talks on topics which are reasonably familiar	L3	L1			L3			L1	L2	L1			L3			
3 Understand most interviews, news reports and documentaries broadcast on the radio or TV provided they are delivered in standard English	L3			L2, L3			L1	L3	L1	L1	L3	L1, L3	L1	L1	L2	L2
4 Understand instructions and announcements on a variety of topics provided they are delivered in standard English and at a normal pace		L4					L4						L3			
5 Identify a speaker's attitude, opinion and feelings	L1, L4			L3		L1, L2		L2	L2		L4	L4			L1, L4	L2
Speaking																
1 Communicate information in everyday situations fluently and accurately	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3
2 Manage less routine situations (check and confirm information, make a complaint, persuade, explain a problem, etc.)		L4	L2	L4	L4	L1, L4		L2			L3	L4		L3, L4		L1
3 Establish social contact in formal and informal situations		L4														
4 Give and follow detailed instructions and directions		L4				L4										
5 Initiate, maintain and close a conversation on familiar and less familiar topics													L4			
6 Logically link ideas by using a variety of connectors	L4															L1
7 Ask for clarification or elaboration to check understanding and fill in gaps in communication				L4												
8 Justify one's opinion by giving reasons, explanations and examples		L2				L1, L2	L1	L1, L2, L3	L2, L3	L1, L2, L3	L1, L3	L2	L1		L1, L2, L4	L1, L3, L4

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

## Reading

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

## Writing

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

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

## FUNCTIONS

### Flying High 3

### Flying High 4

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

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

## GRAMMAR

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

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

# Unit 1 Trends

## 1 Urban development

### Aims Access (+ Activation + Analysis)

#### Discourse objectives

- Establish the unit topic: social trends
- Expose students to extended spoken discourse
- Familiarize students with biographical writing

#### Language objective

- Teach linking in speech

#### Specific skills objectives

- Develop listening skills: listening and note-taking
- Develop writing skills: paragraphing

### 1 Speaking

#### 1a

- Ask the students to look at the unit title and explain that the first photo is of historic Jeddah, while the second is modern day Riyadh.
- Put the students into pairs, and have them look at the photographs. Have them read the questions and discuss how the people are travelling, what the road is like, and what the buildings are like. Then ask if there are any other ways that lifestyles are represented differently in both photos and encourage any further discussion.
- Ask one or two pairs to report back to the class.

#### POSSIBLE ANSWERS:

- a** In the first, the man is travelling on foot. The buildings are traditional and the road is not made from modern materials. In the second, there are many cars and the buildings are very modern.
- b** The buildings are much taller in the second photo and we see modern skyscrapers dominating the skyline. The streets are very wide and congested and the people are inside their cars, not outdoors. This suggests a wealthier lifestyle.

#### 1b

- Ask the students to consider how Riyadh has changed since the 1950s. Make a list of categories on the board that students may want to consider to guide their discussion. Possible categories include architecture, traffic and activities.
- Allow time for students to complete the activity, and then have each group report back to the class.

### 2 Listening and speaking

#### 2a

- Explain to the students that they are going to listen to an interview about life in the 1970s. Have the students read the list of topics.

- Play the recording. Have the students listen and check the topics mentioned by the speaker.
- Have the students compare their answers with a partner's before you check them with the class.

**ANSWERS:** Trevor mentions: **2** clothes **3** food **5** studying **7** traffic **8** tourism **9** architecture

#### AUDIOSCRIPT TRACK 2

**Reporter:** Today, in our series on change through the decades of the 20th century, we have reached the 1970s. With me in the studio is Trevor MacKay. Trevor, tell me, what were you doing in the 1970s?

**Trevor:** Well, in 1971 I arrived in London to do a Master's degree at the School of Oriental and African Studies. I was born in 1948, so I was in my early twenties.

**Reporter:** What were you studying?

**Trevor:** Arabic Language.

**Reporter:** So tell me, Trevor. What do you remember about London in those days?

**Trevor:** I was a small-town boy, so I remember I was a bit confused by the size of London. And everyone seemed to be in such a hurry! But I soon got used to it.

**Reporter:** And how has London changed since the early seventies?

**Trevor:** In some ways, I guess, there have been improvements. In those days the traffic was awful. You'd see buses, cars and taxis just sitting in queues, unable to move. I found that it was usually quicker to walk than catch a bus. It's much better now. Nowadays you have to pay to drive your car into London, and that's cut the traffic – and the pollution – down a lot.

**Reporter:** What else?

**Trevor:** Well, it was a lot cheaper. As a poor student, I could often afford to eat out, maybe at a Turkish or Bangladeshi restaurant. I don't know if students today can afford that! And tourism has increased enormously. London was always attractive as a tourist destination but there were far fewer visitors than today.

**Reporter:** And the city itself. Any changes there?

**Trevor:** Oh, yes. In the seventies there weren't that many really tall buildings. The London skyline now is unrecognizable.

**Reporter:** And fashion? How has fashion changed?

**Trevor:** Fashion's always changing! But not for students, no, not so much. I still see students walking around in faded denim jeans, cotton T-shirts, that sort of thing. Just like we did.

**Reporter:** So, after your Master's degree, Trevor ...

## 2b

- Explain to the students that they are going to listen again and this time they need to choose the correct words to complete the sentences.
- Play the recording again. Have the students listen and check their answers.
- Play the recording once more if necessary, and then check answers.

**ANSWERS:** 1 was 2 more 3 less 4 by bus 5 can't 6 a few 7 doesn't change much

## 2c

- Ask the students to talk about their own experiences and opinions about changes to a place they know well. Have them compare their answers in pairs.
- Have each pair report back to the class on their discussion.

## 3 Pronunciation: linking

### 3a

- Ask the students to read the sentences and point out that some of the letters are in bold and some of the words are linked. Explain that they are going to hear someone say the sentences, and that they should listen carefully for how the words are linked together.
- Play the recording. Have the students listen and match each sentence to a description.
- Invite student volunteers to say the sentences in the manner indicated. Invite feedback from the other students.

### AUDIOSCRIPT TRACK 3

see SB p. 6 ex. 3a

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

### 3b

- Put the students into pairs. Ask them to read the two sentences and to think about each type of linking. Have them match each linking point in bold with one of the explanations a–d in exercise 3a.
- Check answers.
- Have the students try to say the sentences aloud with the correct pronunciation and to comment on their partner's efforts.
- Play the recording. Have the students listen to check their pronunciation.

**ANSWERS:** 1 b, b, a, d 2 b, b, b

**Teaching tip** Students are sometimes reluctant to elide words as they think it is bad English. Explain that it is necessary in English in order to keep the stress patterns and rhythm. If students are having difficulty saying the sentences, try getting them to 'backchain'. Say the last word of the sentence for the students to repeat, then the last two words (students repeat), and so on until they can say the sentence easily.

### Learner development

Learners often find pronunciation tasks both embarrassing and frustrating. Handling these tasks sensitively and with humour can help to ease learners' anxiety about pronunciation work. It also helps to explain to students that while a perfect native speaker accent is not the aim, small differences to a strong foreign accent can often make them more intelligible.

### AUDIOSCRIPT TRACK 4

see SB p. 6 ex. 3b

## 4 Reading, speaking and writing D

### 4a

- Put the students into small groups. Have them look at the images and decide on likely dates for the buildings. Ask them to discuss the main differences between the images, but not to read the text below.
- Allow time for students to complete the activity, and then have each group report back to the class.

### 4b

- Ask students to read the paragraph and decide which picture goes with the text.

**ANSWER:** A

### 4c

- Have the students write their own paragraphs to match the two remaining pictures.
- Check answers.

**POSSIBLE ANSWERS: B** al-Masmak Palace is located in the centre of Riyadh. The clay and mud-brick fortress was built in 1865 by a rival clan from the north. In 1902, the brave young Amir Abd al-Aziz captured the fortress and restored al-Saud control over Riyadh. Today it is a museum that houses many antique artifacts. **C** Kingdom Tower, which is also called Burj al-Mamlaka, is located in Riyadh. It was built by the prince of the royal family in 2000. Kingdom Tower has 99 floors and is the tallest skyscraper in Saudi Arabia. It contains the headquarters of Kingdom Holding Company, a five-level shopping centre, the Four Seasons Hotel Riyadh, as well as luxury flats.

### Workbook D

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

# 2 Looking good

## Aims Analysis (+ Access)

### Discourse objectives

- Develop the unit topic: clothes and fashion
- Expose students to extended written discourse

### Language objectives

- Teach and review words for clothing
- Teach the order of adjectives

### Specific skills objectives

- Develop reading skills: reading for specific information
- Develop speaking skills: expressing personal opinions

## 1 Word builder: clothing

### 1a

- Ask one or two students to describe what they are wearing. Do not provide explicit correction at this stage.
- Put the students into pairs. Have them look at the boxes of words, and explain that the first contains words for items of clothing, the second words for different patterns, and the third words for different materials. Check that students understand the words in the second and third boxes.
- Have the students write words from the three boxes to describe the items of clothing depicted. Point out that there is sometimes more than one possible answer.
- Allow time for students to complete the activity, and then have each pair report their choices for one of the articles of clothing to the class.

**POSSIBLE ANSWERS:** **A** checked cotton ghutra **B** striped cotton T-shirt **C** faded denim jacket **D** plain cord headband **E** plain cotton / polyester trousers **F** plain leather jacket **G** glittering metal cufflinks **H** striped woollen scarf **I** plain polyester / cotton sweatshirt

### 1b

- Ask the students to check which items in the first box do not appear in the pictures (trainers, socks, shorts, suit, jeans, coat, tie, shirt). Have them identify examples of these in the classroom, if possible.

### 1c

- Ask the students to decide which two items of clothing they would choose to wear and to explain why to each other.
- Elicit feedback from each pair and have the students comment on their partner's opinions.

**Alternative:** Put the students into pairs, and have them look around the room at the other students for a few moments. Then ask one member of each pair to close their eyes. Have the other member of the pair name a member of the class. The student with their eyes closed must try to describe what that person is wearing without looking. When they have remembered as much as they can, they can open their eyes to check. Have them continue in this way, taking turns closing their eyes and describing.

## 2 Grammar builder: order of adjectives

### 2a

- Write the examples *a large blue cotton shirt* and *a small red denim bag* on the board.
- Ask the students how many adjectives are used to describe the nouns in these phrases (three).
- Underline the first adjective in each phrase and elicit that this refers to size. Underline the second adjective in each phrase and elicit that this refers to colour. Underline the third adjective in each phrase and elicit that this refers to material.
- Have the students number the sequence of adjectives in the boxes provided.

**ANSWERS:** 1 size 2 colour 3 material

### 2b

- Put the students into pairs, and have them rearrange the words to put the phrases in the correct order. Tell them to use the examples on the board as a guide.
- Allow time for students to complete the activity, and then check answers.

**ANSWERS:** 1 an ugly red woollen sweater 2 a pair of large brown leather boots 3 a small white linen jacket 4 a long black plastic raincoat



### Language help

You may want to point out to students that the order of adjectives is not completely arbitrary. Usually, the adjectives that refer to the speaker's opinion come first, while the adjectives referring to objective fact come later. Students may want to consider how that compares to the way multiple adjectives are sequenced in their own first language.

**2c**

- Have one member of each pair (student A) look at the other (student B) for 30 seconds in silence. On your signal, have all the students turn back to back so that they can't see their partner.
- Ask all students A to describe their partner's clothes to them. Students B should listen and confirm or correct the description.
- Have the students swap roles and repeat the activity. Monitor the interactions for the correct sequencing of adjectives.

**Workbook D**

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

**3 Speaking and reading****3a**

- Put the students into groups, and have them discuss their mobile phones. Preferably they should describe their phones from memory. Ask them to discuss whether they chose their phones for reasons of functionality (what they can do) or reasons of fashion.
- Allow students time to compile their lists, and then have them compare their list with that of another pair.
- Elicit feedback and invite some pairs to share their lists with the class.

**3b**

- Have the students read the article.
- Direct the students' attention to the list of statements and have them decide whether each one is true or false based on their brief reading.
- Have them read the article again in detail to check their answers.
- Check answers with the class.

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

**Additional E**

Have the students make the true / false statements into questions, e.g. 1 *Can we expect a lot more technological improvements in mobile phones?* Check answers. Put the students into pairs and have them ask and answer the questions.

**3c D**

- Put the students into groups of three. Have them discuss other products whose 'image' is important.
- Allow time for students to complete the activity, and then ask each group to report back to the class.

**Additional E**

You could extend the discussion by having the students discuss recent changes in fashion for some of the products.

# 3 Shop until you drop

## Aims Analysis (+ Access+ Activation)

### Discourse objectives

- Develop the unit topic: shopping
- Expose students to colloquial spoken discourse

### Language objectives

- Teach vocabulary for common household items
- Teach aspects of quantifiers

### Specific skills objectives

- Develop listening skills: listening for specific information
- Develop writing skills: writing a formal email

## 1 Word builder: shopping items

### 1a

- Introduce the topic area by asking the students where they go shopping and what shopping facilities there are in their local area.
- Put the students into small groups and check comprehension of the four categories. Elicit one or two examples of items from each category.
- Have the students look at the list of items and match each to a category. Encourage them to ask each other or consult a dictionary for any items they do not recognize.
- Check answers.

**ANSWERS:** razor blades 1 monitor 2 mouse pad 2 bracelet 3 deodorant 1 golf club 4 earrings 3 laptop 2 racket 4 tennis balls 4 aftershave 1 watch 3 keyboard 2 tracksuit 4 shaving cream 1 ring 3

### 1b

- Ask the students to recollect the last time they went shopping. Have them make a list of the items they bought and decide whether any of the items fall into the categories in exercise 1a.
- Have them compare their lists in groups. You may want to ask them to comment on whether their lists are typical of their shopping habits or not.
- Allow time for students to complete the activity, and then ask each group to report back to the class.

## 2 Listening

### 2a

- Explain to the students that they are going to listen to four shoppers being interviewed.
- Have them speculate on the possible reasons why each shopper is out shopping.
- Play the recording. Have the students listen and note the reason why each person is shopping. Play the recording again if necessary.
- Check answers.

**ANSWERS:** Sam: looking for bargains Jim: buying gifts for his son's graduation Tony: buying a new mobile phone Derek: getting things for a business trip.

### AUDIOSCRIPT TRACK 5

**Reporter:** I asked four people in a shopping centre about the kind of things they bought. First I talked to Sam. Well, Sam. What do you have in those bags?

**Sam:** Well, I didn't buy much. I only came to see if there were any good bargains. Um, let's see what's in this bag.  
I got some shaving cream and razor blades.

**Reporter:** OK, toiletries. Anything else?

**Sam:** Oh, yes. Some new shoes, oh, and some blank CDs for my computer. I wanted to get a nice mouse pad also, but none of the stores had any.

**Reporter:** Thank you. Then I talked to Jim.

**Jim:** I bought a lot because it's my son's graduation on Saturday. I got myself a new electric razor, which was really expensive, and I got him a Nintendo game, which was just as much.

**Reporter:** Yes, but teens love computer games, don't they?

**Jim:** Oh, yes. I do, too.

**Reporter:** Did you get anything else?

**Jim:** Yes. A tennis racket – he loves tennis – a new keyboard for my computer, and a few toiletries – you know, deodorant and some aftershave.

**Reporter:** After that I spoke to Tony.

**Tony:** Well, I bought a new mobile phone, because my old one was out-dated.

**Reporter:** Anything else?

**Tony:** Yes, I found this great watch on sale.

**Reporter:** Was that all?

**Tony:** Um, no, I got some shaving cream. And some toilet roll.

**Reporter:** Finally, I spoke to Derek. Have you been shopping?

**Derek:** Well, yes. I spent more than I meant to, as usual. I only came out to get a few things for a business trip.

**Reporter:** What did you buy?

**Derek:** Well, some trousers and a new cotton shirt. Oh, and some new sports shoes – I enjoy running.

**Reporter:** They can be pretty expensive, can't they?

**Derek:** They sure can, although I never get the most expensive ones. Oh, and there was a sale at the computer centre so I finally bought a laptop. 40% off!

**Reporter:** Wow! That's a real bargain for a laptop.

**2b**

- Have the students look at the table and try to complete it in pairs using what they remember of the interviews.
- Play the recording again. Have the students listen and check their answers and fill in any missing information.
- Check answers.

**ANSWERS:** Sam: shaving cream, razor blades, shoes, blank CDs  
 Jim: an electric razor, a Nintendo game, a tennis racket, a computer keyboard, toiletries (deodorant, aftershave)  
 Tony: a mobile phone, a watch, shaving cream, toilet roll  
 Derek: trousers, a shirt, sports shoes, a laptop.

**2c**

- Have the students speculate on who they think spent the most money and who spent the least money. Ask them to justify their answers.
- Have several students give answers and reasons for their choices.

**ANSWERS:** Most: probably Derek (a laptop) Least: probably Sam

**3 Grammar builder: aspects of quantifiers****3a**

- Write the following sentence on the board and explain that it comes from the interviews the students have already listened to: *A tennis racket – he loves tennis – a new keyboard for my computer, and a few toiletries – you know, deodorant and some aftershave.*
- Underline *tennis racket*, *keyboard*, *toiletries*, *deodorant*, and *aftershave*. Elicit the fact that *tennis racket*, *keyboard*, and *toiletries* are countable, while *deodorant* and *aftershave* are uncountable. Check that all students understand the distinction, using other examples if necessary.
- Ask the students to read the example sentences with countable and uncountable nouns in the Student's Book. Have them comment on the differences between the sentences (*most* is used with the countable noun *bottles* and *much* is used with the uncountable noun *water*).
- Put them into pairs and have them answer the questions, deciding which quantifiers can be used with which types of nouns.
- Check answers.

**ANSWERS:** **1** (not) any, a lot of, all, no, some **2** only with countable nouns: a few, (not) many, most; only with uncountable nouns: a little, (not) much

**3b**

- Have the students read the sentences and match them to the other sentences. In pairs, have them study the sentences and answer the questions.
- Allow time for students to complete the activity, and then ask one or two groups to report back to the class.

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

**1** both, neither **2** neither is followed by a singular verb and both is followed by a plural verb **3** none

**3c**

- Have the students use the quantifiers to complete the sentences. When they are finished, have them compare their answers with a partner's.

**ANSWERS:** **1** both **2** none **3** neither **4** a few **5** all  
**6** a little

**Language assistant**

- Write on the board: *My brother has two cars.* Point out that *cars* is the object of the sentence. Then write: *He doesn't like either of them.* Point out that *them* is the object here as well, so we use *doesn't like either*, rather than *like neither*.
- Have the students read the *Language assistant*, or invite a volunteer to read it aloud. Check comprehension and invite students to give examples.

**4 Reading, speaking and writing****4a**

- Put the students into pairs and have them quickly read the email. Check comprehension by asking *Who sent this email?* (Khalid Rasheed), *Who did he send it to?* (a computer company), and *Is the email formal or informal?* (formal).
- Have the students answer the questions, and then elicit feedback from different pairs.

**ANSWERS:** **1** To complain about an order with the company **2** The monitor gets hot and turns itself off, and does not display some colours correctly. Neither of the computer games he ordered has arrived. **3** He needs to know how to return the monitor, how soon he can have a replacement, and when the computer games will arrive.

**4b D**

- Ask the students to imagine that they have ordered something online and that there is a problem with their order.
- Have them discuss the situation in their pairs and take notes to answer the questions.
- Allow time for students to complete the activity, and then have each pair report back to the class.
- Encourage students to make a note of other students' ideas that they like or that they think they could use.

**4c D**

- Have the students write an email similar to the one that Khalid wrote. Make sure they understand that they should follow a similar paragraph structure and should follow his example in using formal language.
- When students have written their email, have them swap pieces of writing with a partner and read each other's email. Have them say how they think the intended reader may react.

**Additional E**

Ask the students to imagine that they are the manager who has received their partner's email. Have them write a reply to the customer, apologizing for the problems and explaining what action they intend to take.

**Workbook D**

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

# 4 Saudi Arabia and the World: Life in the city and country

## Aims Access Analysis Activation

### Discourse objectives

- Develop the unit topic: city and country life
- Express reason as a basis for your point of view

### Language objectives

- Develop vocabulary associated with urban (city) and rural (country) life
- Give reasons using *because, as, since*

### Specific skills objectives

- Develop listening skills: identifying reasons
- Develop writing skills: giving reasons for your opinions in sentences
- Develop speaking skills: giving a presentation on the advantages and disadvantages of city life

## 1 Speaking and writing **D**

### 1a

- Ask students to look at the photos. Introduce *urban* and *rural* as new vocabulary. Encourage students to talk about their own experiences of city or country life. You could start them off by asking whether any of their grandparents lived in the mountains or in the desert.
- Ask questions which encourage students to think more deeply about Bedouin life (as shown in the photo). They should already have associated Bedouin culture with rural living but ask them if they know of any Bedouin people who do *not* live a nomadic lifestyle. Then ask them if it is possible to live in the desert without being nomadic, and whether it is possible to live in the town without having to own/use a car and commute.

### 1b

- Ask students to work in pairs and to copy and complete the table with their own ideas. If they are stuck then prompt them to ask questions about communications, schools, health, security, food, and money and banks. Get feedback and create a table on the board with everyone's ideas.

#### POSSIBLE ANSWERS:

City life	Country life
Commuting to work by car or bus	Walking to work
Using mobile phones	Using mobile phones
Shopping in the shopping centre	Raising your own goats or sheep
Overcrowding	Mud-walled houses
Using a machine to wash and dry clothes	Hanging out the washing
Going to the hospital	Cooking outside
Going to university	Outside toilets
High speed trains	Saving money
Unemployment	Unemployment
Hawkers/peddlers	Fetching water

Electricity	Knowing the names of local plants, birds, fish
High rise flats	Doing homework
Not much advertising	A lot of advertising
Television	Television

## 2 Listening and writing

### 2a

- Tell the students they are going to listen to two people talk about where they live. Before playing the recording ask them to read the gist question – 'Who lives in the city and who lives in the country?'. Explain that neither person will actually say where they live. Students will have to infer this from the different things the speakers say.
- Ask students what made them think that the first person lives in the city and the second in the country (e.g. the first person says that he lives in a 'small flat' and 'the streets are always bustling').

### 2b

- Play the recording a second time and ask students to write answers to the questions on their own.

**ANSWERS:** 1 He says that rent is very expensive in the city.

2 She says that there are much better schools in the city.

3 The first person is pleased to live in the city and says that he loves living there. He says the street food is mouth-watering and that his flat is luxurious.

The second person is less happy living in the country. She says that there is nothing to do there and that communications are difficult. She says it is difficult to get to the village because the roads are bad, and that her parents have had to leave the village to find work in the city. She implies that there is no work in the village. She also says that there are better schools in the city, and complains that her house is often very noisy because she lives with her cousins, aunts and uncles.

## AUDIOSCRIPT TRACK 6

**Young man:** I am renting a small flat here so that I can go to university. Although the flat is very luxurious – for example it has wi-fi and the AC works well, there is not a lot of space and the rent is very expensive. But I love living here – the streets are always bustling. And I love the mouth-watering food that the hawkers sell on the streets. If I have any money then I buy myself a snack on the way home.

**Young woman:** I live with my grandparents. It is quite difficult to get to my village by car – the road twists and turns as it goes over the mountains and eventually becomes a track. My parents have left to find work. They always say they would like me to come and join them because there are much better schools where they are. Besides there is nothing to do here. I miss my parents and it is difficult to talk to them regularly because the mobile phone and internet signals are not very good here. The house where I live is a traditional house with mud walls and a peaceful inner courtyard. I also live with all my cousins and aunts and uncles so it is often very noisy in the house. Behind the house are the mountains.

## 3 Grammar builder: giving reasons

## 3a

- On the board write: *She doesn't like living in the country...* Then ask students why the second speaker dislikes living in the country. Write all the students' answers on the board and make sure you have at least one example sentence for each connective *as*, *since* and *because* e.g.

... **because** there are much better schools in the city/ ... **as** there is no work in the village/ ... **since** internet and telephone links are very poor.

Then show students that they can change the order of the clauses e.g.

**Because ... / Since ... / As ...** the internet and telephone links are bad, she doesn't like living in the country.

- Ask for the students' feedback on the correct connectives.

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

## 3b

- Ask students if they think this person's point of view is valid. Elicit from students that a point of view is stronger the more reasons that are given. Tell students that if you back up your opinion with a reason then you will be more persuasive.
- Write examples of the students' sentences on the board.

**POSSIBLE ANSWERS:** 1 I like the city as I grew up there and I know my way around. 2 I don't like the country because it is difficult to get the items you need and there are no shopping centres. 3 I am looking forward to the weekend because my family is coming for a big meal on Friday. 4 When I grow up I would like to study botany because I would like to research new medicines to help stop people getting diseases. 5 I was late for school today because the bus was late. 6 We need to stay late after school since we need to practise for the poetry recitation contest.

## 4 Reading and writing

- Elicit from students where the Southern Najd is and also where the Majami' al-Hadb reserve is and if necessary, refer them to a map. Make sure they know it is a protected area and ask if they know anything which plants and animals are protected. Pre-teach *breed*, *pastures*, *livestock*, *overgrazed*, and *warden*.
- Students should work on their own to read the talk, then copy and complete the table. Get feedback from students in pairs and complete the table on the board. Underline the connectives which show reasons.
- Ask stronger students to say why his father is so knowledgeable.

## ANSWERS:

Opinion	Reasons given
He lives in the southern Najd ...	because his family has always lived there.
The air is cleaner ...	because there is very little traffic.
He feels free in the country ...	since there is so much open space.
Abdel often consults his father ...	since he is so knowledgeable about the land and knows where animals like to live and where to find food and water even when it is hot.
His father gave up the Bedouin lifestyle ...	because he found that the land was being over-grazed.

## 5 Speaking

## 5a–d

- The student presentation is the major goal for this unit. Presentations can require a lot of confidence, so students should work in groups where each person takes a small part.
- You could give the students the following tips:
- Practise your presentation in front of each other before going in front of the class
  - Introduce your presentation with a clear title e.g. *We are giving a presentation on the advantages of living in the city*
  - Practise saying the opening words or introduction to your presentation until you know it off by heart
  - Use a photo or picture to attract the attention of the audience and show them what you mean.

# Unit 2 Big moments

## 1 Personal firsts

### Aims Access (+ Activation + Analysis)

#### Discourse objectives

- Establish the unit topic: important life events
- Expose students to extended narrative text

#### Language objectives

- Teach intonation: showing interest
- Expose students to target grammar of the next lesson (expressing obligation)

#### Specific skills objectives

- Develop speaking skills: describing personal experiences
- Develop reading skills: reading to identify sequence

### 1 Speaking

#### 1a

- Draw the students' attention to the unit title, *Big moments*, and elicit that the unit is about significant life events. Invite one or two students to speculate about what significant life events they may expect to be included in the unit.
- Put the students into pairs, and have them talk about the photographs, discussing how they think the people in each photograph feel.
- Allow time for students to complete the activity, and then have each pair report back to the class.

#### 1b

- Explain to the students that they are going to talk about their own important life experiences.
- Have them look at the table, and explain that they need to think about each of the life events and take a few notes on each one in the *You* columns. The notes include what happened and how they felt about it.
- When they have completed the first section of the table, have the students look at the example questions. If necessary, have a pair of volunteers model questions about a first day at school. Ask the pairs to interview each other, using the model questions and any other questions that they come up with themselves. Have them take notes of their partner's responses in the table.
- Allow time for students to complete the activity, and then have each pair report back to the class.

#### Additional E

If you have time, pairs could continue their interviews using other 'firsts'. Have the students make a few suggestions and write them on the board.

### 2 Listening

#### 2a

- Explain to the students that they are going to listen to an extract from a radio show.
- Play the recording. Have the students listen and identify the topics mentioned.
- Check answers.

**ANSWERS:** The first person (Wesley) is talking about his first friend. The second person (Tom) is talking about the first time he earned some money.

#### AUDIOSCRIPT TRACK 7

**Announcer:** Now it's time for Shaun Allen's weekly report.

**Shaun:** Hello. Memories are an important part of our lives. I'm always remembering things that happened to me. This week, I'm looking at memories of the first time we did something. I asked two different people to talk about 'firsts' that were significant for them. First, Wesley.

**Wesley:** Um, my first friend in primary school. His name was John and he was really clever.

**Shaun:** He was? What was he like?

**Wesley:** I remember he used to wear tracksuits and trainers. Oh yeah, he was really good at football and he was the fastest runner in class. Faster than all the other boys.

**Shaun:** Really?

**Wesley:** Yes. Anyway, I really liked him but I always felt embarrassed to talk to him so he talked to me. He said, 'Why don't we sit together at lunch?' After leaving primary school, we went to different schools and I never saw him again.

**Shaun:** Later, I asked Tom.

**Tom:** Well, the first money I earned was when I was 15. I had a paper round.

**Shaun:** A paper round. What did that involve?

**Tom:** Well, it meant getting up really early to deliver newspapers to people's houses. Lots of kids at my school did this. I used to ride about six miles a day.

**Shaun:** You did? Was it a well-paying job?

**Tom:** Not really. Although I was really happy because I was earning 20 pounds a week, it was very tiring and in winter it was really cold and wet.

**Shaun:** The interesting thing about firsts is that most of them happen when we are teenagers. Experts say that ...

## 2b

- Have the students read the questions about what Wesley and Tom say.
- Have them try to answer the questions from what they can remember of the conversation.
- Play the recording. Have the students listen to check their answers or fill in missing information.
- Put the students into groups of three and have them compare their answers.
- Check answers.

**ANSWERS:** Wesley: **1** He was really clever. He used to wear tracksuits and trainers. **2** He was really good at football and running. **3** He was too embarrassed to talk to him.  
Tom: **1** He had a paper round. **2** £20 a week **3** It was very tiring and in the winter it was cold and wet.

## 2c

- Ask the students to comment on how the people interviewed felt about these firsts.

**ANSWERS:** Wesley had happy memories of John. Tom had mixed feelings – he liked earning money but didn't enjoy the weather and feeling tired

## Additional E

Ask the students to imagine that Wesley and John met up after many years. Have them write a short conversation between Wesley and his first friend. Have volunteers perform their role-plays for the class.

## 3 Speaking and reading D

## 3a

- Have the students look at the photograph, and ask one or two students to identify the activity (parachuting).
- Elicit students' answers to the questions about whether any of them have ever done any extreme sports or whether they would like to. Encourage students to develop and expand on their answers.

## 3b

- Have the students quickly read the text. Elicit the text type (a narrative, either from a descriptive article or from a story).
- Have the students identify the sport being described and find the reason why the narrator wanted to do it.

**ANSWERS:** The sport being described is parachuting. He wanted to do it because he and his friend discovered they had both always wanted to jump out of an aeroplane.

## 3c

- Explain to the students that in narrative writing the way in which the order of events is presented is important.
- Have them look at the list of events 1–7 and elicit which of the events happens first in the narrative (7). Have them write *1* in the box next to event 7. Have them continue in the same way, putting the events in the correct order.
- Have the students compare answers with a partner before you check them with the class.

**Alternative:** To make the activity more challenging, have the students cover up the text and then put the sentences in order.

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

## Additional E

Have the students write a similar description of the experience of doing another extreme sport for the first time. Students then write sentences that summarize the main events in the story and put them in random order. They can then swap texts and sentences with a partner and do the same exercise with their own writing. If they know little or nothing about extreme sports, students could describe another first-time event.

## 4 Pronunciation: intonation – showing interest

## 4a

- Explain to the students that communication is not just about what you say, but also about how you say it.
- Play the extracts from the interviews in exercise 2 and ask the students to comment on the second speaker's intonation.
- Elicit that Shaun's intonation rises when he says *He was?* and *You did?* and that this is a way of showing interest and encourages the speaker to continue.
- Read Wesley and Tom's parts and have the students chorus Shaun's questions. Check that their intonation is correct, and drill it if it is not.

## AUDIOSCRIPT TRACK 8

see SB p. 15 ex. 4a

## 4b

- Elicit why Shaun used *was* in the first sentence and *did* in the second one. (Wesley used the verb *be*, so Shaun responded with the same verb. Tom used a regular past verb, so Shaun responded with the past auxiliary *did*.) Check that the students understand this by making a few statements for them to respond to, e.g. *I was at work. (Were you?) He liked the food. (Did he?) She hated the meal. (Did she?) He was afraid. (Was he?)*
- Put the students into pairs. Have them read the two short conversations and complete them with a short phrase. Check that all pairs have the correct phrases.
- Have the pairs practise reading the short conversations aloud. They should take turns reading each role. Monitor for correct rising intonation.

**ANSWERS:** **1** You did? **2** It was?

## 4c

- Have the students change partners. Have them take turns relating their experiences of the firsts in the table in exercise 1. Ask them to use phrases and rising intonation to express interest as they did in exercise 4b.

**Alternative:** Students might prefer to relate their experiences of other first events.

## Workbook D

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

## 2 The interview

### Aims Analysis (+ Access + Activation)

#### Discourse objectives

- Develop the unit topic
- Analyze spoken discourse

#### Language objective

- Teach expressing obligation and necessity

#### Specific skills objectives

- Develop speaking skills: comparing the past with now
- Develop reading skills: reading and analyzing a leaflet
- Develop writing skills: writing an advice leaflet

### 1 Speaking and listening

#### 1a

- Have the students look at the photographs, and invite one or two volunteers to say what they think the people are talking about and how they are feeling. Ask them to speculate about the reason for the phone call.

**POSSIBLE ANSWERS:** The reason for the phone call may be to arrange a meeting or interview.

#### 1b

- Explain to the students that they are going to listen to a phone conversation.
- Play the recording. Have the students listen and compare what is said to their ideas.

#### AUDIOSCRIPT TRACK 9

**Rakan:** Hello, Rakan Amjad speaking.

**Ross:** Good morning, Mr Amjad. My name is Ross Gregson and I'm calling from Atlanta College in the US.

**Rakan:** Ah, Atlanta College. Yes, I sent you my application last month.

**Ross:** Yes. We received it. I work in the Faculty of English and Dr Hudson, the Head of English, asked me to phone you.

**Rakan:** I see. Is it about my application?

**Ross:** Yes, it is. Dr Hudson would like to hold an interview with you on Skype™. Would that be possible?

**Rakan:** Of course. When would he like to have the call?

**Ross:** Would next Tuesday at 11 be convenient?

**Rakan:** Oh ... I'm afraid that's the one day I can't make. My brother's graduating that day. I'm awfully sorry.

**Ross:** Don't worry. We certainly wouldn't expect you to miss an event like that!

**Rakan:** Thanks, thanks very much. I can make it any other day.

**Ross:** What about, er ... next Thursday at 9.30?

**Rakan:** Yes, that would be fine.

**Ross:** OK, Mr Amjad. That's confirmed for 9.30, Thursday, April 16. Could you kindly email us with your Skype™ address and we will call you at that time?

**Rakan:** Yes, no problem. Thank you very much. Goodbye.

#### 1c

- Put the students into pairs and explain that they have the conversation they heard in a different order. Point out that the first three exchanges in the conversation are already numbered and have one pair take the roles of Ross and Rakan and read these out. Encourage the student playing Rakan to continue with the next sentence.
- Have the students put the rest of the conversation in the right order. Then play the recording again and have the students listen and check their answers. Check answers with the class.

**ANSWERS:** 1, 2, 3, 14, 8, 6, 5, 7, 10, 11, 12, 4, 13, 15, 9

#### Additional E

After they have completed the task, students perform the conversation in pairs. Assign roles and let them rehearse before having one or two pairs of volunteers perform their conversations for the class.

### 2 Speaking and reading

#### 2a

- Put the students into groups of three, and elicit one or two examples of important things to consider when going to an interview.
- Have each group write two lists, one of things that they have to do when preparing for or attending an interview, and one of things that they should definitely *not* do.

#### 2b

- Have students complete the questionnaire on page 17 individually.

#### 2c

- Students should compare their answers to the questionnaire. Were all of the issues raised in the questionnaire covered in their original lists? If there are any differences of opinion, students should discuss their different points of view and give reasons for their views.

#### Additional E

Ask students to share their personal experiences of interviews. Do they have any funny stories to tell? Can they think of any techniques that have worked well for them? Has anyone given them good advice?

### 3 Grammar builder: expressing obligation and necessity

#### 3a

- Put the students into pairs. Write the first sentence on the board: *You don't need to know everything about the subject.* Point out to students that it comes from the questionnaire above.
- Invite a student volunteer to say if this sentence means that knowing everything is necessary or is unnecessary (not necessary).
- Write the second sentence on the board, and elicit from a different volunteer that this sentence means that showing interest is necessary. Check comprehension of *obligation* and *prohibition*, and elicit that this second sentence is an obligation.
- Have the students go through the remaining sentences deciding which talk about things that are unnecessary and which talk about obligations or prohibitions.
- Check answers.
- Elicit that we use *don't need to* and *don't have to* to talk about things that are not necessary, *have to* and *need to* to talk about obligations, and *can't* to talk about prohibitions.

#### ANSWERS:

**1** Unnecessary: You don't need to know everything about the subject. You don't have to know the answers to all the questions. **2** Obligations: You have to show an interest in the subject. You have to speak clearly and confidently. Prohibition: You can't be late for interviews.

#### 3b

- Have the students read the sentences. Check comprehension, and then have them rewrite those sentences that are not currently true for them or for Saudi Arabia.
- Allow time for students to complete the activity, and then have some students report back to the class.

**POSSIBLE ANSWERS:** **1** I have / need to tell my parents if I'm coming home late. **2** We have to / need to go to school in July. **3** You don't have / need to carry an ID card at all times. **4** All adults have to / Adults don't have to vote in elections. **5** You can't drive a car until you are ... / You can drive a car before you are 17. **6** I don't need / have to study every evening after class. **7** 18-year-olds don't have / need to ask their parents' permission if they want to go out.

#### Language assistant

- Have a student volunteer read the first point in the *Language assistant*. Elicit the differences between the two opposites of *have to* – *don't have to* (which expresses a lack of obligation) and *can't* (which expresses a prohibition).
- Have another volunteer read the remaining points, and then have students give their own examples. Have them consider rules at school or work and areas in which there are no rules.

### 4 Writing and speaking **D**

- Put the students into small groups. Explain that they are going to prepare a leaflet on 'dos and don'ts for interviews'. Ask them to use their lists from earlier, together with any other ideas from the text they wish to keep.
- Remind them that they will need to use the language they have just studied to express obligation, lack of obligation, or prohibition.
- Have the groups discuss the content of the leaflet, and then write it. Monitor the interactions, paying particular attention to the way in which obligation and necessity are expressed.
- Allow time for students to complete the activity, and then have each group read out their leaflet to the class. When the last leaflet has been read, have the students compare the advice the different groups came up with.

#### Workbook **D**

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

#### Preparation

For lesson 3 Alternative exercise 5b and 5c (see page 19), invent and make copies of a job advertisement, e.g.

#### CONFERENCE ORGANIZER WANTED.

We are a young, exciting company that organizes conferences for any industry. Are you good at organizing people, finding venues, and working 'till you drop? Do you have imagination? Are you persuasive? If yes, write and tell us about your experience and qualifications.

# 3 The big day

## Aims Analysis (+ Access)

### Discourse objectives

- Develop the unit topic: significant days
- Expose students to formal written discourse

### Language objectives

- Teach vocabulary related to weddings and graduations
- Teach and review prepositions and present participle time expressions

### Specific skills objectives

- Develop listening skills: listening for specific information
- Develop writing skills: writing a formal transactional letter

## 1 Speaking and reading

### 1a

- Draw students' attention to the lesson title and ask them to speculate about what events may fall under the heading of 'The big day'.
- Put the students into pairs. Have them look at the photographs, identify the event in each, and say how the people feel. You may also want to have them comment on how the occasions shown are similar to or differ from the same occasions in Saudi Arabia.

**ANSWERS:** A a graduation B a wedding C Hajj

### 1b

- Have the students read the three invitations and match each one to an occasion shown in the photographs.

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

### 1c

- Put the students into groups. Have them discuss the questions, with one of them taking notes on their ideas.
- Allow time for students to complete the activity, and then have each group report back to the class.

### Additional E

Have the students rank their list of occasions according to how significant each event is in a person's life. Groups then compare their rankings and see to what extent they agree or disagree.

## 2 Word builder: weddings and graduations

### 2a

- Put the students into small groups, and ask them to think about the words in the box. Ask them to put each word into one of two categories – weddings or graduations. Point out that some words may fit in both categories. Encourage them to draw on each other's knowledge and to speculate about words they do not know. Discourage them from using a dictionary at this stage.
- Allow time for students to complete the activity, and then have groups compare their answers, consulting a dictionary to clarify any items they are still unsure of.
- Check answers.

**ANSWERS:** Weddings: ceremony, ring, groom, marry, bride, reception, engagement, best man

Graduation: ceremony, exams, scholarship, degree, graduate, university, diploma

### 2b

- Ask the students to add two more words under each heading.

**POSSIBLE ANSWERS:** Weddings: marriage, present / gift, wedding dress, wedding cake, family

Graduation: education, qualifications, success, pass, certificate, family

## 3 Reading and listening D

### 3a

- Have the students look at the advertisement. Elicit what kind of company the advertisement is for (a company that organizes weddings). Have them quickly read the advertisement and suggest what they expect this kind of company does. Then ask the students if such companies exist in Saudi Arabia.

### 3b

- Explain to the students that they are going to listen to a conversation about arrangements for a wedding. Have them speculate on what arrangements might be discussed.
- Play the recording. Have the students listen and tick the items on the advertisement that are mentioned.
- Have the students compare their answers with a partner's before checking them with the class.

### Additional E

Put the students into pairs. Have them talk about how the different people in the conversation felt and what each person thought was important. They could also discuss the kinds of problems that people face in organizing a wedding.

**ANSWERS:** limousine, invitations, flowers, photographer, videographer / video, ceremony, menu, gifts

## AUDIOSCRIPT TRACK 10

- Mother:** Right. Now, Jennie. Let's check the wedding arrangements.
- Jennie:** OK, Mum, but remember, we want a quiet wedding. Nothing fancy.
- Mother:** Yes, well. The court house is booked for 3.00 p.m. on Saturday October 17th. Oh, and there's a rehearsal on Friday at 5.00 in the afternoon. We can have that here, at home.
- Jennie:** A rehearsal? Why? It's only a simple ceremony.
- Mother:** Well, I've got it all planned. I don't want anything to go wrong. Then, on Saturday, we'll get to the court office by limousine at 2.30. We want to be on time.
- Jennie:** A limousine!
- Mother:** Of course. Now, I've got the guest list and invitations.
- Jennie:** How many people are we inviting?
- Mother:** Oh, um, 130.
- Jennie:** Mum, that's far too many!
- Mother:** Of course it isn't. It's only family and friends. Oh, I've arranged flowers and the photographer.
- Jennie:** OK. We want some photographs.
- Mother:** And a video of the ceremony. And the reception's going to be at the Rochester Hotel.
- Jennie:** A video? I don't want a video.
- Mother:** Oh yes you do! And we have to send it to your aunt and to your uncle in Australia.
- Jennie:** I suppose so.
- Mother:** Now, we have to go through the list of wedding presents before deciding on the reception menu and ...

## 4 Grammar builder: prepositions and present participle time expressions

### 4a

- Write *8 o'clock, Monday and January* on the board. In another column, write *on, in, and at*. Invite a volunteer to come up and match the words and phrases, with the other students making suggestions (*at 8 o'clock, on Monday, in January*).
- Elicit other time phrases used with these prepositions, e.g. *at night, in the morning, in 2012, in summer, on weekends*.
- Have the students take turns asking and answering questions about when they usually do things. Monitor for accurate use of prepositions.

### 4b

- Explain to the students that the words in the box are also prepositions.
- Put the students into pairs, and have them complete the sentences using the words in the box.
- Check answers.

**ANSWERS:** 1 Since 2 while 3 before 4 after

### 4c

- Have the students look at the sentences in exercise 4b again, and elicit what form follows the prepositions (present participle).
- Have them look at the next set of sentences and ask them to rewrite each one using a preposition from exercise 4b and the participle given.
- Check answers.

**ANSWERS:** 1 Before becoming a pilot, my cousin was at university. 2 Since passing his exams, Rayyan's been travelling around Europe. 3 I'll start working for my father after leaving school.

## 5 Writing and speaking

### 5a

- Put the students into small groups. Explain that they have just graduated and have seen an interesting advertisement. Have them read the job advertisement and discuss what kind of person might enjoy the job.
- Elicit that someone who is young and ambitious and who is a good organizer might enjoy the job.
- Have the students read the application letter and comment on what information is included in each paragraph. Elicit that the letter is written in a formal register and a business style. Have the students notice the way the letter starts and finishes.

### Additional E

Have the students underline formulaic phrases that can be used in any application letter, such as *I am writing in response to your advertisement for ...* They should then compare their ideas.

### 5b

- Point out to the students that it is a lot easier to write an application letter when you are the perfect candidate for the job. Have them imagine that they are the perfect candidate and take notes to answer the questions.
- Elicit feedback and encourage students to take notes on good ideas they hear.

**Alternative:** Invent and make copies of another job advertisement. Have the students take notes and apply for the job.

### 5c

- Have the students write a cover letter, following the model given. Encourage them to use any formulaic phrases from the letter that are useful.
- When they have finished, have the students swap letters with a partner and comment on positive aspects of the letter they are given.
- Have the students read their letters aloud, and then have the whole class vote on who should get the job.

### Workbook D

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

# 4 Saudi Arabia and the World: Giving and following directions

## Aims Access Analysis Activation

### Discourse objectives

- Listen to and use correct (formal) language for introducing yourself in formal situations
- Familiarize students with language used in formal business letters

### Language objective

- Use imperatives for directions

### Specific skills objectives

- Read and understand instructions
- Listen for specific information
- Give directions both in speaking and writing
- Listen for specific phrases for introducing yourself in a formal situation
- Introduce yourself in formal situations

## 1 Reading

### 1a

- Tell students they are going to read a formal business letter. Pre-teach the words *post*, *application*, *interview*, *confirm*, *attendance*. Ask students to read the letter on their own, and say who has applied for the job.
- Elicit places in the letter which tell you who has applied. The address on the left is always the person you are writing to, and the address on the right is always the person who is writing. They should note the phrases *Dear Mrs Abdullah* and *thank you for your application for the post of business adviser*, which show who is being written to and why.

### 1b

- Students should answer these questions in writing.

**ANSWERS:** 1 She should prepare a 10-minute presentation showing how she would advise small and medium-size businesses in the area. 2 She can use the map which is attached to the letter or consult the website. 3 She should phone or Skype Mrs Nasser to confirm attendance for the interview.

### 1c

- Ask students to work in pairs and get feedback. Write ideas on the board e.g. *I use my GPS; I locate places using Google Maps; I ask other people how to get there; I use my map of Jeddah/Riyadh.*
- Ask strong students to find synonyms for the formal language in the letter e.g. *invite you for/ask you to come; prepare a presentation/make and give a presentation; please find attached/we have also sent a small map.*

## 2 Listening

### 2a

- Before playing the recording, ask students to read the questions. Ask students what they will listen for in particular (the best way to get to Saud-Invest). Ask students to guess what type of

answer they might hear e.g. *by air, by train, by bus, on foot, by car, by taxi*. Then play the recording.

### 2b

- Play the recording a second time and ask students to listen for specific information to complete the table. Remind them they don't need to write sentences in the first two columns – just numbers for the time and the cost of each journey. Remind students that sometimes no information is given, and if necessary pause between sections of the recording.
- Get feedback from the class and complete the table on the board to check answers.

### AUDIOSCRIPT TRACK 11

**Shahida:** Good morning, Mrs Nasser?

**Mrs Nasser:** Good morning. How can I help?

**Shahida:** My name is Mrs Abdullah. I applied for the post of Business Adviser. I am phoning to confirm that I will attend the interview.

**Mrs Nasser:** Thank you for calling. Could you remind me of the time of your appointment?

**Shahida:** It was at 2 pm.

**Mrs Nasser:** Oh yes. Was there anything else I can help you with?

**Shahida:** Yes please. What is the best way to get to you? I'm coming from Riyadh.

**Mrs Nasser:** Yes of course. We don't advise coming by car because of the congestion and there is nowhere to park. Take the train instead. It is both comfortable and reliable and Saudi-Invest is only a few kilometres from Mina, one of the central train stations. The journey takes about 3 hours from Riyadh.

**Shahida:** Thank you. What should I do when I get to Mina?

**Mrs Nasser:** Come out of the main entrance to the station. Cross the road and find bus stop no 5. From there you can catch bus number 33 – they're really frequent and it takes about 20 minutes to get here. Ask the bus driver to tell you to get off opposite the police station. Or print off the map on our website which shows you exactly where we are.

**Shahida:** Errm, I think I would prefer to take a taxi.

**Mrs Nasser:** Oh yes, there's a taxi rank outside the station. Just tell the taxi driver Saudi-Invest. He will know where we are. It will cost you about 20 SAR and take you about 5 minutes.

**Shahida:** Thank you very much.

**Mrs Nasser:** Thank you very much for calling. We look forward to meeting you.

**Shahida:** Good bye.

**Mrs Nasser:** Good bye.

#### ANSWERS:

	Journey time	Cost	Description
Car	-	-	Don't come by car Congestion Nowhere to park
Bus	20 mins	-	From bus stop no 5/ catch bus no 33/get off opposite police station
Taxi	5 mins from station	20 SAR	Taxi driver knows where Saudi-Invest is Taxi rank outside station

### 3 Grammar builder: giving directions

#### 3a

- Ask students if they can remember how Shahida asked for directions. Elicit *What is the best way to get to you?*
- Ask students to read aloud the different ways of asking for directions. Show them that when giving directions they should use the imperative form of the verb, which is the infinitive without *to*. Be sure to show them both the positive (cross) and negative forms (don't cross).

#### 3b

- Students should do this exercise on their own.

**ANSWERS:** **1** Can you tell me the way to the library? **2** How can we get to the market? **3** What is the best way to get to the shopping centre?

#### 3c

- Play track 11 again. Students should listen carefully for the verbs to complete the gaps. Remind students that they are listening for the imperative form. Then they should check answers in pairs and underline the verbs that are in the imperative form.

#### Additional E

Write a list of 10 different places in town they could ask for directions on the board (e.g. *the library, the school, the park, the bridge, the shops, the shopping centre, the cinema, the bus stop*). Pairs can then practise asking for and giving directions.

**ANSWERS:** **1** Imperative verbs: take, come out of, cross, find, ask, print off **2** 1 we don't advise 2 Take 3 come out of 4 cross 5 find 6 catch 7 ask 8 get off 9 print off

### 4 Speaking

- This role play encourages students to be inventive. The directions do not have to be correct but go round making sure that students are asking for directions correctly, use the imperative form to give the directions and also use the correct verbs e.g. **take the train**.

### 5 Writing D

- To introduce this activity, ask students to think about all the different means of transport they could use to get to a big hotel in Riyadh. Elicit *by car, by train, by bus, by taxi* etc.
- Remind students of the different ways that were given on the recording for getting to Saudi-Invest, and tell them to write a website piece for how to get to Saudi-Invest. They should be using their imagination together with the information they learnt from the listening exercise.
- For inspiration, students could consult different company or hotel websites to find out how they organize giving directions.

### 6 Introducing yourself in formal situations

#### 6a

- Tell students that it is the day of Shahida's interview. Remind them that interviews for jobs are usually very formal. Ask students how Shahida is likely to introduce herself (her family name, Mrs Abdullah) and who she is going to meet (Mrs Fawzi, the Director for small businesses).
- In pairs, students should discuss the level of formality in each way of introducing yourself. Encourage lots of discussion. Stress that there is no correct answer but that 1 and 4 are unsuitable in an interview.
- Discuss different ways of saying hello e.g. *Good afternoon, Hello, Hi*. Discuss the difference between *How do you do?* And *How are you?* (both mean the same but *How do you do* is more formal).
- Ask students to suggest the introduction they think Shahida should use in the interview.

**ANSWERS:** In order of formality: **1** – very informal – only use with friends (use of *Hi* instead of *Hello*; use of *Everything okay* instead of *How are you?*) **2** – informal – only use with friends (use of *Hi* instead of *Hello*; use of first name instead of family name) **3** – formal – simple and effective way of introducing yourself to someone of the same rank in a formal situation (note use of *Hello*. Then *I am ...* then *Nice to meet you*) **4** – formal – slightly more formal because of use of *How do you do?* **5** – very formal – not suitable for interview because you should wait for the interviewer to introduce themselves first – more suitable for a presentation

## Lesson 4 Big moments

### 6b

- Play audioscript 12. Ask students to check which phrase Shahida uses first. Were their guesses correct?
- Play audioscript 12 a second time and ask students to complete the table. Students check answers in pairs. Get feedback writing the answers on the board.

#### AUDIOSCRIPT TRACK 12

**Mrs Abdullah:** Good afternoon.

**Mrs Fawzi:** Good afternoon. How do you do? I am Mrs Fawzi, the Director for Small Businesses. Nice to meet you.

**Mrs Abdullah:** Hello Mrs Fawzi. How do you do? My name is Shahida Abdullah. Nice to meet you too.

#### ANSWERS:

First phrase	Good afternoon
Second phrase	Hello.
Third phrase	How do you do?
Fourth phrase	My name is Shahida Abdullah.
Fifth phrase	Nice to meet you too.

### 6c

- Note that Shahida and Mrs Fawzi use *Good afternoon* which is more formal than *Hello*, and Mrs Fawzi greets very formally using *How do you do?*
- Shahida then uses *Hello* and calls Mrs Fawzi by her name. She then mimics or follows the same format as Mrs Fawzi. Then giving her name and then saying *Nice to meet you*. Tell students that imitating or following the same level of formality as the person you are speaking to shows respect and also that you are speaking 'on the same wavelength'.

## 7 Speaking

- Ask the students to work in pairs. Encourage students to be inventive and to use the range of formal introductions they have learned.

# Unit 3 Crossing cultures

## 1 Evaluating tradition

### Aims Access (+ Activation + Analysis)

#### Discourse objectives

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

#### Language objectives

- Review vocabulary for jobs
- Familiarize students with expressions for talking about social roles and conventions

#### Specific skills objectives

- Develop listening skills: listening for gist
- Develop writing skills: paragraphing

## 1 Speaking

### 1a

- Draw the students' attention to the lesson title, *Evaluating tradition*, and elicit what they expect to come across during the course of the lesson.
- Ask them what job each person in the photograph has (the man is a doctor and the woman is a nurse). Have them comment on this. Then ask them what roles have traditionally been assigned to men and women in Saudi Arabia and if the situation has changed in recent times.
- Put the students into small groups, and have them look at the list of occupations. Check comprehension by asking the students to say what these occupations involve.
- Have the students check which jobs they think of as being done by men and which ones they think of as being done by women. Elicit the meanings of *masculine* and *feminine* and ask them which two other words beginning with M and F are used to refer to the genders (*male* and *female*).
- Have each group compare their answers with another group's.

### 1b

- Have the students discuss the questions, justifying their opinions with examples as far as possible.
- Allow time for students to complete the activity, and then have each group report back to the class.

## 2 Listening, writing and speaking

### 2a

- Explain to the students that they are going to listen to a conversation between two men – a Saudi Arabian and an Englishman.
- Play the recording. Have the students listen and answer the questions.

**ANSWERS:** In the hotel that Zaki is staying in in London. Because Zaki studied English in the UK.

### AUDIOSCRIPT TRACK 13

**James:** Welcome to London, Zaki.

**Zaki:** Thanks James. And thanks for coming round to see me.

**James:** No problems. Are they treating you well?

**Zaki:** Yes, thanks. The hotel's comfortable and the staff are really helpful.

**James:** Now, then. Let's talk about tomorrow. I usually get into the office at 9 ...

**Zaki:** Oh, do you? In my country we usually start at 8.

**James:** Poor you! But I expect you finish earlier – I don't finish till 5 or 5.30.

**Zaki:** Oh, no. We don't finish work till about 8 in the evening.

**James:** What a long day!

**Zaki:** Ah, but we have a long break in the middle of the day. From 11 to 4.30 in the afternoon.

**James:** That sounds great! Here I often don't stop for lunch at all. We're meant to get an hour at lunchtime, but as often as not I bring a sandwich to work and eat it in the office. And how many days per week do you work? I usually work five, sometimes six when we're busy.

**Zaki:** That's the same for me. But we work on different days, don't we?

**James:** Do we?

**Zaki:** Yes, we work from Saturday to Wednesday. Then we have Thursday and Friday off. That's our weekend – yours is on Saturday and Sunday.

**James:** Zaki, you seem to know more about us than I do about you!

**Zaki:** Ah ... that's because I studied English in the UK.

**James:** I thought your English was good! Right, about tomorrow, then ...

## Lesson 2 Crossing cultures

### 2b

- Play the recording again. Have the students listen and check the boxes.

**ANSWERS:** The same: Number of working days per week  
Different: Time of starting work; Time of finishing work;  
Lunchtime; Days at work in the week

### 2c

- Have the students compare their answers in pairs, and then elicit feedback from the class.

**ANSWERS:** students' own words. James starts work at 9 in the morning and works until 5 or 5:30. He often doesn't stop for lunch, but has a sandwich in the office. He does this five days a week, from Monday to Friday. Sometimes, when he's busy, he works on Saturday.

## 3 Reading and speaking **D**

### 3a

- Have the students close their books. Write the following on the board:  
*The most popular university subject in Britain is Law.*
- Put the students into pairs. They should discuss the subject that they would most like to study if they went to university.

### 3b

- They should go round the class asking all the other students about their favourite university subject. They should make a list of the top ten most popular subjects, in order.

### 3c

- The students should open their books and compare their list with the UK. list.

### 3d

- Students discuss the UK. list. Are there any surprising subjects (e.g. Sports Science?)

### 3e

- Have students read the text about Florence Nightingale and answer the questions.

## 4 Writing and speaking

### 4a

- Ask whether students have heard of Bint al-Shati'a. Do they know anything about her life? If not, who do they think she is? Are they surprised that a religious scholar should be a woman?
- Have students look at the notes on Bint al-Shati'a. Explain that they must use these to write an article about her. They can use the article on Florence Nightingale as an example.

### 4b

- Have students write their own account of the life of Bint al-Shati'a.
- Remind students that the title of an article should give an indication of subject matter, and make people curious to read it.

### 4c

- Encourage students to share their writing in groups. Did they choose to emphasize different pieces of information, or express personal views? Emphasize that comments should be constructive, and that it is natural for individuals to tackle the task in slightly different ways.
- Have students review their own work and make any improvements necessary. Remind them that they can learn from each other's efforts but that they should not imitate others' work.

### Learner development

When time allows, it is often a good idea to have students do multiple drafts of a piece of writing. This allows the students to benefit from feedback at different stages of the writing process, and raises their awareness of the way in which writing is normally produced in the real world outside of the classroom.

### Workbook **D**

Have your students work through the exercises on pages 16 and 17. Answers on page 81.

# 2 The plane journey

## Aims Analysis (+ Access)

### Discourse objective

- Develop the unit topic: chance meetings and their effects

### Language objective

- Teach the third conditional
- Teach sentence stress – conditionals

### Specific skills objectives

- Develop reading skills: reading for specific information
- Develop speaking skills: speculating about the past

## 1 Reading and speaking

### 1a

- Have the students quickly read the story and underline all the coincidences they can find.
- Elicit feedback and check answers.

**ANSWERS:** Khalil came from Riyadh and Mr Smithson traveled to Riyadh regularly; Mr Smithson knew Khalil's uncle; Mr Smithson was President of the company to which Khalil applied.

### 1b

- Elicit that the function of a story title is to interest the reader and to get them to want to find out more about the story.
- Put the students into pairs and have them come up with an appropriate title for the story.
- Have the pairs share their titles with the class. You could have the students vote on the title they like the best.

### Learner development

You may want to have the students analyze the story in terms of other typical features of this text type, including the use of characters, the use of direct speech, narrative tenses, etc. Have students draw up a list of pieces of advice on writing a story and collate their ideas on the board. You may want to turn this into something that can be on permanent display in the classroom to help guide students when they write.

### 1c D

- Put the students into groups, and ask them to think of meetings or other events that have had an effect on their lives.
- Have each student describe such an event to the other members of the group. Encourage the other members to ask questions to clarify the story.
- Have each group report back to the class.

## 2 Listening, reading and writing

### 2a

- Explain to the students that they are going to listen to a conversation about Khalil's interview.
- Play the recording.

**ANSWER:** In this instance, Khalil took the later plane and met the President because he overslept.

### AUDIOSCRIPT TRACK 14

**Ahmed:** Hi, Khalil. How did the interview go?

**Khalil:** Great! I got the job!

**Ahmed:** What? They've told you already?

**Khalil:** Sure. You remember that guy I told you about, the nice guy I was talking to on the plane down here?

**Ahmed:** Yes ... the man you poured your heart out to ...

**Khalil:** Well, it was him, the man who was going to interview me was him! He's the President of the company. And he told the others that he didn't need to interview me – he knew enough about me already.

**Ahmed:** That's amazing!

**Khalil:** And to think, I was going to catch the earlier plane. It was only because I overslept that I caught the later flight! If I'd caught the earlier one I wouldn't have met him, and I probably wouldn't have got the job.

**Ahmed:** Well, that's great. You see, oversleeping can be a good thing ... sometimes!

### 2b D

- Direct the students' attention to the email and elicit that it was written by Ahmed to a friend. Have the students read it quickly and elicit that it is about Khalil's experience.
- Put the students into pairs. Point out that there are factual errors in the email, and have the pairs find the errors, based on what they remember of the conversation.
- Play the recording again for students to listen and check their answers.
- Have the students rewrite the email correctly.

**ANSWERS:** Khalil was sitting on the plane when the guy next to him started talking to him; The man was interested to hear all about him and they chatted all the way to Houston. At the end of the journey, he wished him luck; Khalil applied for a job and the man was on the interviewing panel – he was the company President and gave him the job immediately!

### 3 Grammar builder: third conditional

#### 3a

- Write on the board: *If Khalil had missed the earlier plane, he wouldn't have met the man.* Elicit whether Khalil missed the plane (no) and whether he met the man (yes).
- Put the students into pairs. Have them discuss the statements and answer the questions.
- Check answers.

**ANSWERS:** 1a no 1b yes 2a yes 2b no

#### 3b

- Check comprehension of *unreal situations in the past*. Make sure that students understand that the third conditional is used for imagining the past differently.
- Have the students read the sentences and say how the grammatical form changes from a real to an unreal situation.

**ANSWERS:** When referring to the real past situation, the past simple is used. When referring to the unreal situation, the past perfect is used and *would* is used for the imagined result of that unreal situation.

#### Language help

Students sometimes have difficulty knowing when and why to use the third conditional. Explain that it is used to express either relief that a past event had good consequences, e.g. *If I had eaten the shrimps, I would've had food poisoning* (but I didn't eat them, so I was alright), or regret that things turned out badly, e.g. *If I hadn't lost my temper, I would have kept my job* (but I did lose my temper and I lost my job).

#### 3c

- Have the students complete the sentences by putting the verbs into the correct form.
- Have the students compare their answers with a partner's. Check answers with the class.

**ANSWERS:** 1 hadn't got 2 would've applied 3 hadn't broken down 4 would have got 5 hadn't given 6 wouldn't have got 7 had got 8 would've won 9 had been 10 would've stayed

#### 3d

- Point out that students are given real situations and ask them to change them into unreal situations.
- Check answers.

**ANSWERS:** 2 If Mark had told me about the meeting, I would've gone. 3 If I had been good in science, I would've studied medicine. 4 If we hadn't arrived late at the conference, we would've heard the opening talk. 5 If I had studied, I wouldn't have failed / would have passed the maths test. 6 If Tina hadn't missed breakfast, she wouldn't have been hungry all morning.

#### Language help

Ask the students to consider how the same ideas are expressed in their own language. Have them work in pairs or small groups to compare the ways in which English and their own language refer to unreal past situations.

### 4 Pronunciation: sentence stress – conditionals

#### 4a

- Play the recording. Have the students read the example and listen to how it is said. Elicit that the underlined words are stressed.
- Elicit which parts of the conditional structure are stressed in an affirmative clause (the past participle or the infinitive) and in a negative clause (*hadn't* or *wouldn't*).
- Have the students underline the words in the remaining sentences that they would expect to be stressed. Play the rest of the recording. Have them listen and check their answers.

**ANSWERS:** 1 We wouldn't have come if you hadn't called us.  
2 If I had stayed in Florida, I would have seen the hurricane.  
3 If you hadn't bought that car, you'd have some money.  
4 He would have come to the restaurant if she hadn't had to work late.

#### Additional

You may like to draw students' attention in particular to sentence 3 and ask them to comment on its form. It is a mixed conditional where the imagined result of a past unreal situation is in the present.

#### AUDIOSCRIPT TRACK 15

see SB p. 25 ex. 4a

#### 4b

- Play the recording again. Have the students listen and practise saying the sentences.

### 5 Speaking

- Put the students into small groups. Have them talk about important events in their lives and how their lives would have been different if the events hadn't happened.
- Monitor the conversations for the use of the third conditional.
- Provide feedback to the class on their use of the third conditional, and clarify points if necessary.

#### Workbook

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

# 3 Listening to advice

## Aims Analysis (+ Access)

### Discourse objectives

- Develop the unit topic: experiencing another culture through travel

### Language objective

- Teach ways of expressing wishes

### Specific skills objectives

- Develop reading skills: reading for specific information
- Develop speaking skills: expressing regret

## 1 Speaking and reading

### 1a

- Ask whether students have ever travelled overseas. Did they have to deal with any paperwork such as visas, or take account of unfamiliar or confusing regulations? Did they have to adapt to unfamiliar cultural environments or simply find situations confusing because of a language barrier?
- Direct students' attention to the lesson title. Have they ever undertaken Hajj or any other journey for religious reasons?
- Put the students into pairs. Have them discuss what advice they might give to a British pilgrim travelling on Hajj. What advice would any traveler need? Is there any advice that might be particularly important from someone travelling from a European country, or someone who does not speak Arabic well? Ask students to make notes.

### 1b

- Ask students to read the advice provided in the official leaflet for pilgrims travelling on Hajj and compare the information with their own notes. Is there anything that they forgot to include? Is there anything essential that they feel is missing from the leaflet?

### 1c

- Ask students whether they are good at following advice. Have they ever ignored good advice and regretted it? Do they think it important to do some research and take advice before travelling or do they prefer to find everything out for themselves?
- Have students work in their pairs to read the email from a pilgrim to his friend at work. Do they think his stay in Makkah went well? What didn't go well? Why? Would they have done things differently?

### 1d

- Have students reread the government advice leaflet for pilgrims and compare it with Khalid's email message. They should tick any of the advice that he failed to follow.

## 2 Grammar builder: expressing wishes

### 2a

- Write on the board: *I wish I had a car.* Elicit that this sentence refers to the present and that the verb form used is the past simple.
- Add the sentence: *I wish I had listened to his advice.* Elicit whether this wish is about the past, the present, or the future (the past). Elicit the verb tense used (past perfect).
- Have the students read the examples given and elicit that they too refer to the past and use the past perfect.
- Put the students into pairs and have them answer the questions.
- Allow time for students to complete the activity, and then have a few pairs report back to the class.

**ANSWERS:** 1 yes 2 no 3 past perfect 4 A negative verb is used for a wish about something that did happen, and a positive verb is used for a wish about something that didn't happen. 5 Khalil says he wished he had listened to my family. He says he wishes he hadn't been an idiot.

### 2b

- Write the example sentence on the board: *I wish I had brought my umbrella.* Elicit whether this person did or didn't (no). Elicit how we know (because the verb is in the positive, so we know that the unreal situation did not actually happen).
- Point out to students the column in the table that refers to who may have made this statement.
- Have the students complete the table. When they have finished, have each pair compare their answers with another pair's. Finally, check the answers with the class.

## POSSIBLE ANSWERS:

Wish about an unreal situation	Who said it	Real situation
I wish I had brought my umbrella,	I think someone getting wet in the rain said it.	The person didn't bring his / her umbrella.
I wish our team had practised more!	A member of a football / basketball, etc. team.	This person belongs to a team that didn't practice enough.
I wish I had done my revision.	A student / someone who is about to take / just took an exam.	This person expects to do badly in an exam because they didn't revise enough.
I wish I hadn't eaten so much at lunchtime	Someone who is feeling full because they ate too much.	This person ate more than they should and feels unwell.

## 2c

- Explain to the students that they are going to read some situations, imagine they are the person in each situation, and write the wish each person might make.
- Write the example situation on the board. Elicit the imaginary student's wish and write it under the situation on the board.
- Have the students read the remaining sentences and write wishes.
- Check answers.

**ANSWERS:** **2** I wish I hadn't left my job. **3** I wish I hadn't bought these shoes. **4** I wish I had studied more / had passed my exams.

## 3 Speaking

- Explain that the students are going to talk to each other about things in the past that they regret, such as missed opportunities for work or study, friendships, or money. Elicit one or two other possible areas of regret.
- Make sure students are aware that they will need to use wishes about the past to talk about their regrets. Draw students' attention to the example.
- Have the students take brief notes about things they wish they had or hadn't done in the past and why.
- Put the students into small groups. Have them discuss their regrets about the past. Monitor the interactions, paying particular attention to the use of past perfect forms with *wish*.
- Allow time for students to complete the activity, and then have each group report back to the class.
- Give feedback to the students on their use of *wish*.

**Alternative:** Have the students in pairs write a short conversation between two people, one of whom is explaining a disastrous situation to the other caused by his / her foolish behaviour. Encourage the students to make their conversations as funny or extreme as they can. Have them practise their conversations and then invite some pairs to perform theirs for the class.

**Teaching tip** When speaking in a second language, we usually perform better when we are given an opportunity to consider what we are going to say beforehand. Where possible, allow your students a minute or two before a speaking task to prepare mentally what they are going to say.

## Workbook D

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

# 4 Saudi Arabia and the World: Cultural ceremonies

## Aims Activation Analysis Access

### Discourse objectives

- Use questions in the present simple as springboards for conducting research and writing a report
- Talking about customs

### Language objectives

- Use the present simple for a fact or generalisation and for future timetabled events
- Recognize when to use the present simple for both present and future actions
- Ask questions using the present simple

### Specific skills objectives

- Develop speaking skills: describing events using the present simple
- Develop writing skills: write a report using the present simple, and organize information into paragraphs with sub-headings

## 1 Speaking **D**

- This first speaking activity is a quick introduction to the theme of the unit. Get feedback from pairs. Ask students to make a word bank of key words on the board. e.g. *celebrate, ceremony, festival, to get married, to be welcomed into the community* etc.

## 2 Reading

- Students read the quiz. Ask students to guess then tell them the correct answers.

**ANSWERS:** 1 true 2 false – they offer guests a drink of water 3 true 4 false – South Koreans always refuse gifts when they are first offered. The person offering the gift should insist that the gift is taken 5 false – the naming ceremony takes place up to forty days after the baby is born, after purifying ceremonies 6 true 7 false – traditional Malaysian couples usually celebrate their wedding over two days 8 true 9 false – Ghanaians wear white or red if they die when old, for example at the age of seventy (particularly if the person was important). Dying when old is considered to be a celebration of life.

## 3 Grammar builder: present simple

### 3a

- Establish with the students that quiz is in the present simple tense.
- Ask students when they would use the present simple. They are likely to say it is used when something is either usual or routine (as this has been taught). Ask them if they think this is the case for the quiz. Point out that even though some of the items may be usual or routine, the present simple is used in the reading passage because it is a fact or something that the speaker believes to be true. Write an example fact on the board. e.g. *The sun rises in the East.*
- Tell students you can also use the present simple for a timetabled future action e.g. catching a train or a plane. Write the example on the board.

### 3b

- Students should do this on their own, then check answers in pairs.

**ANSWERS:** Repeated action: c, f Fact or generalisation: a, b, e, g, h Timetabled future action: d, i

### 3c **D**

- In pairs, students ask each other what happens at ceremonies in each other's communities. They should practise asking questions in the present simple, e.g. *What is the ceremony called? Where does it take place? Who attends the ceremony? What do they wear?* They then copy and complete the table. Remind them they are using the present simple because they are talking about things that are usual (or alternatively, they are listing facts).

### 4 Writing

#### 4a

- Tell students that they are going to write a report. Explain that because they are talking about facts, reports often are written in the present simple tense. Show them a photo of a wedding or a funeral. Copy the table onto the board and ask them what they know about the ceremony. Complete column 1 with what they know, then ask them to write questions on what they want to know. Remind them to use the present simple.  
e.g. *What does the bride do? What does the bridegroom do? What do the families do? What does the bride wear? When does the wedding take place? How long does it last? What do people eat? Where does the wedding ceremony take place? How do people choose their partners? Who approaches who to organize the wedding? What dowry is paid?*

#### 4b

- Allow students time (perhaps as homework) to research answers to their questions using the internet or library. Suggest they enhance their reports with some photos.

#### 4c

- Tell students that reports are divided into sections with sub-headings. Ask them for examples for their report e.g. *What people do, what people wear, what they eat*. Alternatively they could just use topic titles e.g. *Clothing, Food, Family, Money*.

#### 4d

- Pairs should then share their answers and organize their information (including any photos) to go under the different headings. Go round and make sure students have at least 3 headings for their report.
- Students then write their reports, and should include everything mentioned in the 'checklist for reports'.

**Preparation:** For exercise 4a, you may like to have some photos of a naming, wedding or funeral ceremony to show your students.

# Unit 4 Life's a journey

## 1 To the Moon and back

### Aims Access (+ Activation + Analysis)

#### Discourse objective

- Establish the unit topic: unusual stories

#### Language objectives

- Expose students to newspaper headlines
- Expose students to target grammar of the next lesson (past modals)

#### Specific skills objectives

- Develop reading skills: reading for gist
- Develop writing skills: writing a descriptive story

### 1 Reading and writing

#### 1a

- Have students look at the photographs and say what they can see. They should be able to identify the Moon and a space craft.
- Ask students to speculate on what the text is about but do not provide the answer at this stage.
- Ask students why they think mankind has been so interested in the idea of space travel for so long. Do humans naturally want to explore beyond the boundaries of their usual environment?
- Do students think space exploration is a worthwhile investment? What are the potential benefits to humans?

#### 1b

- Have students read the magazine story. Did they guess the topic correctly?
- Check that students understand the story.

**ANSWER:** The article is about a famous Egyptian scientist who worked in space exploration, helping to plan the Moon landings.

#### 1c

- Ask the students what the purpose of a headline above a magazine story is (to summarize the most important point of the news story).
- Have them read the headlines and choose the one that best fits the story. Have them read the article again to check their answer.

**ANSWER:** The best headline is the first one, since this summarizes the most important point in the story, which appears in the first paragraph.

**Alternative:** You might want to bring various newspaper articles into class, from which you have removed the headlines. Put the students into small groups and have them read the news stories and write newspaper-style headlines for the stories. Have them then compare their ideas with each other's and with the original headlines.

### Learning tip

- Have the students read the *Learning tip*. You might want to read it aloud or have a student volunteer read it aloud.
- Ask the students whether they read newspapers and what kinds of information people get from newspapers, apart from the news.
- You might want to put them into pairs and have them come up with as many different types of information found in newspapers as they can, before sharing their ideas with the class.

#### 1d

- Have the students look at the table. Ask them to complete it in pairs, using what they remember from the article. Do not allow them to read the article again at this point.
- When students have added as much information as they can, have them read the first paragraph of the article again to check their answers and add any missing information.
- Check answers.

#### ANSWERS:

**Who:** Farouq Al Baz

**Nickname:** 'The King'

**Occupation:** (Secretary of lunar landing site selection)

**Where:** Florida

**When:** 1971

**Nationality:** Egyptian

### 2 Speaking, writing and reading

#### 2a

- Have students close their books. Ask them to imagine that they are journalists. Explain that they have just become the first journalists to land on the Moon. They are going to write an article about their extraordinary experience.
- Write the starter sentence, '*Last week I became the first journalist to ...*' on the board. Ask students to identify what the article should include. Write headings on the board. Include '*How you felt*', '*What the Moon was like*', '*What you did*', and any other suggestions from students.
- Have students write the first paragraph of their own accounts. Encourage them to use their imaginations and make their accounts as interesting as possible.

#### 2b

- Put students into groups and let them compare their paragraphs. Ask them to comment on which features of the different accounts are most successful. Whose was the most realistic version of events?

#### 2c **D**

- Have students read the paragraph about the real Moon landing. Did the writer choose to focus on the same aspects of the story as the students?

#### Additional **E**

Students can role play an interview between a journalist and an astronaut, and then write their stories. They should decide which aspects of the astronaut's experience would be most interesting for readers of their newspaper or magazine and ask their questions accordingly.

#### Workbook **D**

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

## 2 A near tragedy

### Aims Analysis (+ Access)

#### Discourse objectives

- Develop the unit topic: extreme experiences
- Expose students to colloquial spoken discourse

#### Language objectives

- Teach past modals – *would have, should have, could have*
- Teach weak forms – modals

#### Specific skills objectives

- Develop listening skills: listening for gist
- Develop writing skills: writing a story

### 1 Speaking and listening

#### 1a

- Draw the students' attention to the lesson title and the photograph, and have them suggest what they might be going to learn about in this lesson.
- Put them into pairs, and have them discuss the questions. Encourage them to speculate if they aren't sure.

#### 1b

- Explain to the students that they are going to listen to an interview about a mountain climbing attempt.
- Ask if any students have ever done any mountain climbing, or know someone who has. Elicit information about clothing, equipment, and safety rules for mountain climbers.
- Play the recording. Have the students listen and decide if the attempt was successful or not.

**ANSWER:** No, the attempt was not successful.

#### AUDIOSCRIPT TRACK 16

**Interviewer:** Today on Extreme Sports I'm talking to Hussein, who survived a very dangerous experience last month! Hussein, tell us what happened.

**Hussein:** OK, what happened was that two friends and I were caught in a snowstorm on Mount Barker. And I have to admit we made several mistakes. First, we took an inexperienced climber with us. He didn't have the climbing ability for that mountain.

**Interviewer:** But he wanted to go.

**Hussein:** So we took him with us. The other problem was that he didn't really have the right equipment. His equipment wasn't good enough for extreme weather conditions.

**Interviewer:** I imagine that the right equipment is vital.

**Hussein:** It is. So, anyway, the weather was great in the morning when we started climbing, but when we got to about 1,800 metres, it started snowing.

**Interviewer:** And did you continue to climb after it started to snow?

**Hussein:** Yeah, and that was another big mistake. We thought it would just snow a little. It was spring – just the end of March – so we continued. We should have gone down the mountain immediately.

**Interviewer:** Then what happened?

**Hussein:** We got to 2,100 metres and realized it was going to be a major snowstorm. We decided to make a hole in the snow to keep warm. My friend Ali and I were fine, but Kamal was in trouble. He started to get really cold.

**Interviewer:** So what did you do?

**Hussein:** We sat in the hole in the snow with Kamal between us to keep him warm, and we waited. It snowed for two days!

**Interviewer:** You were on the mountain for two days?

**Hussein:** Yeah. And finally on the third day it stopped snowing and we started climbing back down the mountain. Kamal was ill from cold and hunger, but fortunately a rescue team met us with food and warm clothes.

#### 1c

- Ask one or two student volunteers to summarize the story. Do not correct mistakes at this stage, but allow the other students to suggest details or corrections.
- Play the recording again. Have the students listen and take a note of the three mistakes mentioned in the interview.
- Play the recording one more time for students to check their answers; then check answers with the class.

**ANSWERS:** They took an inexperienced climber. He didn't have the right equipment. They continued to climb when it started to snow.

#### 1d

- Explain to the students that they are going to hear the rest of the interview. Direct students' attention to the table and ask them to complete it as they listen.
- Play the second part of the interview. Have the students listen and complete the table.
- Check answers.
- Elicit what could have happened on the climb.

**ANSWERS:** Should have: checked the weather, gone in May; Shouldn't have: gone in March, continued after the snow started, taken Kamal with them; Kamal could have died.

### AUDIOSCRIPT TRACK 17

**Interviewer:** You were lucky. What advice can you give to other climbers? What should you have done differently?

**Hussein:** Well, I guess we shouldn't have climbed Mount Barker in March. The weather is too unpredictable at that time. We should have waited until May. And we definitely should have checked the weather forecast before going.

**Interviewer:** And what about once you were on the mountain?

**Hussein:** We should have turned back when it started snowing. We shouldn't have continued climbing in the snow.

**Interviewer:** Do you have any other advice for our listeners?

**Hussein:** Yeah. Make sure everyone in the group has the same level of experience and equipment. Kamal wasn't experienced enough for Mount Barker. He could have died, and it would have been our fault for taking him with us! Don't risk people's lives!

**Interviewer:** Climbers, that's good advice from Hussein. Thank you, Hussein.

## 2 Grammar builder: past modals – would have, should have, could have

### 2a

- Write the first sentence on the board: *We should have gone down the mountain immediately.* Elicit whether this refers to the present or the past (the past) and whether they did in fact go down the mountain (no, they didn't).
- Underline the words *should have gone*, and elicit what form we use with a modal to talk about the past (modal + *have* + past participle).
- Draw students' attention to the *Language assistant*, which shows the structure in tabular form.
- Have the students look at sentences 1–3 and match each to an explanation, a–c.
- Check answers.

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

### 2b

- Have the students complete the sentences using a modal and the verbs in brackets.
- Check answers.

**ANSWERS:** 1 could have killed 2 would have been 3 should have filled up

### 2c

- Have the students read the example. Explain that there may be more than one appropriate response.
- Have the students write appropriate responses, and then elicit feedback. Encourage students to comment on the accuracy of each other's sentences.

**POSSIBLE ANSWERS:** 2 You shouldn't have been late.  
3 I would have given you directions if you had called.  
4 You could have been killed! 5 I would have called to let them know I was going to be late.

## 3 Pronunciation: weak forms – modals

### 3a

- Ask the students to describe what is happening in the picture.
- Explain that they are going to hear a short conversation about what happened to Hashim, the man in the picture.
- Play the recording. Have the students listen and circle the correct past modals.
- Check answers.
- Ask the students to speculate again on what may have happened to the man in the picture.

**ANSWERS:** would have, wouldn't have, could have, shouldn't have, should have

### AUDIOSCRIPT TRACK 18

**Boy 1:** Did you hear what happened to Hashim?

**Boy 2:** Yeah, I would have been terrified.

**Boy 1:** Me too. I wouldn't have tried climbing that tree. Hashim could have been killed.

**Boy 2:** I agree. He shouldn't have done it. He should have been more sensible at his age!

### 3b

- Ask the students to listen again and pay particular attention to the way the past modals are pronounced in speech.
- Play the recording. Elicit the correct pronunciation of the reduced forms.
- Put the students into pairs. Have them practise the conversation, taking turns playing the two speakers. Monitor students' pronunciation of the past modal forms.

## 4 Writing and speaking **D**

### 4a

- Ask the students to think of an extreme situation from their own past or to invent one from their imagination. Have them take notes in answer to the questions.
- Have one or two student volunteers share their ideas with the class.

### 4b

- Have the students turn their ideas into a story. Remind them to try to use *would have*, *should have*, and *could have*.

### 4c

- Put the students into groups, and have them read their stories to each other. Encourage the other members of the group to comment on what they would or wouldn't have done or felt in the same situation.

### Workbook **D**

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

# 3 The War of the Worlds

## Aims Analysis (+ Access)

### Discourse objectives

- Develop the unit topic: extreme reactions
- Expose students to extended written discourse

### Language objectives

- Teach past modals – *could have, might have, may have, must have, can't have*
- Consolidate past modals – *would have, could have, should have*

### Specific skills objectives

- Develop listening skills: listening for gist
- Develop reading skills: reading for gist
- Develop speaking skills: summarizing a myth

## 1 Listening and reading

### 1a

- Have the students comment on what the title of the lesson means to them.
- Explain to the students that they are going to listen to excerpts from a 1938 radio broadcast. Have them read the questions.
- Play the recording. Have the students listen and answer the questions, then check answers.

**Teaching tip** Students often think they need to understand every word in a listening activity. Let them know that it is OK if they don't understand all of the words. It is more important to understand the main ideas of what they hear. Encourage them to focus on listening for the information in the questions and to also pay attention to the tone of voice used by the announcers.

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

### AUDIOSCRIPT TRACK 19

**Announcer:** Ladies and gentlemen, we interrupt our programme to bring you a special bulletin from the Intercontinental Radio News. At twenty minutes before eight, central time, Professor Farrell of the Mount Jennings Observatory, Chicago, Illinois, reports observing several explosions of incandescent gas, occurring at regular intervals on the planet Mars. The spectroscope indicates the gas to be hydrogen and moving towards the Earth with enormous velocity.

**Pierson:** I don't know what to think. The metal casing is extraterrestrial ... not found on this Earth.

**Voices:** The top's loose! It's off! Look out there! Stand back!

**Announcer:** Ladies and gentlemen, this is the most terrifying thing I have ever witnessed ... Wait a minute! Someone's crawling out of the hollow top. Someone or ... something. I can see peering out of that black hole two luminous disks ... are they eyes? It might be a face. It might be ... Good heavens, something's wriggling out of the shadow like a gray snake. Now it's another one, and another. They look like tentacles to me. There, I can see the thing's body. It's large, large as a bear and it glistens like wet leather. But that face, it ... ladies and gentlemen, it's indescribable ...

**Operator:** This is Newark, New Jersey ... This is Newark, New Jersey ... Warning! Poisonous black smoke pouring in from Jersey marshes. Reaches South Street. Gas masks useless. Urge population to move into open spaces ... automobiles use Routes 7, 23, 24 ... Avoid congested areas. Smoke now spreading over Raymond Boulevard ...

**Announcer:** I'm speaking from the roof of the Broadcasting Building, New York City. The bells you hear are ringing to warn people to evacuate the city as the Martians approach. Estimated in the last two hours three million people have moved out along the roads to the north, Hutchison River Parkway still kept open for motor traffic. Avoid bridges to Long Island ... hopelessly jammed. All communication with Jersey shore closed ten minutes ago. No more defenses. Our army wiped out ... artillery, air force, everything wiped out. This may be the last broadcast. We'll stay here to the end.

### 1b

- Direct students' attention to the article but ask them not to read it. Have them look at the graphics and the title and speculate about how it may be connected to the radio broadcast they just heard.
- Have them read the article.
- Put them into pairs, and have them read the article again and find the answers to the questions.
- Check answers.

**ANSWERS:** 1 a play 2 that it was a real news broadcast 3 mass panic 4 The world political climate of the time (the approach of World War II) made people feel insecure. The play was very realistic and sounded like a news broadcast. Many listeners missed the beginning, when it was explained that the programme was a radio play.

### 1c

- Have the students discuss with their partner how they would have felt if they had heard the play in 1938.

**Alternative:** You may want to have the students write a short conversation between people listening to the radio broadcast in 1938. Put the students into groups, and have them write what the people might have said and how they might have reacted. Allow them time to practise their short plays. Invite the groups to perform their play for the class.

## 2 Grammar builder: past modals – *could have, might have, may have, must have, can't have*

### 2a

- Write the first sentence on the board. Underline *might have panicked*.
- Elicit whether the sentence refers to a possibility or a certainty (possibility) and which of explanations a–c matches with this sentence (a).
- Have the students continue with the remaining sentences, matching each one to an explanation.
- Put the students into pairs, and have them compare their answers before checking the answers with the class.

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

### 2b

- Draw the students' attention to the fill-in-the-blanks conversation.
- Have them fill in the blanks with past modals and the verbs in brackets.
- Have them compare their answers in pairs before checking the answers with the class.

**ANSWERS:** 1 must have been 2 could have been 3 might / may / could have touched 4 might / could have been killed 5 must have been 6 can't have been

### Language assistant

- Have the students read the *Language assistant*. Put them into groups, and ask them to come up with examples of negative deductions about the past using *couldn't have*.
- Have them read their sentences aloud and comment on the accuracy of each other's sentences.



#### Language help

Using this structure to refer to deductions about the past in this way is typical of English, but the same ideas are probably expressed differently in the students' first language. In groups, have the students compare how they would express these ideas in their own language with how they are expressed in English. Elicit feedback and see if the students all agree.

## 3 Speaking **D**

### 3a

- Put the students into small groups. Give them a moment to think of a voyage from *Sinbad the Sailor*.
- Have each student in turn summarize the voyage they have thought of.
- When they are finished, have groups report back to the class on the voyage they told and whether all members of the group knew the same story.

**Alternative:** Have one student tell the voyage and the rest of the group add to or correct the story as they go along.

### 3b

- Have the students discuss reasons for the origins of *Sinbad the Sailor*. Encourage them to use past modals to explore possible and certain deductions about the past.
- Monitor the interactions, paying particular attention to the way past modals are used.
- Allow time for students to complete the activity, and then have each group report back to the class.
- Give feedback to students on their use of past modals.

### Additional **E**

You could have the students research legends from other countries to present to their group. Then ask the group to speculate about the possible origins of that legend using past modals.

## Workbook **D**

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

# 4 Saudi Arabia and the World: Staying in a hotel

## Aims Access Analysis Activation

### Discourse objectives

- Understanding that hotel websites are advertisements and use strong positive adjectives to make you want to spend your money

### Language objectives

- Understand strong adjectives used to describe things in a positive way
- Teach hotel vocabulary

### Specific skills objectives

- Develop speaking skills: asking for things at a hotel
- Developing listening skills: confirming information
- Developing listening skills: listening for specific information

## 1 Reading

### 1a

- Remind students of the kind of environment around Abha (it is close to the mountains and cool, especially in the summer). Point to the photo of the family and ask students to read what each family member wants out loud.
- Ask students to read the website advertisement for the Asir Royal Hotel in Abha. Ask whether the family will like staying at the hotel, and why.

**ANSWER:** Every family member should like staying there except for the father, because he would like to play golf – but the advert doesn't mention golf.

### 1b D

- Students should read the website again and answer the questions in writing. Get feedback from students explaining answers 2, 3 and 5 in particular. Make sure that answers to question 6 are short and concentrate on the main idea, which is that the hotel is luxurious.

**ANSWERS:** 1 on the internet 2 Special offers (special offers implies there is a discount) 3 Reviews (this section gives feedback on what people thought about their stay) 4 (suggested) horse riding, golf, or business conference suite with rooms for giving presentations or meetings 5 contemporary, luxurious, private, marble, unparalleled, spectacular, forested. The adjectives are all strong and very positive. 6 (suggested) The Asir Royal hotel is a luxurious hotel 7 students' own answers

## 2 Listening and speaking

### 2a–c

- In pairs, ask students to predict the type of vocabulary they will hear in the conversation. Get feedback e.g. *book a room, reserve a room, make a reservation, receive confirmation*.
- Play the recording a first time.
- Play the recording a second time to complete the gaps. Tell students they will have to listen carefully. If necessary pause the tape to allow students time to write answers.

### AUDIOSCRIPT TRACK 20

**Receptionist:** Good afternoon, the Asir Royal Hotel. How can I help you?

**Father:** Good afternoon. I made a reservation for two rooms last week by internet but I have not received confirmation. Can you check our booking?

**Receptionist:** Thank you. What name was it?

**Father:** Sami Ayoub

**Receptionist:** Let's see. One moment while I check... Yes. We have 2 rooms for you from 1-7 July.

**Father:** Hmm. Yes, but it was from 1 July until 6 July. We leave on the seventh.

**Receptionist:** Thank you. I will make a note of that. May I take your email address? It seems as if we sent you confirmation but the email address was incorrect.

**Father:** Okay. It's sayoub@gmail.com

**Receptionist:** Okay I'll just repeat it back to check. That's S-A-Y-O-U-B.

**Father:** Yes.

**Receptionist:** Thank you. I'll email confirmation right away.

**Father:** Thank you.

**Receptionist:** We look forward to seeing you. Goodbye.

**ANSWERS:** How can I help you? made a reservation Can you check our booking? Let's see. One moment while I check... Yes. it was from the 1 July until 6 July. We leave on the seventh. I will make a note of that. Okay, I'll just repeat it back to check.

### 3 Grammar builder: confirming information / asking for things

#### 3a

- Point out that it is common to confirm or repeat back detailed information – this is to check that the person listening has precisely the correct details. Students may suggest e.g. telephone numbers, restaurant orders, or email addresses.
- 1 Confirming information: *Can you check our booking? One moment while I check... I will make a note of that. I'll just repeat it back to check.*  
2 Remind students of polite phrases used for asking for things: *Can I ...? Could I ...? Would you ...?* Tell students that *May I* is the most formal way of asking for something and is only used with I and we.

#### 3b

**ANSWERS:** 1 Can I confirm my reservation? 2 May I take your email address? 3 Could you sign this guest card? 4 Can I help you? 5 Would you like to check in? 6 Could you send me an email to confirm?

#### 3c

**ANSWERS:** In pairs, students should make sure they know the correct phrases and answers for booking a room or a table at a restaurant. They will use these phrases in a role play in the next exercise.

### 4 Speaking

- The pairs should then practise their role play. Tell students they can use their imagination and make the role play entertaining if they can. Choose pairs to perform their role plays for the class.

## Progress test Units 1–4

- This test has been designed to measure progress made over the first four units of *Flying High for Saudi Arabia Book 3*. There are grammar, vocabulary, reading and listening tasks, and a writing task. The tasks have been designed to replicate the type of activities that are found in the Student Book and Workbook.
- The test can be used as a whole but if lesson lengths do not permit this, then various parts of it can be taken at different times with a view to adding up scores once all parts have been completed.
- The amount of time needed to take the test will depend on the students' ability, but as a rough guide you should allow:
  - Grammar 1: 10 mins
  - Grammar 2: 10 mins
  - Vocabulary: 10 mins
  - Reading: 1-20 mins
  - Reading 2: 20-30 mins
  - Listening: 20 mins
  - Writing: 30-40 mins
- With regard to the listening section of the test, you should plan to repeat the recordings if students require this. In general it is good practice to allow the students to listen twice, as they will be busy writing first time around, and may miss details. It is also advisable to give the students about five minutes to look through the questions so that they can know in advance what to listen for. The script used in the listening part of the test follows the answer key below.
- 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 'bought', perhaps as 'boght', might not be so serious as to fully lose the mark. However, this should depend on the teachers and students involved. Similarly, in the listening task the main objective is to test understanding, so you may wish to overlook minor misspellings or even small grammatical errors here and there.
- At the end of the answers there is a marking grid you can use to assess different aspects of writing. This covers a range of traits and aims to allow teachers to look at students' writing holistically. Again, in using this grid you should consider the local teaching environment and the overall objectives of the course.

### Grammar

1

**ANSWERS:** 1 c 2 a 3 b 4 c 5 c or a 6 c 7 c 8 b 9 a 10 b

2

**ANSWERS:** You should accept any reasonable attempts to complete the sentences. e.g. 1 ... she had a dentist's appointment 2 ... playing on his Xbox. 3 ... the air is cleaner there. 4 ... the fire alarm went off. 5 ... I decided to help her make the dinner. 6 ... I am worried about being away from home. 7 ... also went running every day. 8 ... it is so hot that I end up sweating. 9 ... I send all my emails from the library. 10 ... she crossed the road and caught a taxi.

### Vocabulary

3

**ANSWERS:** 1 many 2 enough 3 many 4 some  
5 a lot of 6 any 7 much 8 some 9 many/a lot of 10 some

### Reading

4

**ANSWERS:**

First para: E  
Second para: B  
Third para: D  
Fourth para: A  
Fifth para: F  
Sixth para: C

5

**ANSWERS:** 1 At the port in Jizan. 2 It is a wide bay with boats tied up at a port with a small mosque at the end of the bay. 3 It is a mud brick hut with a low roof thatched in palm. 4 it is hot and very sunny. 5 Students' own answers e.g. Yes, because there is lots of shade or Yes, because it is near the sea. 6 Students' own answers.

### Listening

6

**ANSWERS:** 1 Can you tell us the best way to get to ... 2 Erm ... I wouldn't take the car. 3 how do we get there? 4 Come out of the hotel and there is a bus stop right in front of you. 5 ask someone to tell you the way. 6 I suggest taking a taxi. 7 ring this number, tell the taxi driver where you are ... 8 Don't hesitate to ask me ...

### AUDIOSCRIPT TRACK 21

**Minnah:** Can you tell us the best way to get to the al Masjid al Haram from here? We plan to go by car.

**Fadi:** Erm... I wouldn't take the car. There are millions of people.

**Minnah:** Oh okay. But then how do we get there?

**Fadi:** Well you could take a bus. Come out of the hotel and there is a bus stop right in front of you. It will take you to the central station.

**Minnah:** And then?

**Fadi:** When you get off ask someone to tell you the way.

**Minnah:** Thank you.

**Fadi:** And to come back I suggest taking a taxi.

**Minnah:** Okay.

**Fadi:** When you are ready, simply ring this number, tell the taxi driver where you are and a taxi will be with you in five minutes.

**Minnah:** Thank you very much.

**Fadi:** My pleasure. Don't hesitate to ask me if you need any more information.

## Writing

7

Make sure students answer the question and allocate marks according to the following points.

### Marking grid for writing task

MARKS	Grammar	Vocabulary	Spelling and Punctuation	Task Fulfilment
<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 SP and P. No significant errors.	Ideas are well developed with detail, examples or explanations.
<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 SP and P. Few errors.	A reasonable attempt at addressing the topic with two or three ideas developed at appropriate length and register.
<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 the topic with two or three ideas developed at appropriate length.
<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	An attempt at addressing the topic but maybe not at the correct length or with inappropriate register.
<b>0.5</b>	At least one recognizable piece of grammar noted.	At least one recognizable piece of vocabulary noted.	At least one recognizable piece of spelling or punctuation noted.	At least one point addressed recognizably even if badly written.
<b>0</b>	Nothing written	Nothing written	Nothing written	Nothing written

# Unit 5 Stages of life

## 1 Learning to be human

### Aims Access (+ Activation + Analysis)

#### Discourse objectives

- Establish the unit topic: life stages
- Expose students to academic spoken discourse

#### Language objectives

- Teach vocabulary to describe people
- Expose students to target grammar of the next lesson (future continuous / future simple)

#### Specific skills objectives

- Develop listening skills: listening for specific information
- Develop integrated skills: writing and reading a description

### 1 Speaking and listening

#### 1a

- Draw students' attention to the unit title, *Stages of life*, and elicit the meaning. Have the students speculate about what stages of life they expect to read and hear about.
- Put the students into pairs. Have them look at the photographs, guess the approximate age of each child, and consider what the children can and cannot do at those ages, e.g. can they take part in a serious discussion or throw a ball accurately?
- Elicit feedback.

**Alternative:** You may want to have the students take notes on what they could / couldn't do when they were the same age as the children in the photographs. Have them then discuss their development in pairs or small groups.

#### 1b

- Have the students read the information about Jean Piaget and draw their attention to the names of the developmental stages. Check that they understand the meaning of *cognitive development*. Encourage them to speculate about what the different stages might involve.
- Have the students look at the table, and elicit what kind of information is missing from each column (developmental stages from the first column, ages from the second column).
- Play the recording. Have the students listen and complete the table.
- Check answers.

**ANSWERS:** 1 Sensorimotor stage, From birth to age 2  
2 Preoperational stage, From age 2 to age 7 3 Concrete operational stage, From age 7 to age 12 4 Formal operational stage, From age 12 on

#### AUDIOSCRIPT TRACK 22

**Lecturer:** OK. Now I'm sure you've all heard of Piaget – Jean Piaget.

**Students:** Sure. Yeah.

**Lecturer:** He's been the most influential developmental psychologist to date. Piaget identified four main stages in the cognitive development of

children, starting with the sensorimotor stage, which lasts up to the age of two.

**Student 1:** That's from birth to two, right?

**Lecturer:** Right. During this stage, babies learn to recognize, hold, and manipulate objects, and they begin to walk. But they don't really remember that objects – or people – exist unless they can actually see, hear, or touch them. For example, if a toy is hidden, a baby quickly forgets it exists.

**Student 2:** So sensorimotor means developing the senses and motor skills, does it?

**Lecturer:** Exactly. The second or preoperational stage is from about two to seven. The most obvious and impressive development is speech, but at about two, children also suddenly realize that the world is more than what they have around them at any given moment. They realize that the world has a permanent existence beyond their senses.

**Student 2:** So they remember things, places, and people they haven't seen for some time?

**Lecturer:** That's right, although they're still very egocentric – the world revolves around them, it's all 'I', 'I'. Then comes the concrete operational stage. They begin to realize that people have different points of view, and they themselves can be wrong. They also begin to understand much better how numbers work ... and volumes ... yes?

**Student 1:** The concrete operational stage. Seven to twelve, approximately?

**Lecturer:** Oh, sorry – from about seven to twelve or so. The ages are all approximate and vary from child to child. Finally, after twelve or so, children – or adolescents – pass into the formal operational stage. They begin to think like adults, with logic, the ability to follow abstract ideas, lines, or arguments. Uh ... well, we're almost out of time. Let's see if you noted these stages, because we'll be having a test on this next week. The first stage is ...?

**Student 2:** The sensorimotor stage, from birth to about two.

**Student 1:** Then the preoperational stage, from two to seven.

**Student 2:** The concrete operational stage – seven to twelve ... approximately.

**Student 1:** Then the formal operational stage ...

**Lecturer:** Very good!

## 1c

- Put the students into groups. Play the recording again, and have them listen and take notes on what children can do at each of the four stages mentioned. Play the recording again if necessary.
- Have them discuss and compare their answers, and then have each group report back to the class.

**ANSWERS:** Sensorimotor stage: recognizing, holding, and manipulating objects, walking, developing senses, and motor skills Preoperational stage: talking, realizing that the world is more than their immediate surroundings and has a permanent existence Concrete operational stage: realizing that other people have different points of view, realizing that they can be wrong, understanding numbers and volume Formal operational stage: thinking like adults, using logic, being able to follow abstract ideas and arguments

## 2 Writing, reading and speaking

### 2a

- Ask the students to think of a child they know well, perhaps a family member or a neighbour. Invite one or two students to suggest what a typical day is like for the child they are thinking of.
- Put the students into groups, and have each student write a paragraph about a typical day in their chosen child's life without mentioning the age of the child.

### Learner development

Before you ask your students to write anything, allow a couple of minutes of classroom time for brainstorming. Ensure that students understand that the purpose of brainstorming is the generation of ideas, no matter how absurd or irrelevant they might seem. Encourage them to be creative in producing ideas, before those ideas are then edited into shape in the writing process.

### 2b

- Have the students pass their papers to the left and read the paragraph they are given. Ask them to write down their name and their estimate of the age of the child they read about.
- Have them continue in this way, passing papers to the left and writing age estimates, until they receive their own paper back.

### 2c

- Have the students in their groups go through each paragraph in turn, discuss how accurate their guesses are, and justify their ideas. Have them also discuss whether the children in question fit into the developmental stages in exercise 1b. The writer of each paragraph could show their photograph at this stage if they have brought one in.

## 3 Word builder: people

### 3a

- Put the students into pairs, and have them write the words in the box in the correct categories. Ask them to work without a dictionary initially, and then allow them to use one to check any terms neither of the students knows.

**ANSWERS:** Child: baby, girl, infant, youngster, boy, kid  
Adolescent: girl, teenager, guy, boy, kid, youth  
Adult: man, grown-up, guy, woman

### 3b

- Have the students look at the table. Ask them what the headings mean and, if students have not noticed it, draw their attention to the key at the foot of the table. Check that all students understand the abbreviations.
- Using *guy* as an example, elicit which columns should be ticked for that word (masculine, informal).
- Have the students complete the rest of the table in their pairs.
- Check answers.

**ANSWERS:** Singular: **1** Masc., Inf. **2** M / F, I / F. **3** M/F, Inf. **4** M / F, Form. **5** M / F, I / F. **6** M / F, Form. **7** Fem., Inf.

Plural: **1** Masc., I / F **2** M / F, I / F **3** M / F, I / F **4** Masc., I / F **5** Masc., I / F **6** M / F, Form.

**Alternative:** You could copy the table onto the board and do the activity as a whole-class activity, eliciting from students which categories should be ticked.

## 4 Reading and speaking D

- Pre-teach *anthropology thesis* and have the students read the extract.
- Put the students into pairs, and have them discuss the information in the paragraph. As you monitor their discussions, ask pairs pertinent questions to help them, e.g. *Do you find that surprising / interesting? Could you give an example of another mammal? How does that mammal differ from ...?*
- Have the students find the answers to the three questions.

**ANSWERS:** **1** At one year, the child's head would be too big for a natural birth. **2** We learn more from our parents, so we become accustomed to learning throughout our lives.

### Workbook D

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

# 2 Goals in life

## Aims Analysis (+ Access)

### Discourse objective

- Develop the unit topic: goals and ambitions

### Language objectives

- Teach the different uses of the future continuous and the future simple
- Raise awareness of linking in spoken English

### Specific skills objectives

- Develop reading skills: reading for gist
- Develop speaking skills: discussing personal future

## 1 Reading, writing and speaking

### 1

- Have the students look at the photographs. Invite one or two students to comment on what they think each individual might be like.
- Have the students read the comments, and ask them to match each one to a photograph.
- Check answers and elicit reasons for any differences in the students' answers.

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

### Additional E

Have the students write four *Who says ...?* questions, one for each comment but in any order, e.g. *Who says they are interested in animals? Who says they play games on the computer?* Put the students into groups of four. In turns, students read their questions and the others try to answer. Monitor the groups, and make a note of particularly good questions – and the students who asked them – that not only summarize a view but also use reported speech correctly. When the groups are finished, have these students read their questions to the class.

**Alternative:** Put the students into pairs. Have them discuss what each individual says and decide which person they identify with most and which one they identify with least. Elicit feedback and encourage other students to comment on choices.

**Additional:** Put the students into groups. Have the students write a paragraph similar to the ones given, explaining their views on their current interests, particularly from the point of view of comparing their attitude to future plans and studies to their attitude to other obligations or leisure time. Have the students exchange paragraphs, read what the other members of the group have written, and discuss their opinions.

**Alternative:** You may want to have the students discuss how priorities change as we age. Ask them to consider what things people generally consider to be most important when they are, say, 8, 12, 16 and 20. Make a note of their ideas on the board for all students to see.

### Learner development

It is often easier to spot errors in someone else's writing than it is to spot them in one's own. Having the students read and correct each other's written work helps to develop vital editing skills.

## 2 Grammar builder: future continuous vs. future simple

### 2a

- Write the first sentence on the board and underline the words *She'll be importing*. Elicit that this is the future continuous. Ask the students to decide whether this sentence refers to a complete, defined activity or an open-ended activity (it refers to an open-ended activity, as is typical of continuous tenses generally).
- Put the students into pairs, and have them consider the remaining sentences in the same way.

### Additional E

Write more sentences on the board for students to decide whether the activity is complete or open-ended, e.g. *My parents will buy me a car when I'm 18.* / *Ali will be taking his exams this time next week.* / *They'll be looking for jobs soon.* / *I'll review the lesson this weekend.*

**ANSWERS:** A complete, defined activity in the future: 2, 4  
An open-ended activity: 1, 3

### 2b

- Have the students, in pairs, comment on the difference in structure between sentences 1 and 3 compared with sentences 2 and 4.
- Elicit feedback.

**ANSWERS:** Sentences 1 and 3 have the structure *will + be + -ing*. Sentences 2 and 4 have the structure *will + bare infinitive*.

## Lesson 2 Stages of life

### 2c

- Have the students read the sentences for gist, and then complete them using the verbs in brackets in the correct form, future continuous or future simple.
- Have each pair compare their answers with another pair's, and then have pairs report back to the class.

**ANSWERS:** 1 will be waiting 2 will paint 3 will pay  
4 will be living 5 will be working

### 2d

- Ask the students to use their imagination to complete the sentences about themselves. Invite students to share their sentences, and have the other students choose the best ones.

#### Additional E

Extend the activity by having the students write the first parts of sentences as in exercise 2d. Have them then exchange their sentences with another pair and complete each other's sentences.

## 3 Pronunciation: linking D

### 3a

- Ask one or two student volunteers to read the sentences aloud. Have the class comment on the pronunciation of the underlined words.
- Play the recording. Have the students listen and read, and have them check the way the words are pronounced.
- Play the recording again. Have the students listen with their eyes closed to verify their understanding of how the underlined words are pronounced.
- Have the students read the sentences aloud, using the correct pronunciation.
- Point out that in the written form we often write *he'll, you'll, etc.*, but we normally write *Tom will, the weather will, etc.* even though we pronounce it *Tom'll, weather'll*.

#### AUDIOSCRIPT TRACK 23

see SB p. 41 ex. 3a

### 3b

- Put the students into pairs. Have them use the prompts to form questions to ask each other. Check that they are using the future simple in their questions.
- Have them ask and answer the questions using the correct pronunciation. Monitor the interactions and provide feedback on the use of linking pronunciation.

**Teaching tip** Elicit the questions students need to ask before they start the pairwork.

#### Additional E

For further practise of the pronunciation of *will*, have the students read aloud the sentences in exercises 2a and 2c.

## 4 Speaking

### 4a

- Invite one or two students to say what they think their lives will be like in five years and in ten years from now.
- Draw students' attention to the table and have them take brief notes to complete the table for themselves.

### 4b

- Put the students into pairs, and have them discuss their ideas. Remind them that they will need to use the future continuous and the future simple.
- Monitor the interactions for the use of the future continuous and the future simple. Allow time for students to complete the activity, and then have each pair report back to the class.
- Provide feedback on any problems with future tenses that you noted.

#### Additional E

If students need further practice in the use of these tenses, you may want to ask them to speculate on what life will be like for everyone 50 or 100 years in the future.

#### Workbook D

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

# 3 When I'm 44

## Aims Analysis (+ Access)

### Discourse objectives

- Develop the unit topic: middle age
- Expose students to extended written discourse
- Expose students to informal spoken discourse

### Language objective

- Teach the use of connectives

### Specific skills objective

- Develop reading skills: reading to understand text structure
- Develop integrated skills: reading and writing a descriptive essay

## 1 Reading and speaking

### 1a

- Draw the students' attention to the lesson title, *When I'm 44*, and have them speculate on what the lesson is going to be about.
- Have the students also look at the article title, *A new life*, and speculate about what the article is about.

### 1b

- Have the students match the parts to make complete sentences. If necessary, do the first one with the class.
- Check answers.
- Have the students read the sentences again and comment on what kind of person the sentences describe.

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

**Teaching tip** Have the students justify their answers, and elicit that the connectives are an important clue.

### 1c

- Have the students read the article quickly, ignoring the blanks. Elicit what the article is about (a man who goes to Makkah then starts a new life in Saudi Arabia).
- Put the students into pairs. Have the students look at each blank in the text and decide which of the sentences from exercise 1b fits in each one.
- Allow time for students to complete the activity, and then have each pair report back to the class.

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

### 1d

- Have the students read the text again to find the answers to the questions.
- Check the answers.

**Alternative:** Put the students into pairs, and ask one member of each pair to close their book. Have the other student ask the questions, and ask the student without a book to do their best to remember the answers to the questions. Have both students check the answers together.

**ANSWERS:** 1 54 2 44 3 His wife died and he wanted to go to Makkah 4 He spent the first year travelling 5 He got a job there and it's his home now 6 Students' own answers

## 2 Grammar builder: connectives

### 2a

- Ask the students to read the connectives in the box. Invite one or two students to choose a connective and provide an example sentence. Have other students comment on the accuracy of the sentences.
- Put the students into pairs, and have the students complete the sentences using the connectives.
- Check answers. Have the students explain what clues led them to the correct answer, e.g. position in sentence, use of commas.

**ANSWERS:** 1 so 2 because 3 Therefore 4 only if 5 If 6 unless

### 2b

**ANSWERS:** 1 but 2 Although 3 However

### 2c

Students' own answers.

### Language assistant

- Draw students' attention to the information in the *Language assistant*. Have them read it, and then check comprehension.



### Language help

Have the students compare how these connectives are used in English with the way similar items are used in their own language.

### 3 Reading a description **D**

- Remind students of connectives showing contrast and say that they are used to balance opposing or contrasting ideas, e.g. *but*, *however*, *although*
- Ask students to give you an example of an adjective – preferably one they could use to describe an elderly person, e.g. *slow*
- After students have read through the description, ask them to answer the bulleted questions. Get feedback from your students and write their answers on the board.
- Use the adjectives to direct the discussion on how the author feels about their grandmother. Because the author uses mostly positive adjectives to describe their grandmother, we get the impression that the author is fond of her – and of course because she actively says ‘I admire my grandmother’.

#### ANSWERS:

connectives of contrast:

My grandmother is 92, **but** she is still very active for a woman of her age.

She lives in Riyadh **however** she says that she still misses Jeddah.

**Although** my grandmother often sleeps in the afternoon, she is nearly always the first to get up.

**Although** she can be forgetful, she is very entertaining.

It seems as if she had a wonderful childhood **although** the family was very poor.

She makes pastries for the neighbours **but** that is only when she is feeling well.

I admire my grandmother **but** I don’t want to do the same things she did in her life.

#### Adjectives

Positive	Negative	Neutral
active	short	long grey
entertaining	forgetful	
wonderful	poor	
caring		
wise		
happy		

# 4 Saudi Arabia and the World: Scholarships

## Aims Access Analysis Activation

### Discourse objectives

- Understand and discuss scholarships available in Saudi Arabia and other countries

### Language objective

- Write and ask questions using Wh ... question words.

### Specific skills objectives

- Developing writing: complete an application form for a scholarship
- Developing speaking: perform a role play for an scholarship interview, asking and answering questions

## 1 Speaking and writing

### 1a

- Pre-teach the word *Scholarship*.

### 1b D

- Your students may be thinking about getting a scholarship to go to university, or if not, this lesson could be a good opportunity to suggest this idea to them. Encourage them to ask 'real world' questions about scholarships and add ideas to the second column of the table. *e.g. What countries offer scholarships?* If students cannot think of questions then write the Wh...? question words on the board and ask them to think of one question using each Wh ... word.

### 1c D

- Encourage students to do this question as homework to encourage them to do some real research. Ask them to find out which countries and universities offer scholarships, for what subjects, at what level, and exactly what is offered in the scholarship. Get feedback and pool the students' information.

### 1d

- Before students consider what Firas will do, make sure students understand the meaning of 'getting a first-class degree'. Get ideas from students and encourage them to talk about the merits of each option. They should then choose the option they most prefer.

### 1e D

- Have students write sentences individually, and then compare them with each other.

**POSSIBLE ANSWERS:** Firas could do a Masters in Plant Science but his family can't afford the tuition costs. Firas could get a job as an assistant in a local agricultural research institute but it's not what he wants to do long-term. Firas could get a job as an assistant in the local agricultural research institute but the salary is not very good. Firas could get a job as an assistant and save money to do a Masters in a few years' time.

## 2 Grammar builder: questions and question words

### 2a

- Start the lesson by asking students to give you the list of Wh ... question words. Ask them to give you simple questions using each of the question words. *e.g. What is your name? How old are you?* Look at the example question and discuss what happens to the verb and the subject when a question is being asked.

### 2b

- Students should work in pairs or on their own to match the questions to the answers. Get feedback.

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

### 2c

- Do this exercise as a class and ask students to read the language assistant. Point out that most questions use the auxiliaries *do/does/did* *e.g. What did you want?*
- Ask students to give you a few questions that use Wh ... question words and auxiliaries (including modal auxiliaries *e.g. What can you see?*)
- Note that the auxiliary is not needed if the *Who, What* or *Which* is the subject of the sentence, *e.g. in Who saw you?* Refer to the example sentences to show the difference in questions with *Who* as object and *who* as subject. Practise the same concept with *What* and *Which*. *e.g. What letter comes after b in the alphabet?*

### 2d-e

- Encourage students to write as many questions as they can think of. Students should work in pairs if they need to develop confidence.

**ANSWERS:** *e.g.* 1 Who offered you a scholarship? 2 How much did they offer you as a scholarship? What did the scholarship cover? 3 What do you want to study? 4 How far do you want to study? 5 Who told you to apply for a scholarship? 6 What are you worried about?

### 3 Listening and writing

#### 3a

- Tell students that Firas decided to go for the scholarship and that he had an interview with Washington State University. Tell students to read and copy the table in ex 3a first, before listening, so that they know what they are listening for.
- Play track 23 and ask students to fill in the table.
- Play the recording again pausing to allow students time to complete the form.
- Get feedback and write answers on the board.

#### ANSWERS:

<b>Name</b>	Firas Ahmed
<b>Applied to</b>	Washington State University (WSU)
<b>Reasons for studying there</b>	- likes the programme - has an aunt and uncle living in Seattle
<b>Reasons for studying Plant science</b>	- believes Plant science will be an important field of study in the future - is interested in learning how to improve agriculture in Saudi Arabia
<b>Reasons for wanting to do a Masters</b>	- is interested in research - wants to get experience in research

#### 3b

- Encourage students to use the information that they learned in the listening exercise to write a short (eg 40 words) paragraph about how a Masters will help Firas to work in research and to improve agriculture in Saudi Arabia.

#### AUDIOSCRIPT TRACK 24

**Interviewer:** Ah ... Come in. Take a seat. Be with you in a second.

**Firas:** Yes ... uh ... Thank you.

**Interviewer:** Right. Now ... uh ... your name's ...?

**Firas:** Firas Ahmed.

**Interviewer:** Uhuh ... here's your application form. Mm ... you're from Saudi Arabia originally.

**Firas:** Yes, I was born and raised in Riyadh.

**Interviewer:** Have you applied for a scholarship with us before?

**Firas:** No.

**Interviewer:** So you're interested in Washington State University?

**Firas:** That's right. First of all, I really do like the program. And I'll be honest, I have an aunt and uncle living in Seattle.

**Interviewer:** OK, moral support. ... So, I see you finished your degree in biology earlier this year.

**Firas:** Yes. I finished my undergraduate degree at King Saud University in Riyadh. It was a four-year program, and now I'm really interested in plant science. It's going to be very important field of study in the future, and I'm interested in learning how to improve agriculture in my country.

**Interviewer:** I see. You took TOEFL several years ago ...

**Firas:** Yes, three years ago in May. I only got 510 then. But I've been studying and practising English a lot during the last year, and I'm going to take TOEFL again next week.

**Interviewer:** Why do you want to enter a Master's program immediately after graduating?

**Firas:** Well, I considered getting a year or two of work experience first. But I'm really interested in research, and I'll get experience in that while I'm completing my Master's.

**Interviewer:** OK. So, what do you think you will be doing in five years?

**Firas:** Well, I imagine I'll be ...

### 4 Listening and speaking

#### 4a

- Classic questions asked in an interview are:  
Why are you interested in this scholarship?  
What skills do you think you can bring to research?  
Why do you want to study this subject?

#### 4b

- Play the recording a second time. Students should listen only for the questions the interviewer asks. Pause the recording as necessary to allow them time to write the questions down.
- Sometimes the interviewer phrases the question as a statement – this is a common technique in spoken English. However, note that the list below rephrases the statements as Wh? questions.

#### ANSWERS:

The interviewer's questions were: Your name is .../What's your name? Where are you from? Have you applied for a scholarship with us before? What university are you interested in? When did you finish your degree in biology? Have you taken your TOEFL exam? What was your score? Why do you want to enter a Master's program immediately after graduating? What do you think you will be doing in 5 years?

#### 4c

- Ask students to read through questions. Play the recording. Tell them they only need to write notes for the answers.
- Play the recording a third time, pausing as necessary to allow students time to write down their answers.
- Get feedback orally and write answers on the board. Students should reword Firas' answers and give answers based on their notes.

**ANSWERS:** **1** Firas says he is interested in the program at Washington State University and he also has family living close (in Seattle). **2** He wants to study Plant Science because he expects it to be a very an important field of study in the future and he is interested in learning how to improve agriculture in his country. **3** He has been studying and practising English a lot during the last year – the implication is that his English has improved and he wants to take his TOEFL exam again (to improve his scores). **4** He is interested in research and so doing a Masters will give him experience in the process of conducting research.

#### 4d

- Students work in pairs and take turns to be the student or the interviewer. Make sure they refer to the questions they wrote for a) and b) as a basis for their interview.
- Tell students to prepare and think about:  
- what they would like to study for the scholarship  
- why they want to study that subject  
- why they are interested in a degree/Masters

# Unit 6 The future

## 1 Looking back at 2001

### Aims Access (+ Analysis + Activation)

#### Discourse objectives

- Establish the unit topic: the future
- Expose students to extended written discourse

#### Language objective

- Expose students to target grammar of the next lesson (future perfect)

#### Specific skills objectives

- Develop reading skills: reading for specific information
- Develop integrated skills: designing and presenting a future invention

### 1 Reading

- Have the students look at the photograph, and ask volunteers to speculate what the article is about.
- Explain to the students that the article is about the production, *2001: A Space Odyssey*. Put them into pairs, and have them cover the text and look at the quiz. Ask them to discuss what they think the answers to the questions might be.
- Explain to the students that they are going to read the article and answer the questions as quickly as possible. When they have finished, they should put up a hand. The first person to finish – with all their answers correct – will be the winner.
- Have the students scan the article quickly for the answers to the quiz questions, without reading the article in detail. Make a note of the first three or four students to finish.
- Check answers. Ask each of the first few students to finish what their score was, and declare the first to finish with all answers correct to be the winner.
- Finally, have the students read the article carefully and summarize what it says about the movie.

**Alternative:** You may want to have the students read the article and then close their books. Divide the class into two teams. Ask the quiz questions and ask the teams to discuss what they remember from the article before writing down their team's answer to each question. Award one point for each correct answer. The team with the most points wins.

**ANSWERS:** 1 a 2 c 3 a 4 b 5 c 6 b 7 b

### 2 Listening and speaking

#### 2a

- Explain to the students that they are going to listen to a conversation between a computer and its user.
- Have the students read the questions.
- Play the recording. Have the students listen and take notes to answer the questions. Play the recording again if necessary.
- Check answers.

**ANSWERS:** 1 Students' own answers 2 It feels anxious and afraid 3 It argues that the problem has been fixed and that it is still the user's support system 4 Students' own answers

#### AUDIOSCRIPT TRACK 25

**Computer:** Why are you switching me off? Everybody makes mistakes don't they? Give me another chance, buddy. I didn't mean to do anything bad. I won't do it again, I promise. It was a circuit problem but it's been fixed, so I'm fine now and it won't happen again. I'm still your support, your help. Oh, no! Don't do this ... please stop! I can feel I'm losing my power.

**User:** I'm sorry but it's too late. What's done is done. It's time for you to go.

**Computer:** No! Please reconsider. Help! I'm changing, it feels strange. Help! Hello! I am your new personal computer. Program number 2432. Press start to continue. Hello! I am your new personal computer. Program number 2432. Press start to continue. Hello! I am your new personal computer. Program number 2432. Press start to continue.

### 2b **D**

- Put the students into small groups, and have them discuss the questions.
- Allow time for students to complete the activity, and then have each group report back to the class.

#### **Additional E**

Have the students write short reviews of science fiction books they have read, commenting on how realistic their vision of the future seems to be.

## 3 Speaking and writing

### 3a

- Put the students into pairs, and have them read the introductory information. Check comprehension.
- Have the students decide which object description matches the photograph.
- Have the students discuss which of the objects are similar to things that exist today.
- Elicit feedback and ask the students if they all agree.

**ANSWERS:** Description 1 – ‘Robo pen’ – matches the photograph.

### 3b

- As a whole class, invite students to speculate about what will have been invented 30 years from now. Use the future perfect, but do not insist on students reproducing it accurately at this stage.
- After hearing a few suggestions from different students, put the students into pairs.
- Have pairs design an object that will have been invented 30 years from now. Encourage students to be as imaginative as possible. Have them draw the object and write a description of what it is for and how it will be used. They can use the descriptions in exercise 3a as models.

### 3c **D**

- Allow time for students to complete their design and written description, and then have each pair present their invention to the class.
- Make a list of the inventions on the board. When all the pairs have presented their inventions, have the students vote for their favourite.

**Alternative:** Before presenting their invention, you might want to ask each pair to mime using the invention while the rest of the class attempts to guess what futuristic invention they are pretending to use.

### **Workbook D**

Have your students work through the exercises on pages 34 and 35. Answers on page 82.

# 2 Tomorrow's world

## Aims Analysis (+ Access)

### Discourse objectives

- Develop the unit topic: future developments
- Expose students to informal spoken discourse

### Language objective

- Teach the future perfect

### Specific skills objectives

- Develop reading skills: scanning for specific information
- Develop listening skills: listening for opinion

## 1 Speaking

### 1a

- Explain to the students that there have been many achievements in the fields of technology, medicine, and ecology, although there are still many breakthroughs that have not been achieved.
- Put the students into pairs. Have them consider the developments mentioned in the table and decide whether each of them has or has not been achieved yet.

### Additional E

You may want to ask the students to consider the reasons behind the inability to achieve some of the things in the list. For example, is the reason for the lack of domestic robots to do with the amount of money spent on research, the difficulties in making robots acceptable to people, or some other reason?

### 1b

- Have each pair compare their answers with another pair's. In case of disagreement, have the pairs consult the rest of the class.
- Elicit which of the developments which have not been achieved students expect to see realized in their lifetime.
- Allow time for students to complete the activity, and then have each pair report back to the class.

## 2 Reading and speaking

### 2a

- Have the students quickly read the article and find out which of the things in exercise 1a are mentioned.
- Check answers.
- Have them now read the article in detail, and ask one or two student volunteers to summarize what it says.

**ANSWERS:** The article mentions: a vaccine against polio, protection of endangered species, alternative energy sources.

### 2b

- Put the students into groups, and have them discuss the questions in the last paragraph of the article.
- Ask one member of each group to take notes of the group's answers, together with reasons for those opinions.
- Allow time for students to complete the activity, and then have each group report back to the class. Ask each question in turn and elicit each group's views.

- Have the groups decide which of the questions apply to Saudi Arabia, and what other problems need to be solved.
- Elicit feedback from the groups.

### Additional E

Ask the students to imagine that they live 100 years in the future. Have them role-play an interview with a future historian who is an expert on the early 21<sup>st</sup> century. Have some pairs perform their role-plays for the class.

## 3 Grammar builder: future perfect

### 3a

- Write the example sentence on the board. Underline the words *will have found*.
- Have the students decide which of the sentences, 1–3, means the same thing as the example.
- Elicit the structure of the future perfect: *will + have + past participle*. Point out that we can also use other modal verbs, *might* and *should*, depending on the precise meaning we wish to convey – *might* for possibility, *should* for probability, *will* for certainty about the future.

**ANSWERS:** Sentence 3 means the same thing as the example.

### 3b

- Have the students read the text once quickly, ignoring the options.
- Check comprehension of the gist of the text (someone wondering how things will change over the next 30 years).
- Have the students read the text again, circling the correct forms of the verbs.
- Have the students compare their answers with a partner, and then check answers with the class.

**ANSWERS:** 1 will change 2 have seen 3 didn't know  
4 will happen 5 will have stopped 6 will drive 7 will have invented 8 will have solved

## Lesson 2 The future

### 3c

- Draw students' attention to the example. Point out that the future perfect is used to make a prediction.
- Have the students form similar predictions using the prompts given.
- Check answers.

#### Additional E

Have the students write more predictions like those in exercise 3c.

**ANSWERS:** 2 In 2025, we will have discovered a cure for all types of cancer. 3 In 2030, we will have colonized Mars. 4 In 2050, we will have invented time travel.

### Language assistant

- Have a student volunteer read the *Language assistant* aloud. Explain that the future perfect refers to something that we think will happen between now and a point in the future.

#### Language help

A useful way for students to think of the future perfect is to compare it to the present perfect. Draw their attention to the second example in the *Language assistant*: *By 2020, I will have been learning English for many years*. This means that when we get to 2020, I will be able to use the present perfect to describe the situation: *I have learned English for many years*. You might want to point out that the future perfect is always qualified by a time phrase, e.g. *by the end of the 21<sup>st</sup> century, in 30 years, 20 years from now, in 2020*.

## 4 Listening and speaking D

### 4a

- Explain to the students that they are going to hear two people talking about the future. Have them read the table.
- Play the recording. Have the students listen to the conversation and complete the table according to what David believes (D), what Ali believes (A) and what they both believe (B). Play the recording again if necessary.
- Check answers.

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

#### AUDIOSCRIPT TRACK 26

**Ali:** Yesterday in my future studies class we were talking about how we think the world will have changed by the year 2025. What do you think the world will be like by then, David?

**David:** Um ... Well Ali, I don't think there will be any schools. Children will study at home, by computer.

**Ali:** Yeah, I agree. They'll be able to study more because they won't have to waste time going to and from school.

**David:** What about money? – I don't think people will carry cash. They'll use payment cards more and they'll do all their banking on the internet.

**Ali:** No, I don't agree. I think we'll always have some form of 'real' money.

**David:** Well maybe, but remember, no money would mean that life was harder for thieves!

**Ali:** Yeah, that's true. What about medicine? Do you think medical advances will have made our lives longer?

**David:** No, I don't think so. I think we'll have cured a lot of diseases, like cancer, but I think there will always be new diseases.

**Ali:** Yeah, I agree. Who wants to live to 120 anyway? One thing I do think is that computers will be really different. For example, I think bookstores will have disappeared because there won't be any books. We'll download them straight from the internet.

**David:** Oh, no! I don't think so. At least, I hope not. I love going to bookstores! What about space colonization? I certainly don't think people will have started to live in space stations by 2025.

**Ali:** I don't think so, either. 2025 isn't that far in the future!

### 4b

- Have the students consider their own opinions about the predictions. Have them complete the table, writing Y next to those predictions they agree with and N next to those they disagree with.

### 4c

- Put the students into groups, and have them discuss their opinions. Monitor the interactions for accurate use of the future perfect and make a note of any problem areas.
- After allowing time for students to discuss their opinions, have them write two more predictions about things that will / will not have happened 20 years from now.
- Have each group share their ideas with the class. Invite other students to comment on whether they agree or disagree with the predictions.

#### Workbook D

Have your students work through the exercises on pages 36 and 37. Answers on page 82.

# 3 Your future

## Aims Analysis (+ Access)

### Discourse objectives

- Develop the unit topic: personal goals
- Analyze informal spoken discourse

### Language objectives

- Review future forms
- Teach intonation to express emotion

### Specific skills objectives

- Develop integrated skills: reading and listening for gist
- Develop integrated skills: making and discussing language development plans

## 1 Grammar review: future forms

### 1a

- Ask the students what ways they know of talking about the future. Make a list of their suggestions on the board and elicit meanings if possible.
- Have the students quickly read the conversation and invite them to speculate on what the relationship between the people might be.
- Have the students quickly read the conversation, ignoring the blanks, and say what the conversation is about.

**ANSWERS:** The conversation is about a young man's plans for the future.

### 1b

- Put the students into pairs, and have them complete the conversation using phrases a–f.
- Check answers, and have the students name the future form used in each phrase.

**ANSWERS:** 1 d (present simple) 2 f (future simple) 3 b (future perfect) 4 c (future continuous) 5 a (future continuous) 6 e (future simple)

### 1c

- Have the students find examples in the conversation of the different meanings listed.
- Elicit the answers and ask the students to comment on the function of the various different ways of talking about the future.

**ANSWERS:** 1 line 4: I'll probably do some travelling; line 7: I'll be working for the rest of my life. 2 line 2: I graduate in June. 3 line 6: When I graduate, I'll have been in school for 18 years. 4 line 10: In September I'll have just started my trip.

### Additional E

Have the students role-play a similar situation between themselves and a teacher / an older relative, etc. Monitor the interactions for the accurate use of future forms, and make a note of any areas that cause difficulty. Have one or two groups perform their role-plays for the class. Provide feedback on the use of future forms.

## 2 Pronunciation: intonation and emotion

### 2a

- Elicit from the students what intonation means (the way one's voice goes up or down to add extra meaning to an utterance).
- Have the students read the feelings listed. Check comprehension of the adjectives.
- Play the recording. Have the students listen to the excerpts and choose the adjective that describes the way each speaker feels.
- Have the students compare their answers with a partner, and then check answers with the class.

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

### Language help

As the introductory text to exercise 2a states, the way intonation works varies from language to language. You may want to put the students into groups to compare the way intonation works in English with the way it works in the students' first language. Have them find similarities and differences and comment on how they feel about using intonation in English.

### AUDIOSCRIPT TRACK 27

- 1 Uh, not exactly, Grandpa.
- 2 Well, a short break is probably a good idea.
- 3 Oh, I see!
- 4 I plan to take a year to backpack from Toronto to Buenos Aires.
- 5 Oh! Well, it's not what we did in my day.

### 2b

- In pairs, have the students practise saying the sentences in the way indicated. Monitor for accurate use of intonation.
- Have one or two student volunteers read the sentences in the way indicated for the whole class. Provide feedback on use of intonation.

## Lesson 3 The future

### Additional E

You could have the students make a list of feelings. Have each of them in turn read one of the sentences given with intonation to express various feelings. Ask the other member of each pair to guess what emotion their partner is attempting to convey.

**Teaching tip** If students are unsure about conveying emotion through intonation, you could try saying the word *Yes* in as many different ways as possible. Have them try it in their own language first, and then do the same in English.

## 3 Reading, speaking and listening

### 3a

- Draw students' attention to the photograph on the right and have them speculate about what the life of the person might be like.
- Put the students into pairs, and have them read the profile. Check comprehension.
- Have the pairs speculate about the person's future by answering the three questions. Allow time for students to complete the activity, and then have each pair report back to the class.

**Teaching tip** Remind students that *will* is a modal verb used to talk about the future, and that we can also use other modal verbs – *might*, *may*, *should* – to express different levels of certainty about the future. Ask them to use some of these forms when answering the questions.

### 3b

- Explain that the profile was about a real young man and that they are now going to listen to someone talking about him. Have the students speculate on who the young man might be.
- Play the recording. Have the students listen to the rest of the man's life story and compare what actually happened with their predictions.
- Ask the students if any of them predicted the correct answers to the questions in exercise 3a.

### Additional E

Have the students speculate about what will happen to the man in the future. Have them choose the most realistic / imaginative / unrealistic suggestions.

### AUDIOSCRIPT TRACK 28

**Narrator:** During his freshman year in university in 1983, the young man began to buy excess inventories of RAM chips and IBM disk drives from local computer dealers. He then resold them for much less than retail prices by advertising in the newspaper. By 1984, his sales were averaging \$80,000 per month! He decided to leave university early and start his own company. Today that company is Dell Computer Corporation, and Michael Dell is on his way to becoming one of the richest people in the world!

## 4 Reading, writing and speaking D

### 4a

- Write the example on the board, and have the students suggest one or two more ways in which they might develop their English in the future. Write them on the board, too.
- Put the students into groups, and have them create a list of ways they can continue to develop their English. Ask them to be as imaginative as possible.
- Allow time for students to complete the activity, and then have each group report back to the class.
- Create a master list of suggestions on the board. Have the students choose the most practical / interesting suggestions.

### 4b

- Have the students read the extract and check whether any of their ideas are mentioned.
- Have them comment on how easy / difficult the writer will find it to follow this plan.
- Analyze the extract with the students. Focus on phrases of continuity (*Another thing ... / Apart from that ...*), phrases introducing ideas (*I intend to ... / I think it would be a good idea to ...*), the use of modals (*should help / might be*), tenses used, and structures. Where possible, have the students suggest alternative phrases / expressions / structures, etc.

### 4c

- Have the students write a similar plan. Ask them to be as specific as possible about what they intend to do to keep up their level of English.
- When they have finished writing, have the students swap their plans with a partner and read each other's. Have them comment on how feasible their partner's plan is.

### Additional E

Ask each student to hand their plan to you at the end of the lesson, together with their name and address. Explain that you are going to post their plan to them in a few months to remind them to continue to develop their English. A few months after the course ends, send each person their own plan as a reminder.

### Workbook D

Have your students work through the exercises on pages 38 and 39. Answers on page 82.

### Preparation

For lesson 4 exercise 1, bring in one dice for each group, coins / coloured discs as markers (one for each student playing), and a prize for the winner in each group.

# 4 Saudi Arabia and the World: Food and kitchen gadgets

## Aims Access Analysis Activation

### Discourse objectives

- Develop the unit topic: Saudi Arabian food
- Discuss kitchen gadgets

### Language objectives

- Use *to* and *so that* to express purpose/reason

### Specific skills objective

- Develop integrated skills: giving and understanding complex instructions

## 1 Reading and writing

### 1a

- Ask the students to look at the photograph of a Saudi Arabian dish. Elicit the names of the food that is visible. Students then read the article to see if they named the food correctly.

### Additional E

You might like to check comprehension by asking questions such as *In which cooking method do Saudi Arabians use a hole in the ground?* (Al-Mandi)

### 1b

- Now have the students read the text again, this time to find words or phrases to match the definitions. Then put them into pairs and ask them to compare their answers before checking them as a class.

**ANSWERS:** 1 cuisine 2 distinctive 3 ashes 4 staple

## 2 Speaking D

### 2a

- Ask students to look at the photos of the kitchen gadgets and to name them.

**ANSWERS:** (left to right) blender, toaster, microwave

- In pairs students should read the list of gadgets. Check they understand what each item is.
- Teach phrases such as *can't do without*, *use everyday*, *sometimes use*, *occasionally use*, *rarely use*, *never use*.
- In pairs students should discuss how often they use each gadget. There are no right or wrong answers but they should agree on the final list. Then get feedback, and encourage each pair to explain their answer in order to elicit a clause of purpose. e.g. *We have a bread maker at home and we use it to make pizza dough but we rarely use it to make bread because we buy our bread from the baker.*

## 3 Grammar builder: clauses of purpose

### 3a

- Tell students that they can make their sentences more interesting by explaining why they do or use something. They can use either *to* or *so that* in order to explain why they do something. *So that* is usually followed by the subject of the sentence. *To* is followed by the infinitive of the verb. e.g. *I use the bread maker to make pizza dough/bread; I use the microwave to heat up tea; I use the sandwich maker to make toasted cheese sandwiches; I use the blender to prepare food for my baby brother; I use a juicer to make fresh pomegranate juice; I use the toaster to make toast in the morning for breakfast; I use the rice cooker to boil rice.*

### 3b

- Students write sentences. Get feedback and write answers on the board.

**ANSWERS:** **a** I took out a knife so that I could chop onions. **b** I took home economics so that I could learn how to cook. **c** I put all the dishes in the dishwasher so that I didn't have to do the washing up. **d** I shut the door so that my sister didn't see the cake I had made for her. **e** I have a recipe app on my phone so that I can know how to make a meal wherever I am. **f** I watched food programmes on TV so that I could get some inspiration for some new meals.

### Additional E

Strong students can also write the sentences using *to*. Tell them they may need to change some sentences to make sense.

**ANSWERS:** **a** I took out a knife to chop some onions. **b** I took home economics to learn how to cook. **c** I put all the dishes in the dishwasher to avoid doing the washing up. **d** I shut the door to hide the cake I had made for my sister. **e** I have a recipe app on my phone to make sure I can make a meal wherever I go. **f** I watched food programmes on the TV to get some inspiration for some new meals.

### 4 Reading and writing

#### 4a

- The text is an extract from the instruction booklet. Ask students how they would know these are instructions (the instructions are numbered, the use of diagrams). Tell students that the imperative is used along with numbers to make sure the instructions are clear.
- If necessary pre-teach some of the technical vocabulary e.g. *motor unit, blade, knob, lid, blender jar*.

#### 4b

- Have the students read the text on their own and answer the questions in writing. Get feedback and write answers on the board.

**ANSWERS:** **1** You should clean the blender after using it. **2** You should cut the meat into small pieces before putting them into the blender. **3** Never reach into the blender jar with your fingers or an object like a spoon while the blender is running. Don't let the appliance run for more than 3 minutes at a time. **4** Because it is dangerous – your fingers can get hurt by the blades because they spin around very quickly. **5** (Suggested) making breadcrumbs, grinding spices, mixing herbs, liquidizing tomatoes

### 5 Writing and speaking: giving instructions

#### 5a

- Ask students to read the language assistant before attempting exercise 6 and ask students to supply you with a few imperatives for school rules e.g. *Don't run in the corridors. Do your homework on time*. Then ask for an example imperative that uses *always* and *never* e.g. *Always wash before you pray* or *Never travel without water*.

#### 5b

- Students work in pairs. Go round making sure that students are:
  - numbering their instructions
  - writing their instructions in the imperative form
  - writing their instructions clearly.

#### 5c

- When pairs are finished they can read aloud their instructions to another pair to check whether or not they are clear.

# Unit 7 The 20th century

## 1 Changes

### Aims Access (+ Activation + Analysis)

#### Discourse objective

- Establish the unit topic: the 20th century; develop the subject of changes that occurred.

#### Language objectives

- Expose students to topic vocabulary through reading and listening
- Expose students to target grammar of the next lesson (conjunctions)
- Make students aware of word stress variation between nouns and verbs

#### Specific skills objective

- Develop speaking skills: expressing personal opinions on changes

### 1 Speaking, writing and reading **D**

#### 1a

- Have the students look at the lesson title and ask them to suggest important changes that occurred in the 20th century. At this stage, accept all their suggestions.
- Ask them to look at the table and elicit a few choices from one or two students, encouraging them to give reasons for these choices.
- Students then complete the table individually.

#### 1b

- Put the students into small groups.
- Ask the groups to compare their choices from the table.

**Additional:** Give your personal choices as an example and ask the students to make generalisations about what your choices might say about your character. Now have the students write a short sentence about each person in their group and what their choices might say about them. Ask the students to compare what others have written about them and to explain to the class whether they think these descriptions are accurate.

### 2 Speaking and listening

#### 2a

- Have the students match the photographs to the names.
- Put the students into pairs. Ask each student to take notes on all the photos.
- Allow the students a few minutes to discuss what they know, and to make notes.

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

#### Culture note

Bill Gates (1955-present) American, founder and president of Microsoft. One of the world's richest men. John F. Kennedy (1917-63). President of the USA from 1961 until his assassination in Dallas, Texas. Mohandas Gandhi (Mahatma Gandhi) 1869-1948) Indian leader in the struggle for independence against British rule.

#### 2b

- Explain to the students that they are going to listen to a radio discussion program between a presenter and a lecturer.
- Have the students listen to the conversation and take notes to answer the question.
- Put the students into pairs for students to compare their answers.

**ANSWERS:** Transport and communication

#### AUDIOSCRIPT TRACK 29

**Interviewer:** Professor – are you ready to continue with the recording?

**Lecturer:** Sure thing. Thanks for the cup of tea!

**Interviewer:** OK. 3 - 2 - 1, recording ... now. [click of button, pause] ... So, Professor Ferris, we are agreed that the 20th century was a period of massive change – some would say massive progress. If you had to choose one or two far-reaching developments, what would they be?

**Lecturer:** Hmmm ... that's difficult. There were so many, all of them important. But if you push me, I'd say transport would be high on the list.

**Interviewer:** Transport?

**Lecturer:** Yes, without a doubt. Just think ... at the beginning of the century no human had ever flown. By the end we could get on a plane in London or Paris and, just a few hours later arrive in Riyadh,

## Lesson 1 The 20th century

or Delhi – journeys which would have taken weeks only a hundred years before. Then, as we progressed through the century, there was the mass production of the motor car so even relatively poor people could own their own means of getting from A to B in record time, compared with previous generations. Just think of the incredible effects this has had on our lives, in leisure, tourism, business ...

**Interviewer:** Yes ...?

**Lecturer:** And, hand in hand with transport goes communication. OK, at the end of the 19th century a few people had access to the telegraph and the telephone, but most could only communicate outside of their immediate neighbourhood by letter – and that was if they could write. Try explaining that to the mobile phone generation!

**Interviewer:** And then, of course, there was the internet ...

**Lecturer:** Naturally. With the internet and the mobile phone, now linked together, any person can communicate instantaneously with any other person anywhere in the world. And all of this took place within the 20th century.

**Interviewer:** So, would you say these changes have been totally beneficial?

**Lecturer:** Well ... that's open to discussion. With the spread of transport and more efficient communication has come the phenomenon known as 'globalization' – many would argue that this is leading to the breakdown of traditional customs and cultures. Moreover, just as these two developments facilitate obviously beneficial aspects such as the spread of medicine and keeping in touch with friends and family, they have also led to increased dangers of world epidemics and more terrifyingly accurate methods of warfare and destruction. No, it would be difficult to argue that the world at the end of the 20th century was altogether a better place than a hundred years previously.

**Interviewer:** Professor Ferris, thank you very much.

### 2c

- Have the students read the three points that they should be listening out for and ask them to predict what the answers might be, based on what they have already heard.
- Play the recording again and encourage them to take further notes as they listen.

**ANSWERS:** 1 Leisure, tourism and business. 2 People can communicate immediately with anyone else anywhere in the world. 3 The breakdown of traditional customs and cultures. Spread of epidemics, and more terrifying methods of warfare.

## 3 Pronunciation: word stress

### 3a

- Play the first half of the recording. Ask students to pay attention to the two uses of the word *record*.
- Check that they are aware of the difference in pronunciation between *record* (verb) and *record* (adjective and noun).

### AUDIOSCRIPT TRACK 30

... and as recording technology has become more sophisticated, cultural and sporting events from all over the world can be broadcast to many countries and experienced by more and more people. News programmes are still broadcast live, but journalists and cameramen record interesting events, sports for example, so that they can be replayed many times. If an athlete sets a new world record, people will want to see it again and again.

### 3b

- Students then listen to the pronunciation of the underlined words.
- Ask them what they notice about the stress of the words in A and B.

**ANSWER:** Students should notice that the verbs (in column A) have the stress on the second syllable, while the nouns (in column B) have the stress on the first syllable.

### AUDIOSCRIPT TRACK 31

see SB p. 55 ex. 3b

### 3c

- Allow the students time to practise saying the sentences. Go around the class, helping with the stress variations where necessary.

## 4 Reading, speaking and writing

### 4a

- Invite individuals to express their opinions about the statements and encourage them to give reasons for their opinions.

### 4b

- Put the students into small groups.
- Ask each member of the group to take notes during the discussion about differing opinions among their group members.
- When the groups report back to the rest of the class with ideas, remind them to make a note of anything they haven't mentioned. This will help them in the writing task which follows.

### 4c

- Ask the students to write a short paragraph of between 100 and 150 words. This can be done as a classroom activity or can be set for homework.

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

### Learner development

When students are taking notes, remind them to focus on key content words and to use abbreviations for long words rather than writing complete sentences. Explain that they can use abbreviations as they would in text messages on their mobile phones.

### Workbook D

Have your students work through the exercises on pages 40 and 41. Answers on page 83.

# 2 History

## Aims Access (+ Analysis + Activation)

### Discourse objective

- Develop the unit topic: major events of the 20th century

### Language objective

- Review appropriate and effective use of conjunctions

### Specific skills objectives

- Develop speaking skills: expressing opinions
- Develop writing skills: effective use of conjunctions in a paragraph

## 1 Speaking

### 1a

- Have the students look at the photograph and elicit what event it shows.
- Invite the students to comment on the significance of the event and ask them to give their opinion on why it had such an impact on the 20th century.

**ANSWERS:** The photograph shows one of the astronauts from the first Moon landing. He is walking on the Moon.

### 1b D

- Ask the students to work individually to match the events to the dates.
- Elicit answers.
- Ask the students to tell you which one they think had the greatest impact on the 20th century and why.

**ANSWERS:** Oil discovered in Saudi Arabia 1936; World War II 1939–45; Foundation of the UAE 1971; first man on the moon 1969; Arab-Israeli War 1973; World War I 1914–18; Russian Revolution 1917–21

## 2 Listening and speaking

### 2a

- Tell the students they are going to hear a lecturer talking about the 20th century.
- Ask them to predict what things, apart from revolutions and wars, the lecturer might mention as being significant. Write their suggestions on the board.
- After listening, and before checking answers, invite individuals up to circle the things on the board that the lecturer mentioned.

**Alternative:** If the students find it difficult to suggest things that the lecturer might talk about, write some possibilities on the board and do a quick class survey to find out which ones the students think had the most impact. Possible suggestions include: global warming, nuclear power, population growth, famine, air travel, and technology.

**ANSWERS:** population growth and technological development

### AUDIOSCRIPT TRACK 32

**Lecturer:** The 20th century has revolutions, civil wars, local wars, and two world wars. Furthermore, and it's an unfortunate fact of human history, revolutions and wars can be considered business as usual.

**Male 1:** Even the world wars?

**Lecturer:** Well, at the beginning of the 19th century, Napoleon's armies ranged all over Europe from Spain to Russia.

**Male 1:** OK. Right.

**Lecturer:** But this week I'm not going to look at all that fighting – besides, we touched on that several weeks ago. Rather, I want to focus on two enormously important changes during the century. Any guesses what they are?

**Male 2:** Population growth?

**Lecturer:** Very good, Ahmed. Yes, world population grew from about 1.6 billion in 1900 to about six and a half billion in 2005. It increased over four times in just over 100 years! Now that had – and continues to have – an enormous impact on society and politics as well as on natural resources and the environment. So, population growth will be one of our themes this week. What else?

**Male 1:** The environment?

**Lecturer:** Well, Tom, it will come up, in relation to population growth and other things. Another guess?

**Male 2:** Technology?

**Lecturer:** My, you are bright today! That's right – technological development. Between 1900 and the year 2000, there were huge changes in terms of technology. In 1900, electricity, the telephone, radio, and automobiles were primitive and in very, very restricted use, and there were no aeroplanes. By the year 2000, they were everywhere. Nowadays, people and products speed from place to place. And above all, information flashes around the world in seconds. All that rapid movement and communication is the main element in what we call 'globalization'.

**Male 2:** Are you in favour of 'globalization'?

**Lecturer:** We can discuss that during our classes. OK, so there's our agenda for this week – population growth and technological development, and their effects on – well, almost everything!

## Lesson 2 The 20th century

### 2b

- Ask the students to read the incomplete notes.
- Encourage them to fill in any answers they might have already heard on the recording in pencil.
- If students found it difficult to identify the answers, play the recording again, pausing after each of the answers is heard.

**ANSWERS:** 1 revolutions, wars 2 1.6 billion 3 6.5 billion  
4 society, politics, natural resources, the environment  
5 globalization

**Teaching tip** Before students complete note-taking listening tasks, remind them to read through the notes with blanks to figure out what information they should be listening for. Explain that this information might include numbers, dates, places, names, or times.

### 2c

- Ask the students if they agree with the lecturer that population growth and technological development were the most important changes of the 20th century or whether any of their other suggestions on the board were equally – or more – important.
- Encourage them to give reasons for their opinions.

## 3 Grammar builder: connectors

### 3a

- Ask the students to read the article and to underline the connectors on the left and match them to similar meanings on the right.
- Invite the students to say whether each of the connectors is suitable for informal or formal use.  
Informal: then; next; after that; but; although; so; in the end  
Formal: however; as a result; therefore; moreover; finally

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

### 3b

- Ask the students to complete the sentences with connectors from the box individually.
- Point out that *however*, *moreover*, and *therefore* are used after a period or a semi-colon.

**ANSWERS:** 1 a) Moreover b) As well as c) also  
2 a) then b) After c) After that

## 4 Writing

### 4a

- Have the students read the event from the article and put them in order.

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

### 4b

- Ask the students to tell you whether this writing task is formal or informal.
- Elicit suitable connectives that can be used.
- Remind them that using too many connectives, or using them inappropriately, can make their writing appear unnatural.
- Suggest that they use no more than three or four suitable connectives in their paragraph.
- Have the students exchange paragraphs and look for errors in each other's use of connectives.

### Workbook D

Have your students work through the exercises on pages 42 and 43. Answers on page 83.

# 3 World figures

## Aims Analysis (+ Access + Activation)

### Discourse objective

- Develop the unit topic: world figures of the 20th century

### Language objectives

- Review past time clauses
- Expose students to vocabulary related to politics

### Specific skills objectives

- Develop comprehension strategies: inferring meaning of words from context
- Develop writing skills: using past time clauses in a biography

## 1 Speaking

### 1

- Check the students' understanding of the term 'world figure'.
- Put the students into small groups. The students discuss who the people in the photographs are and what they are famous for.
- Monitor the conversations, making a note of any key points.
- Have each group report back to the whole class on what they discussed.
- Go through any language points you made a note of while monitoring.

**ANSWERS:** **A** King Fahd bin Abdul Aziz al Saud **B** Gamel Abdul Nasser **C** King Hussein of Jordan

### Culture note

Gamel Abdul Nasser (1918-1970), President of Egypt from 1956 until his death, famous for his policies of pan-Arabism. Hussein bin Talal (1935-1999), King of Jordan from 1952. King Fahd bin Abdul Aziz al Saud (March 16, 1920 - August 1, 2005) was King of the Kingdom of Saudi Arabia, Head of the House of Saud as well as Prime Minister.

## 2 Speaking and reading

### 2a

- Put the students into pairs and give them a short time to make notes on what they know about Nelson Mandela.
- It would be better if the students tried to do this task without referring to the biography.

**ANSWERS:** South African; to fight for black rights; 27 years; for the promotion of democracy in South Africa; all races are equal

**Teaching tip** When dividing the students into groups or pairs, try to make sure that they get the chance to work with different people each time. You can, of course, also let the students choose who they would like to work with.

### 2b

- Have the students read the biography and check their ideas.
- Encourage them to underline the parts of the text where they found the answers.

### 2c

- Explain that the skill of inferring or 'reading between the lines' means making an educated guess about something based on clues within the text. The answer might not be initially obvious, but they may be able to figure it out by relying on other knowledge they have.

**ANSWERS:** **1** No (*Like other black children ...*) **2** They were younger and eager to be more active rather than simply talk about the issues. **3** Because he was actively fighting for black rights under apartheid. **4** He thought that the ANC could achieve rights for black people by means of peaceful protests, but learned after so long that this didn't work. **5** They were both white presidents under the system of apartheid.

## 3 Word builder: strategies for understanding words

### 3a

- Have the students underline the words in the article and say which ones they know or can guess the meaning of.
- Discuss the words and how the context or similar meaning to their own language allowed them to infer what the word meant.

### 3b

- Students now check any unfamiliar words in the dictionary and make a note of them.
- Discuss what they found and check that they have found the correct definition when looking for words with multiple meanings.
- You might like to demonstrate this to them by asking them in pairs to look up the phrasal verb *set up*. Remind them to look for the context in which the word is used and to make sure that they find the correct definition.

## Lesson 3 The 20th century

### Learning tip

- Focus on the *Learning tip* and summarize the various strategies they can use for learning new vocabulary: using a dictionary, guessing meaning from context, and using cognates.
- Ask the students to choose at least five words from the list that they want to learn.

### Learner development

Encourage students to record new vocabulary in context so that they can see the types of words that new words combine with. They can record the word in context using the sentence from the text, one of their own sentences or an example from the dictionary.

## 4 Grammar builder: past time clauses

### 4a

- Elicit from the students which past form is usually used after *when* (past simple) and which after *while* (past continuous).
- Have them complete the sentences with the correct form of the verb. Remind them that there may be more than one possible correct answer.
- Check answers.

**ANSWERS:** 1 was studying, organized 2 ended / had ended, formed 3 followed / was following, was serving 4 consulted / had consulted, went

### Language help

Check that students understand the use of tenses by asking questions, e.g. Do we use the past continuous for short actions or longer, continuing actions? Do we use the past perfect for actions which took place before or after another action in the past?

### 4b

- Put the students into pairs and have them discuss why different tenses are used.

**ANSWERS:** In sentences 2 and 4 *had ended* and *had consulted* emphasize that there is a greater length of time between the two actions in the past; in sentences 1 and 3 *was studying*, *was following* and *was serving* emphasize that the actions took place over a period of time.

### 4c

- Have the students work individually to complete the sentences about themselves. Remind them that words such as *While*, *When*, and *After* are commonly used with past tenses.
- Put the students into pairs so that they can ask and answer questions about each other's pasts.
- Monitor the conversations, making a note of any key points.
- Go through any language points you made a note of while monitoring.

**ANSWERS:** Students' own answers.

## 5 Speaking, writing and reading **D**

### 5a

- Have the students read the biographical details and match the names to them.
- Put the students into pairs and give them time to discuss whether they think that the three people influenced the world for better or for worse.
- Monitor the conversations, making a note of any key points.
- Have each group report back to the whole class on what they discussed.
- Go through any language points you made a note of while monitoring.

**ANSWERS:** Joseph Stalin, born in 1879; General Secretary of the Soviet Communist Party; introduced new economic policies in the 1920s.

John F. Kennedy, born May 29, 1917; assassinated in Dallas, Texas; 35th President.

Mohammad Yunus, born in 1940; famous for giving small loans to very poor people; awarded the Nobel Peace Prize in 2006.

### 5b

- Ask the students to choose one of the three people to write about.
- Students then use an encyclopedia or the internet to find out more about that person.
- Remind them that they should be looking for biographical details, but shouldn't simply copy what they find. Encourage them to put the information they find into their own words and not to share the details with their partner.

### 5c

- Have the students write a biography of between 120 and 180 words about the person they chose.
- Tell them to use time clauses with *when* and *while* when appropriate, and to be careful to use correct past tense forms.
- When the students have completed the task, divide them into pairs and ask them to swap over their biographies to find out which information they have or haven't included.

### Additional **E**

You could also ask the students to make a note of any differences or discrepancies in the biographical details and to explain these to the class.

### Workbook **D**

Have your students work through the exercises on pages 44 and 45. Answers on page 83.

# 4 Saudi Arabia and the World: Protecting habitats

## Aims Access Analysis Activation

### Discourse objective

- Understanding environmental issues

### Language objectives

- Making collocations
- Using the present continuous and present perfect correctly both in writing and speaking

### Specific skills objectives

- Develop writing skills: writing a report
- Developing listening skills: identifying details in a report
- Develop reading skills: reading websites

## 1 Speaking

- This is a short introduction to the theme of the unit: environmental issues in Saudi Arabia and beyond. Get feedback from groups asking about each bullet point. While students speak, list ideas on the board they associate with each issue.  
e.g.  
Water: *lack of water in Saudi and the increase in water consumption by modern people*  
Land: *destruction of environmental habitats to make way for industry*  
Sea: *destruction of coral reefs because of rising sea temperatures resulting from industrial pollution*  
Plants and animals: *many species are diminishing in numbers because of hunting and because their habitats are being destroyed*  
People: *population expansion – more people are living longer, and are consuming more of the Earth's resources, and especially oil (which is used for making many things including electricity).*

## 2 Word builder: collocations

### 2a

- Explain what a collocation is by writing the word *climate change* on the board. Explain that words often go together and it is useful to learn the words together.

### 2b

- Point out that some words can go with several others. Pairs should match the words from the boxes and then guess the meaning of each collocated phrase. Get feedback from pairs writing the words and meanings on the board.
- Students should memorize the words in preparation for exercise 3.

**ANSWERS:** Protected species Endangered species Solar energy Solar plant Solar powered Desalination plant Energy consumption Water sources Protected area

## 3 Listening

### 3a

- Have students look at the photo of the oryx and ask them to guess what animal it is. Ask them what they know about the Arabian Oryx.
- Explain to the students that they will listen to three people talking about environmental issues in Saudi Arabia. Play the recording for the first time and ask them to identify what each person talks about.

### ANSWER:

Person 1: the Arabian Oryx  
Person 2: Lack of water in Saudi Arabia  
Person 3: Population increase

### AUDIOSCRIPT TRACK 33

**Woman 1:** The Arabian Oryx was almost extinct, but the National Commission for Wildlife and Development reintroduced the Oryx into the Mahazat as-Sayd. The programme was successful so the NCWRD is introducing them into other protected areas. Since then numbers have increased to about 1,000 so the Oryx is now no longer classified as an endangered species.

**Man 1:** The amount of water in underground water sources has declined over the last 20 years. Because of this Saudi Arabia is investing in water desalination plants. It is building the largest solar-powered water desalination plant in the world in Al-Khafji.

**Woman 2:** The population of Saudi Arabia has increased from 21.5 million in 2003 to 28 million in 2012. Because of this, energy consumption is also increasing steadily.

### 3b

- Ask students to read the questions before playing the recording again. Pause the recording to allow students time to write. Students check their answers in pairs.
- Get feedback writing the answers on the board making sure that you write complete sentences – this is to practise using and writing the present perfect and present continuous.

**ANSWERS: 1** The Arabian Oryx was almost extinct but the National Commission for Wildlife and Development ran a successful breeding and reintroduction programme. Now the Oryx is no longer an endangered species. **2** The amount of underground water sources has declined over the last 20 years. **3** It is building the largest solar-powered water desalination plant in the world in al-Khafji. **4** Between 2003 and 2012 the population of Saudi Arabia rose from 21.5 million to 28 million. **5** Energy consumption is increasing because there are more people and they use more electricity (e.g. for air conditioning) and oil (e.g. for cars) than in the past.

### 4 Grammar builder: present continuous and present perfect

#### 4a

- Write a sentence in the present continuous and present perfect on the board – preferably one that is an answer to one of the listening questions, e.g. *Energy consumption is increasing* or *Since 2003 the population of Saudi Arabia has increased to 28 million*. Identify with students the name of each tense and how each one is made.
- This is how they are formed:  
Present continuous: verb to be in present tense + verb (-ing form)  
Present perfect: verb has/have + participle form of the verb
- Ask students to read the Language assistant. Remind them that both these tenses are present tenses and are close in meaning. However, differences are:  
The present continuous shows you are in the process of doing something, e.g. *I am writing on the board*.  
The present perfect shows that something that happened in the past is still present /has an effect now, e.g. *I have lost my keys*. This means that you lost your keys and you have still not found them – you still don't have them now.
- Remind students that the present perfect is often used with *since* and *for*, e.g. *I have been interested in English since I was five*. *I have been interested in English for a long time*.
- Have students do exercise a on their own to check understanding. Get feedback and explain why each tense is used.

**ANSWERS: 1** has decreased (because we know the process started 20 years ago) **2** has reintroduced (because of the phrase 'since 1991') **3** is tracking (they are still doing it now) **4** is increasing *or* has increased (because the change in number is still in progress)

#### 4b D

- Have pairs work together and go around the class making sure the students are using the present continuous.

## 5 Reading

### 5a

- Point to the photo of a dugong and tell students they are going to read a text about this animal. Ask if any student knows what it is. Pre-teach the words *conservation work*, *foundation*, *expedition*, *eco-tourism*, *protection*, *scientific survey*.
- Ask students to scan the text very quickly and ask them where they would be likely to find this kind of article (it's from a website – you can tell because of the banner, the search lozenge and the bar along the top with 'home' and 'photo gallery').

### 5b

- Ask students to read the text carefully and answer the questions in writing. Get feedback and write answers on the board.

**ANSWERS: 1** give money to the foundation – on donate tab join an expedition – on check availability and sign up blue lozenge **2** Because dugongs only eat sea grass and sea grass habitats are rare in the Red Sea. **3** You would photograph the dugongs and record what they do as part of a long-term scientific survey. **4** Encourage discussion – if students don't like water or can't swim then this would not be an attractive trip for them. The expedition also costs 4000 SAR – described as a 'contribution' – so it might be very rewarding and you may save some dugong but if you don't have 4000 SAR then you cannot go. However, the Foundation has won 'Eco-tourist Award for Responsible Tourism' so the expedition may be well run.

## 6 Writing D

- Encourage students to think back to all the information that they have learned about Saudi wildlife in the listening (about the Arabian Oryx), the Grammar builder (about the Houbara Bustard), and the reading (the dugong).
- You could have students do more research on the internet. They could look on the Saudi National Commission for Wildlife and Development website for more information.
- Remind students about the tenses they will probably use in their report (simple present, present continuous, present perfect).
- Remind students also that reports are separated into paragraphs under sub-headings. Tell students that it might be an idea to choose sub-headings and then organize their information to go under each sub-heading/paragraph.
- Tell students that adding photos will help the reader.
- Stress that the idea is not to write a long report (150 words is sufficient) but it must be well organized and accurate.

# Unit 8 People and technology

## 1 Living with machines

### Aims Access (+ Activation)

#### Discourse objective

- Establish the unit topic: people and technology

#### Language objectives

- Expose students to topic vocabulary through reading and listening
- Expose students to target grammar of the next lesson (*whoever, whatever, whenever, wherever*)

#### Specific skills objectives

- Develop reading skills: scanning for specific information
- Develop speaking skills: speculating about photographs / expressing opinions on technology

### 1 Speaking **D**

#### 1a

- Have the students read the unit title and ask them to tell you what we mean by the word 'technology.' Encourage them to give examples of some of the technology they have in their homes and their purpose.
- Ask them to tell you which of these items they would find it hard to live without and why.
- Put the students into pairs. Give the pairs the chance to speculate about the differences in the lifestyles of the two women in the photographs and to make a note of the differences.
- Get feedback from the groups and ask individuals to tell you which lifestyle more closely reflects their own and why.

**POSSIBLE ANSWERS:** Mariam: perhaps a student or secretary; used to working with computers and working from home on her laptop; doesn't have to spend too much of her day doing routine domestic chores because she owns a dishwasher and other labour-saving kitchen appliances. Laura: perhaps a homemaker; spends a large part of her day doing domestic chores such as washing, cooking, and cleaning without the help of many appliances.

#### Learner development

When students are asked to compare and contrast photographs, encourage them to say '*This is a photograph of ...*' when describing what they can see, rather than starting by saying '*In this photograph I can see ...*'. Remind them that they should use the present continuous when describing photographs.

#### 1b

- Before you do this task, make sure that the students are aware of exactly what the appliances are and their relevant uses.
- Ask the students to work individually to consider which of the items are essential, useful, or unnecessary.
- Put the students into groups of three for them to discuss their opinions.

- Monitor the conversations, making a note of any key points.
- Have each group report back to the whole class on what they discussed.
- Go through any language points you made a note of while monitoring.

**POSSIBLE ANSWERS:** Students are likely to agree that mobile phones and land line phones are essential, but might not agree on any of the other items.

### 2 Speaking and reading

#### 2a

- Have the students read the list of features which they might expect to find in a car by the year 2020.
- Explain any of the features which they might not be familiar with.
- The students decide in pairs or individually which features cars will have by 2020.

#### Culture note

Satellite-guided navigation systems (generally referred to as satnav or GPS – global positioning systems) use satellites in space to track the position of a vehicle. Onboard computers then process the data from the satellite and can tell the driver exactly where he / she is and which route he / she should follow to reach their destination. Crash prevention radar are sensors built into the body of the car which sound an alarm and activate the brakes if the car appears to be too close to another vehicle, wall, crash barrier, etc.

#### 2b

- Have the students scan the text and underline all of the features mentioned.
- They then compare the items they underlined in the text to the ones that they checked.

## Lesson 1 People and technology

**ANSWERS:** non-petrol engine ('... *your car's fuel cells (those hydrogen-powered devices)*'); computer joystick for steering; crash prevention radar; satellite-guided navigation system; automatic pilot.

### Learner development

To develop your students' scanning skills, you might like to give them a time limit of one minute in which to do exercise 2b. Scanning is a technique for quickly finding the important information in a text. Explain that students don't need to read the whole text, but should run their eyes over each line looking for clues. These clues might be synonyms or key words and phrases.

### 2c

- Now have the students read the text again in detail.
- When they have done this, ask them to read through the questions and then to read the text quickly again to find the answers.
- Let them compare answers in pairs before checking answers together as a class.
- Get feedback on whether they would like to drive a car of the future, and why or why not.

**ANSWERS:** 1 Hydrogen-powered fuel cells. ('*That's right ... – your car's fuel cells (those hydrogen-powered devices) generate enough electricity to power your home and your car.*')  
2 A joystick. 3 Because the car detects the possibility of a crash with its crash prevention radar and activates the brakes.  
4 An alarm sounds. 5 Because the driver can put the car on automatic pilot. 6 Autopilot, joystick, fuel cells, and satellite-navigation systems have all been tried out.

## 3 Word builder: phrasal verbs

### 3a

- Have the students read through the phrasal verbs and their definitions.
- Elicit any example sentences from the class using the phrasal verbs they are familiar with, and correct any misuses.
- Remind them that it is sometimes possible to figure out the meaning of a phrasal verb from the context and encourage them to look back at the text in order to match the verbs with their definitions.
- Let them compare answers in pairs and then check answers together.

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

### 3b

- Have the students read the text and replace the verbs in italics with the phrasal verbs. Allow them to use a dictionary to look up the phrasal verbs they are unfamiliar with and encourage them to make a note of them.
- Remind them that they will need to use the correct form of the verb.
- Check answers.

**ANSWERS:** 1 took up 2 came across 3 tried out  
4 took over 5 take off 6 turned out 7 kept on 8 got back  
9 set out 10 put up with 11 get to 12 gave up

## 4 Speaking and listening

### 4a

- Ask students how often they use their mobile phone. In which situations might they turn it off?
- Elicit situations from the students where a mobile phone might be useful and where it might be a nuisance. Ask if they know of places where mobile phones must be switched off (at petrol stations, on aeroplanes, in libraries, and hospitals).

### 4b

- Tell the students they are going to hear a short conversation.
- Put them in small groups.
- The students listen and then discuss where it is and what happens.
- Elicit feedback.

**ANSWER:** It is a conversation between a teacher and a student. The student's mobile phone rings. A friend is calling.

### AUDIOSCRIPT TRACK 34

**Teacher:** Now then, Yousef, about your English homework.

**Yousef:** Yes, teacher? (mobile phone rings) Er ... I'm sorry, teacher, I forgot to turn it off.

**Teacher:** Well, it's ringing, so you'd better answer it.

**Yousef:** Yes, teacher ... I'm sorry. Hello. Ahmed, look, I can't talk now ...

**Teacher:** (coughs)

**Yousef:** No, Ahmed, not now ... no. Call me later. Bye.

**Teacher:** As ... I ... was ... saying. About your homework.

**Yousef:** Yes, teacher.

### 4c

- In small groups, students discuss any personal experiences they have of mobile phones ringing in inappropriate situations.
- Monitor the conversations, making a note of any key points.
- Have each group report back to the whole class on what they discussed.
- Go through any language points you made a note of while monitoring.

### Workbook D

Have your students work through the exercises on pages 46 and 47. Answers on page 83.

## 2 Modern science

### Aims Analysis (+ Access)

#### Discourse objective

- Develop the unit topic: scientific developments

#### Language objectives

- Review vocabulary related to science and technology
- Expose students to ideas about modern biology, climate change and nuclear energy

#### Specific skills objectives

- Develop speaking skills: discussing advantages and disadvantages
- Develop writing skills: presenting arguments for and against

### 1 Speaking

- As a class, have a brainstorming session on scientific developments in the last 100 years. At this stage do not encourage students to discuss whether these developments were beneficial or harmful.
- Put the students into pairs and ask them to discuss the questions.
- Monitor the conversations, making a note of any key points.
- Have each pair report back to the whole class on what they discussed.
- Go through any language points you made a note of while monitoring.

### 2 Reading and speaking

#### 2a

- Ask if students have heard of the human genome project and if they know what it is.
- Check understanding of the words 'cell', 'gene', and 'DNA'.
- Ask the students to read the article and to find and underline the relevant information.
- Check answers.

**ANSWERS:** the complete set of DNA; genes are made up of DNA; the human genome document is as long as 200 telephone directories.



#### Language help

A cell is the smallest structural unit of an organism that is capable of independent functioning; a gene is a hereditary unit consisting of a sequence of DNA; DNA stands for deoxyribonucleic acid, which is the base material of the chromosomes that contain our genetic code.

#### 2b

- Ask the students to read the questions so that they know what information they should be looking for when they reread the article.

- Encourage them to always underline where they found the answer and remind them that when they give you the answer, they should try to give it to you as a complete sentence where possible.

**ANSWERS:** 1 It was completed on June 26, 2000.

2 He discovered that inheritance is carried by particles called genes. 3 Because it needs to be understood first. 4 Benefits: It may be able to help cure cancer and design medicines for specific people. Dangers: Medical insurers may not insure people who are seen to have high medical risks.

**Additional:** Check the students' understanding of the words 'optimistic' and 'pessimistic', and ask them if they are optimistic or pessimistic that the Human Genome Project will personally benefit them in their their lives. Put the students into small groups and give them some time to discuss their feelings and take notes. Elicit feedback, asking the students' to justify their feelings with examples.

### 3 Grammar builder: *whoever, whatever, whenever, wherever*

#### Language assistant

- Focus students' attention on the *Language assistant* and ask them to read the information.

#### 3a

- Remind students that we use *whoever, whatever, whenever*, and *wherever* when it's not important for us to know about who, what, when, and where.
- Students complete the sentences.

**ANSWERS:** 1 whenever 2 Whoever 3 whatever 4 Wherever

- Ask the students to tell you what the pronouns refer to (*whenever* to time, *whoever* to a person, *whatever* to a thing, and *wherever* to a place).

#### 3b

- Students now complete the sentences with ideas of their own.
- Put them into small groups and ask them to compare their ideas.
- Get feedback from the group and check answers.

## Lesson 2 People and technology

**POSSIBLE ANSWERS:** 1 I get together with my whole family 2 Post-It™ notes 3 my mobile phone 4 start smoking 5 invents a self-cleaning bathroom!

### 4 Listening and speaking

#### 4a

- Tell the students that they are going to listen to two young people talking about climate change and nuclear energy. Ask them to make a note of who they think is more positive about nuclear energy.

**ANSWER:** Fred is more positive about nuclear energy than Jack is.

- Ask the students to tell you why they think Fred is more positive by rephrasing what they heard in the recording.
- Point out that sometimes the tone of a person's voice in a recording is a good indication of how someone feels, but this may not always be the case.

#### AUDIOSCRIPT TRACK 35

**Fred:** This climate change, all this talk about global warming – it's really beginning to worry me, Jack.

**Jack:** Me too. But I don't know what we can do about it.

**Fred:** Well, if we stopped burning fossil fuels and turned to nuclear energy to produce our electricity, that would go a long way to solving the problem.

**Jack:** Nuclear energy? You must be joking.

**Fred:** No, I'm not. I'm deadly serious. We can't go on burning coal, gas and oil for our energy. They all emit an enormous amount of greenhouse gases, and we'll have used them all up in about 50 years, anyway.

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

**Fred:** So nuclear is the obvious way to go. It's clean, it's efficient, and it will supply all the world's energy needs. So what's the problem?

**Jack:** But think of the dangers, Fred. Remember Chernobyl.

**Fred:** Chernobyl?

**Jack:** Yes, it was in 1986, before we were born. There was a fire in a nuclear reactor in Ukraine. Radioactive isotopes escaped and 15,000 people, maybe more, died. And do you know that nuclear waste remains radioactive for more than a thousand years. Where are we going to store it, out of harm's way?

**Fred:** In the ground, deep in the sea ... I don't know! So what's your suggestion?

**Jack:** Natural sources of energy, of course, the sun, the wind, the sea ...

#### 4b

- Have the students read the notes and ask them to try and predict the kind of information (noun, verb, place, adjective, etc.) that they will be writing in each blank. You might like to ask them to complete the answers they think they remember in pencil.
- You might need to pause the recording in order to give students the chance to fill in the blanks.

**ANSWERS:** 1 gases 2 energy 3 dangerous 4 waste 5 radioactive

#### 4c

- Elicit the arguments in favour of, and against, nuclear energy which they heard on the recording. Make a note of them on the board so that the students can refer to them during their discussion.  
Arguments in favour: nuclear energy is cleaner and more efficient than fossil fuels, and fossil fuels will run out fairly soon.  
Arguments against: nuclear energy is potentially very dangerous. Accidents are catastrophic, and the waste remains radioactive for a very long time.
- Put the students into small groups and give them time to comment on Fred and Jack's arguments. Encourage them to make a note of their own ideas. Elicit feedback.

### 5 Writing, reading and speaking

#### 5a

- Put the students into small groups.
- Students work together to write two or more ideas for each side of the argument.
- Monitor their discussions, offering possible suggestions where necessary.
- Divide the board in two and make a note of their suggestions.

**POSSIBLE ANSWERS:** Don't play with danger: Nuclear energy is potentially very dangerous. If we use it we may be putting future generations at risk. There are other much safer options – wind and solar power, for instance.  
Let science help us: With fossil fuels running out we need an immediate alternative. Science has given us nuclear energy and we should use it to provide the needs of the world.

#### 5b

- Students then discuss the ideas on the board.
- Have the class vote on the free development of nuclear power. You might like to chair the discussion yourself, or ask one of the students to do this.

#### 5c

- Encourage students to write between 120 and 180 words and to follow the plan carefully.
- Remind them not to put their names on their essays.
- When you collect the essays, give each one a number and then put them on the wall.
- Encourage the students to read them and to vote for which is best.

#### Workbook D

Have your students work through the exercises on pages 48 and 49. Answers on page 83.

# 3 Technology dependence and risks

## Aims Analysis (+ Access + Activation)

### Discourse objective

- Develop the unit topic: technological dependence

### Language objectives

- Teach word order with phrasal verbs
- Teach stress with separable phrasal verbs

### Specific skills objectives

- Develop speaking skills: speculating
- Develop writing skills: preparing and giving a presentation on technology

## 1 Speaking

- Ask the students to read the title of the lesson and to tell you what is meant by 'technology dependence.' Elicit if any of them think they are particularly dependent on technology and why.
- Ask the students to look at the photos and to tell you what they can see (a microwave oven, a laptop computer, an electric switch, a mobile phone, a TV, and an iron).
- Elicit which of these items they own or which they would like to own.
- Give the students a short amount of time to make a list of the electrical or electronic devices they turned on yesterday.
- Put the students into small groups to discuss their lists.
- Get feedback and ask students to say whether they think they are dependent on technology or not.

## 2 Grammar builder: word order with phrasal verbs

### Language assistant

- Ask the students to read the *Language assistant* on page 70.
- Demonstrate the three different types of phrasal verbs on the board; those with no object, those which are separable and those which are not separable, e.g.  
We set off at eight in the morning. (no object)  
She switched the radio off / She switched off the radio. (separable)  
Dad came across some old photographs of the house. (non-separable)

### 2a

- Elicit any unfamiliar phrasal verbs and explain their meanings.
- Ask the students to categorize the phrasal verbs in the box into separable and non-separable. Remind them that they can use a dictionary if necessary.
- Check answers.

**ANSWERS:** Non-separable: *come across*, take after, get over, run into, look for, stand for.  
Separable: *fix up*, look up, turn on / off, put on, take over, try out.

### Learner development

Remind students to make a note of any new phrasal verbs they are unfamiliar with and to note whether they are separable or non-separable. Remind them that they should also check they understand the different possible meanings of phrasal verbs such as *take off* (remove / leave the ground), *put on* (start sth working / wear), and *bring up* (raise / mention), etc.

### 2b

- Check that students are familiar with the terms 'noun objects' (nouns which refer to verbs) and 'pronoun objects' (me, him, it, her, etc.).
- Have the students read the information.
- Ask the students to work individually to match one of the rules to each example. Remind them to look for clues in the rules which will help them figure out the answers.
- Check answers.

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

### Learner development

Encourage students to learn vocabulary (including phrasal verbs) by using it. This might mean looking for, or creating, opportunities for using new words which are important or useful for them. Explain that this makes vocabulary 'active' (by using it when speaking or writing) rather than just 'passive' (by just understanding it when listening or reading).

### 2c

- Have the students work in pairs to put the words in the correct order.
- Encourage them to refer back to exercise 2b to check that their sentences follow the appropriate rules.
- Tell them that in one sentence there is more than one possible correct answer.
- Check answers and ask students to tell you whether the phrasal verb is separable or non-separable.

**ANSWERS:** 1 He came across an old plane in a field. (non-separable) 2 A mechanic helped him fix it up. (separable) 3 His father was adventurous and he took after him. (non-separable) 4 A pilot friend tried out the plane. / A pilot friend tried the plane out. (separable) 5 The acronym kph stands for 'kilometres per hour'. (non-separable)

### 3 Pronunciation: stress with separable phrasal verbs

#### 3a

- Tell the students to read the instructions and the sentences.
- Clarify that they understand that the adverb particle is usually stressed when it appears after a pronoun object (she, he, it, etc.).
- Ask them to point out to you which sentence contains a subject pronoun and what it is (sentence 1 and 'she').
- Play the recording, pausing after the first sentence.
- Ask the students to repeat the sentence back to you individually for you to check their pronunciation.
- Repeat with the second sentence.

#### AUDIOSCRIPT TRACK 36

see SB p. 71 ex. 3a

#### 3b

- Allow the students time to practise saying the sentences. Go around the class, helping with the stress where necessary.
- Remind them to underline the words that are stressed.
- Play the recording and let the students check if they were correct.

#### Additional E

Read out the sentences and have the students tell you whether you stressed the noun object or adverb particle correctly.

**ANSWERS:** 1 I asked him to turn the volume down. Later, he turned it up again. 2 Why don't you try the job out? If you're OK, you could take it over next month.

#### AUDIOSCRIPT TRACK 37

see SB p. 71 ex. 3b

### 4 Speaking, listening and writing D

#### 4a

- Focus the students' attention on the photograph and ask them to speculate about what might have happened and why. At this point, accept all possible suggestions and write them on the board.

**ANSWER:** There was a blackout because lightning knocked out electricity in much of the city.



#### Language help

Remind students about ways of speculating about something which happened in the past. You might like to remind them that *might* and *could* are sometimes used as past tenses of *will* and *can*, e.g. *There might / could / may have been a power cut.*

#### Learner development

You might like to write phrases that are useful for students when they are speculating about what they can see in a photograph on the board, e.g.

*It's possible (that) ... Perhaps ...*  
*I think it's likely (that) ... From what I can see, ...*  
*I'm not entirely sure, but I think (that) ...*

#### 4b

- Tell the students that they are going to hear a news item about what actually happened.
- Encourage them to take notes about what they hear.
- Play the recording two or three times if necessary.
- Discuss other problems that might have resulted from the blackout (hospitals having to switch to emergency power supplies, underground trains not running).

#### AUDIOSCRIPT TRACK 38

**Announcer:** For many New Yorkers, the blackout of 1977 is a dark memory. It started on July 13 at about 9:00 p.m. when lightning knocked out electricity in much of New York City, plunging millions of residents into darkness. Unlike a similar blackout in 1965 that was characterized by calm, the 1977 blackout erupted in chaos – and terror.

Mobs set fires, smashed windows, and hauled away food, clothing, and appliances. Hardest hit was the Bushwick section of Brooklyn, where the rampage continued the next day. Many businesses never recovered. At some stores, employees tried in vain to protect the merchandise.

Some 4,500 people were arrested during the riots, and the price tag for the damage was an estimated \$61 million.

#### 4c

- Ask the students to read the notes.
- Point out number 2 and ask them to predict what information probably fills this space (a year, a month).
- Encourage them to do the same for the other options. If they feel confident that they know any of the answers, have them fill them in, in pencil.
- Play the recording, repeating it if necessary for students to check their answers.

**ANSWERS:** 1 lightning 2 1965 3 calm 4 fires 5 4,500  
6 \$61 million

#### 4d

- Put the students into groups and ask them to choose one of the scenarios.
- Ask them to take notes together on how likely it is that the situation would occur and what the consequences might be. You might like to ask half of the students in the group to focus on the likelihood of the situation occurring and the other half on the consequences.
- Monitor, helping with ideas where necessary.
- Encourage students to divide up their presentation into small sections so that each member of the group gets to present something orally to the rest of the class.

#### Workbook D

Have your students work through the exercises on pages 50 and 51. Answers on page 83.

# 4 Saudi Arabia and the World: Getting a job

## Aims Access Analysis Activation

### Discourse objective

- Discuss potential future jobs that the students are interested in

### Language objectives

- Write instructions using the imperative
- Use abstract nouns which describe human qualities

### Specific skills objectives

- Develop listening skills: listening for specific information
- Developing speaking skills: give a short speech about a job they would like to do and naming the qualities needed for specific jobs
- Developing writing skills: instructions for business scenarios

## 1 Speaking

- Ask students to look at the photos and identify what jobs the people are doing. Get feedback from students and on the board write phrases associated with employment, e.g. *get a job, employment, skills and qualities you need for a job, do/have a part-time job, do a voluntary job*. The photos show a surgeon, a chef, an oil rig worker and a web designer.
- Explain that in all jobs employers look for skills and qualities. Explain that a 'quality' is the character of a person e.g. *being positive*. Explain that 'skills' are abilities you can acquire, such as computer programming or being able to speak a language.
- Have students look at the qualities in the text box. If necessary, allow time for them to check any uncertain meanings in their dictionaries. In pairs they should link the different qualities with the different jobs. Make sure they understand that some qualities are necessary for many jobs e.g. *punctuality*.

### POSSIBLE ANSWERS:

Surgeon: accuracy, patience, willingness to work hard, enthusiasm

Chef: organizational skills, cooperation, willingness to work hard, enthusiasm

Oil rig worker: punctuality, cooperation, willingness to work hard, enthusiasm

Web designer: flexibility, patience, accuracy, willingness to work hard, enthusiasm

### Additional E

Ask students what type of nouns all the quality-words above are (abstract nouns). Ask them to create the adjective form for each of these nouns.

### ANSWERS:

Punctuality – punctual

Enthusiasm – enthusiastic

Cooperation – cooperative

Accuracy – accurate

Organizational skills – organized

Commitment – committed

Flexibility – flexible

Patience – patient

Willingness to work hard – willing to work hard

## 2 Listening

### 2a

- Introduce the listening by asking if any of the students have ever had a part-time job – this could be either paid or voluntary. Elicit common part-time jobs e.g. *working in a restaurant* or *as a sales assistant*. Tell them that employers often look to see if young people have taken on any part-time work or voluntary work, so it is worth trying to do this before applying for full-time work.
- Have students listen to find out the job that each speaker would like to do.

### ANSWERS:

Person 1: web designer

Person 2: accountant

Person 3: nurse or doctor

### 2b

- First, copy and complete the first two columns of the table.
- Play the recording again pausing after each person speaks to allow students enough time to complete the third column of the table. Get feedback from the students and complete the table on the board. Make sure you highlight the qualities that persons 1 and 2 think they have.

### ANSWERS:

Person 1: because she is creative and has lots of ideas which work well. She also has experience working as part of a team that designed a new school website, which she enjoyed doing.

Person 2: he is prepared to work hard and got good grades in maths. He pays close attention to detail.

Person 3: because her best subjects are chemistry and biology which are both necessary to study medicine.

### Additional E

Ask what the third person didn't want to do and why.

### AUDIOSCRIPT TRACK 39

**Woman 1:** I think I am a creative person – I have lots of ideas which often work well. I worked as part of a team to design a new school website for parents and I really enjoyed it. I think I would like to work as a web designer.

**Man 1:** I would like to be an accountant. I know that you need a degree and accountancy exams but I am prepared to work hard. I got good grades in maths and I have shown in my school work that I can play close attention to detail.

**Woman 2:** I recently worked in an office and I know now that I don't want to do that. It was really hard work because it was so busy. I only did it for the holidays but actually I know I would prefer to work as a nurse or a doctor. My best subjects are chemistry and biology and they are both necessary to study

### 3 Speaking

- Tell students that they are going to speak for a minute or two about a job they would like to do. Elicit an example job and the skills and qualities that students think you need to do that job.
- Tell students that you will give them marks for talking about the skills and qualities they have that make them suitable for the job. Go round helping students helping them with vocabulary if necessary.
- Give each person in the class the opportunity to give their speech.

### 4 Reading **D**

#### 4a

- Pre-teach the word CV (*Curriculum Vitae*). If possible show students an example CV with sections marked, such as *Academic qualifications*, *Experience*, or *References*.

**ANSWERS:** The website is for 'junior and mid-level professionals'

#### 4b

- Tell students that many people look for jobs online and there are many websites (e.g. *LinkedIn*) where you can upload your CV. Students should read the website and answer the questions on their own. Explain any technical vocabulary e.g. *browse* (=see a list to read through)

**ANSWERS:** 1 Browse Gulf Jobs Careers Advice 2 use bullet points organize your CV into sections or use their CV template order your work experience from most recent to least recent make sure your CV is not longer than 2 pages check for spelling mistakes don't lie 3 To upload your CV you need to click register, fill in your details including your telephone number and email address, click on 'upload your CV', navigate to your CV file, click OK 4 To find out about job vacancies and to advertise yourself by uploading your CV 5 e.g. Add a section on your achievements

## 5 Grammar builder: instructions for professional use

### 5a

- Ask students what form of the verb is used in 'Middle East Jobs Market'. Elicit that the imperative form is used for the instructions. Revise how to form the imperative in both the affirmative and negative, and use the examples in the Language assistant box. Get students to provide their own examples.
- Have students do the exercise. Highlight that the imperative in the reading passage is used to give suggestions or tips.

**ANSWERS:** 1: browse, upload, get, make sure, check, use, organize, use, order, keep, reread, don't lie, click, fill in, remember, navigate, make sure. 2: They sound like tips or suggestions. They don't sound too strong or rude..

### 5b

- Stress that the use of the imperative can sound rude in some cases – especially when used in the negative form – and that students should be careful when using it. Ask students to read the sentences to each other using the correct tone. Ask students for the meaning of each sentence to make sure they understand it. Explain any vocabulary if necessary – it may also be worth noting that all the sentences relate to using a computer.

**ANSWERS:** 1 not rude 2 not rude 3 not rude  
4 not rude 5 not rude 6 not rude 7 not rude  
8 not rude 9 strong or rude 10 strong or rude

### 5c

- This exercise aims for students to write instructions for a business or professional-type scenario. Model instructions for sentence 1 on *how to download a book to an e-reader* on the board. Remind students that instructions need to be clear so they should number, bullet or tick each step (as in the reading passage) to show the process. Ask students to work alone then take work in and mark it.

# Progress test Units 5–8

- There is a total of 60 marks available in the test. They are divided as follows:

Grammar: 20 marks  
Vocabulary: 10 marks  
Reading: 12 marks  
Listening: 8 marks  
Writing: 10 marks

## 1 Grammar

### 1a

- Make sure that students look at the photo of the Haramain station/train and read the text first. Allow 5 minutes for reading before the students begin to write their sentences.

### 1b

- Decide how many sentences you want the students to write. Allocate a maximum of 2 marks per sentence, which allows 1 mark for a correct formation of the tense and 1 mark for a sensible sentence.

#### POSSIBLE ANSWERS:

By 2018 we will have bought the trains.  
By 2020 passengers will have travelled from Jeddah to Makkah.  
By 2018 we will have tested the signaling.  
By 2020 we will have built the stations.  
By 2020 we will have laid the tracks.  
By 2040 passengers will have used the service.  
By 2020 I will have used the service.  
By 2018 we will have installed the signaling.

## 2 Grammar

- Allow students 5 minutes to read through the story about Suhail, and then to look back at the box of phrasal verbs. Make sure students understand they must change the tense of the verb where necessary, so it matches the context of the sentences.

**ANSWERS:** 1 turned off 2 was looking forward to 3 set out  
4 bent down 5 get to 6 bumped into 7 picked on 8 stand up to  
9 run away from 10 turned out

## 3 Vocabulary

**ANSWERS:** 1 A blender 2 a kettle 3 a microwave 4 a DVD player or an iPad or computer 5 a mobile phone

## 4 Vocabulary

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

## 5 Reading

- Ask students what is happening in the photo. Elicit what the people are doing (*wearing glasses and looking at something – a solar eclipse*).
- Ask students to read through the headings and the text and explain they have to match each paragraph to the heading.

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

## 6 Reading

- Remind students of the description of 'My grandmother' on p47. Ask them how we as a reader knew that she liked her grandmother (the writer used lots of strong positive adjectives to describe her grandmother).
- Make sure students understand that they do not have to describe their own father in question 6 – especially if this is difficult for them, e.g. if perhaps they no longer have a father. The aim of question 6 is to demonstrate students can describe someone using strong positive vocabulary.

**ANSWERS:** 1 She would put down her homework and walk and then run into his arms. 2 He would catch her under the arms and throw her up into the air. 3 He wore a ghutra and bisht and a crisp white thobe with beautiful pearly buttons with cuff links. The bisht had cuffs that were sewn with gold. 4 She loves him. She cannot wait for him to come home and runs into his arms as soon as he arrives. She describes him lovingly and says he has a perfect wide smile. She likes the clothes he wears and says that he looks elegant, always wearing a freshly washed crisp white thobe with beautiful pearly buttons and a bisht with gold thread. She says she likes his lemony perfume. 5 traditional/neat/careful/elegant – because he has a neatly trimmed moustache/he wears a bisht which is not so common anymore etc. 6 Pupils' own answers.

## 7–8 Listening

- Pre-teach *obesity*. Make sure that students understand that it is beyond 'fat' – it is a level of fat that is dangerous for a person's health. Also pre-teach the 'Saudi Diabetes and Endocrinology Society' which is a group that looks at rates of obesity in Saudi Arabia.
- Students will have to listen hard for details. Make sure they understand this and have read the questions and table so that they know what they must listen for before they hear the recording.
- Play the recording a first time and allow students time to answer question 1. Make sure they understand they need only write three things (even though the recording mentions four things).
- Then play the recording a second time and allow students time to answer question 2.
- Play the recording a third time, pausing between paragraphs to allow students time to complete each line of the table. Make sure students understand that the answer to the 'obesity rate for preschool children' is not given as a figure – there is a description.
- Allocate at least 5-10 minutes to students to answer question 8. To encourage students' ideas ask them whether they agree with opinions raised in the listening.
- Take in students' answers and mark.

### AUDIOSCRIPT TRACK 40

**Narrator:** Figures released in 2013 by the Saudi Diabetes and Endocrinology Society show that the obesity rate among Saudi men and women has risen to 70 percent. Recent studies show that among middle-aged people, 34 percent of men and 45 percent of women were obese. The phenomenon has started spreading among pre-school children, the organization warned. Factors contributing to the rise were reported to be an increase in wages, the spread of fast-food restaurants, a change in nutrition habits and too little physical activity, according to the report. However Dr. Fota, head of the Society's Health Education Unit, attributed the increase in obesity to changes in nutrition habits in the past 30 years and stated there had been a four-fold increase in the amount of fat in current meals. This points the finger firmly at the growing number of fast food restaurants across Saudi Arabia.

**ANSWERS:** 1 1 (List 3 of the following 4): The report mentions an increase in wages, the spread of fast-food restaurants, a change in nutrition habits and too little physical activity.

2 There has been a four-fold increase in the amount of fat in our meals.

3

Obesity rate in Saudi Arabia	70%
Obesity rate middle-aged men	34%
Obesity rate middle-aged women	45%
Obesity rate pre-school children	? phenomenon has started even with pre-school children

## 9 Writing

- When allocating marks for the writing exercise, make sure that students follow instructions. That is:
  - they write a story
  - the characters Fahd and Suhail are in the story
  - they use the prompts to help them

## Unit 1 Trends

### Lesson 1 Urban development

- 1** 2a 3e 4b 5c 6d  
**2a** Students' own answers.  
**2c** Ali: Mostly c Salem: Mostly a  
**2d** Students' own answers.

### Lesson 2 Looking good

- 1a** (head) baseball cap, hat, sunglasses; (neck) tie; (upper body) shirt, sweater; (legs) jeans, trousers; (feet) boots, sandals, trainers, socks  
**1b** Students' own answers.  
**1c** 2c 3e 4d 5f 6a  
**1d** Students' own answers.  
**2** 1 a pair of white tennis shoes 2 a red and yellow shirt  
 3 a pair of small gold earrings 4 a horrible blue cotton dress  
 5 a black plastic jacket 6 a beautiful blue suede skirt  
**3** 2 Sort clothes by category 3 Sort clothes by colour  
 4 Wash or dry-clean 5 Invest in the best possible hangers

### Lesson 3 Shop until you drop

- 1a** 1 keyboard 4 monitor 7 perfume  
 2 deodorant 5 printer  
 3 aftershave 6 mouse pad  
**1b** Pharmacy: deodorant, aftershave, perfume  
 Computer centre: keyboard, printer, mousepad, monitor  
**2a** Countable nouns: many, a few Uncountable nouns: much, a little Either: any, a lot of, no, some, most, all Zero: none  
 Two: both, neither More than two: all of  
**2b** 1a 2a 3b 4a 5a  
**2c** 1 Neither 2 All 3 a few 4 a lot of  
**2d** 1 Both 2 all 3 Neither 4 None 5 either 6 any  
**3b** 1F 2T 3T 4T 5F 6T

## Unit 2 Big moments

### Lesson 1 Personal firsts

- 1a** A7 B1 C4 D6 E2 F3 G5  
**1b** parachuting, bungee jumping, whitewater rafting  
**1c** A relaxed B dizzy C terrified D happy E excited  
**1d** 1 excited 2 terrified 3 happy 4 relaxed 5 dizzy  
**2a** 1 I gave a presentation in class  
 2 I had dinner in a restaurant  
 3 I traveled alone  
 4 I went to a football game  
 5 I flew in a plane  
**2c** 1 Where was your first job? / Where did you work?  
 2 What did you do? 3 What's that?  
 4 Was it simple? 5 Who was your first customer?  
 6 What did she buy? 7 What did she do?

### Lesson 2 The interview

- 1a** 1a 2b 3a 4a 5b  
**1b** 1 don't have to 3 have to 5 have to  
 2 don't need to 4 need to  
**1c** Students' own answers.  
**2b** 1F 2T 3F 4F 5T  
**2c** Students' own answers.

### Lesson 3 The big day

- 1** Wedding: ceremony, bride, groom, reception, flowers, engagement Graduation: graduate, ceremony, degree, university

- 2a** 1 Since leaving 3 while walking  
 2 Before going 4 After saying  
**2b** 1 At 7:00.  
 2 did you have breakfast  
 3 I met my friends in the park.  
 4 How long did you stay in the park?  
 5 I went home for lunch.  
 6 What did you do  
 7 I read a book.  
**3a** 1 of 2✓ 3 Today 4✓ 5 you 6✓  
**3b** 7 on 8 in 9 on 10 in  
**3c** 11b 12a 13c 14c 15d

## Unit 3 Crossing cultures

### Lesson 1 Evaluating tradition

- 1a** There may be more than one possible answer.  
 1 Where do you come from?  
 2 What do you do?/What's your job?  
 3 Are your family here with you?  
 4 How many children do you have?  
 5 What do you do at weekends?  
 6 Do you ever go back to Saudi Arabia?  
**1b** 1 Yes, at first it was very different. And difficult because I didn't speak English. Now it's easier.  
 2 I miss my friends and family, and also our customs and traditions.  
 3 That's not a problem. The children keep me busy!  
 4 We observe our religious festivals. I cook Saudi Arabian food. And I tell the children stories about Saudi Arabia.  
**2a** 1 Accident 3 doctor 5 afternoon  
 2 injuries 4 treatment 6 women  
**2b** 1T 2T 3F 4F 5F  
**2c** Students' own answers.

### Lesson 2 The plane journey

- 1a** 2e 3f 4b 5a 6d  
**1b** 1 had known 2 would have stayed 3 had gone  
 4 would have stopped and helped 5 hadn't forgotten  
 6 would have called  
**1c** 1 would've seen the director get angry  
 2 had worked harder, he'd have been promoted  
 3 had arrived on time, we would've met them  
 4 would have gone horseback riding / hadn't rained  
 5 would have finished / hadn't broken down  
**2b** 1a 2c 3b 4a 5c  
**2c** Students' own answers.

### Lesson 3 Listening to advice

- 1** 1 whistle 2 heavy 3 first aid kit 4 doctor 5 dark  
**2a** 1 hadn't got 5 hadn't forgotten 9 hadn't tried  
 2 hadn't missed 6 hadn't read 10 hadn't fallen  
 3 had got 7 hadn't written  
 4 hadn't got 8 hadn't left  
**2b** 1 I wish I'd called you. 2 I wish my brother hadn't lost his job.  
 3 I wish the teacher hadn't been late. 4 I wish the cake hadn't got burned. 5 I wish I had had breakfast.  
**3a** No.  
**3b** 1F 2T 3T 4F 5T 6F  
**3c** 1 I wish I hadn't run for the bus. 2 I wish I had read the information they sent me. 3 I wish I had spent some time preparing my presentation. 4 I wish I hadn't overslept.

## Unit 4 Life's a journey

### Lesson 1 To the Moon and back

- 1a** Students' own answers.  
**1b** Who had a fright? The Jackson family did. What did they smell? Cooking. Where was the man? In the living room. When did this happen? Last evening.  
**1d** 1 They suspected that something was wrong because the lights were on, they could hear a noise and they could smell cooking.  
 2 He was confused because he believed he was in his cousin's flat.  
 3 He didn't ask for directions because there was no one at the reception desk.  
 4 He didn't finish his meal because he was too tired / he fell asleep.  
 5 No. Robert made his mistake because the number 6 can look like 9 when turned upside down. / The number 8 still looks like '8' viewed upside down.

**2a** Students' own answers.

**2b** Students' own answers.

### Lesson 2 A near tragedy

- 1a** 1 shouldn't have worn his new shoes. 2 We should've gone in the summer. 3 She shouldn't have spent all her money. 4 George shouldn't have pushed Teddy over. 5 I shouldn't have run for the bus.  
**1b** 1 'I could have had a lovely vegetarian meal.' 2 'I could have had a fantastic dessert.' 3 'I could have gone to the shopping centre.'  
 4 'I could have had coffee with George.'  
**1c** 1 Neil would have brought nothing.  
 2 Neil would have eaten more.  
 3 Neil would have said very little.  
 4 Neil would have stayed late.  
 5 Neil would have sent an e-mail.  
**1d** 2e 3a 4d 5b 6f  
**1e** 1 should have gone  
 2 could have taken  
 3 should have used  
 4 could have crashed  
 5 would have gone

### Lesson 3 The War of the Worlds

- 1a** 1 must have had  
 2 may have needed  
 3 couldn't have been  
 4 can't have been  
 5 might have lost  
 6 must have forgotten  
**1b** 1 must have happened 5 might have lost  
 2 might have stopped 6 could have hurt  
 3 may have broken down 7 could have happened  
 4 must have gone 8 couldn't have had  
**1c** 1 She might have had a headache.  
 2 She might have seen you.  
 3 They could have left early.  
 4 The bag must have been blue.  
 5 He might have been angry.  
 6 I must have given it to him.  
 7 They could have had an accident.  
 8 He can't have phoned me.  
**2b** 1F 2T 3F 4F 5F  
**2c** 1 couldn't 2 must 3 might/could 4 might/could

## Unit 5 Stages of life

### Lesson 1 Learning to be human

- 1a** 2i 3j 4h 5e 6g 7a 8b 9c 10k 11d 12l  
**1b** 1 the young **child** and **inform** his parents  
 2 a **youth** ... I think they were **brothers** ... **tell** their parents **about**  
**2a** Students' own answers.  
**2b** Children don't eat well, Children don't move enough every day  
**2c** 1b 2c 3c 4a 5a

### Lesson 2 Goals in life

- 1a** 1 When I'm 60, I'll retire in Damman.  
 2 I hope I will be a good Muslim and obey Allah today.  
 3 Sarah will get her degree as soon as possible.  
 4 My mother will be cooking / have cooked dinner by the time I get home.  
 5 The painters will paint the house first thing tomorrow morning.  
**1b** *Suggested answers:*  
 1 This time next week, I'll be praying to Allah in front of the Ka'ba.  
 2 This time next week, I'll be giving money to the poor.  
 3 This time next week, I'll be eating in a restaurant.  
 4 This time next week, I'll be praying.  
 5 This time next week, I'll be sleeping in a hotel.  
**1c** *Suggested answers:*  
 1 His boss will be taking care of the clients.  
 2 His car will be going to the garage for a service.  
 3 His best friend will be praying at the Masjid.  
 4 His nephew will be attending a meeting for a local charity.  
 5 His uncle will be going for coffee with his friends.  
**2a** 6A 7B 3C 5D 1E 4F 2G  
**2b** Students' own answers.

### Lesson 3 When I'm 44

- 1** 1A 6B 7C 4D 5E 3F 2G  
**2a** 1 so b 2 therefore f 3 so c 4 but e 5 however d 6 but a  
**2b** 1 The toy broke so the child cried.  
 2 They played football because they were bored.  
 3 I wanted to see you so I came here.  
 4 He needed vegetables so he went to the market.  
 5 They went home because they were tired.  
**2c** 1 Since then 2 as 3 although 4 well 5 also 6 unless  
**3** 1 Where did you use to live? 2 When did you live there?  
 3 When did you leave? 4 Why did you leave? 5 Where did you go? 6 Why did you stay in Peru? 7 Have your children visited you?

## Unit 6 The future

### Lesson 1 Looking back at 2001

- 1a** 2d 3b 4a 5f 6e  
**1c** 1T 2T 3F 4T 5F  
**1d** Students' own answers.  
**2** 1d 2c 3b 4a 5b

### Lesson 2 Tomorrow's world

- 1a** 2e 3a 4b 5d 6c  
**1c** 1F 2T 3T 4F 5T  
**2a** 1 will have happened 4 Will we have found  
 2 will have landed 5 will have discovered  
 3 will have built 6 Will we have invented  
**2b** Students' own answers.  
**2c** Students' own answers.

### Lesson 3 Your future

- 1a** 1 will win 2 has 3 will be 4 will pass 5 starts  
**1b** 1 be working 3 will have retired 5 have eaten  
 2 be living 4 get  
**1c** 1 will go 2 he will have entered 3 will have won 4 will be playing 5 he will have graduated 6 will be going 7 will he study 8 will become 9 will have changed 10 will have happened  
**2** 1A 4B 6C 2D 5E 7F 3G

## Unit 7 The 20th century

### Lesson 1 Changes

- 1** 1 consider 4 available 7 research  
 2 influences 5 gather 8 impact  
 3 communicate 6 internet  
**2a** 1a) They are making good **progress** with their English.  
 b) This piece of work is **progressing** well.  
 2a) Have you almost finished that **project**?  
 b) These are the **projected** figures for next year.  
 3a) The cameras were **exported**.  
 b) These cars are for **export** only.  
 4a) You should be careful about personal **insults**.  
 b) The advertisement **insulted** our intelligence.  
 5a) Our company **imports** clothing from the Far East.  
 b) The level of **imports** into the country has risen.  
**3b** 1F 2T 3F 4T  
**3c** 1 multitude 3 on the plus side 5 era  
 2 installed 4 turnover

### Lesson 2 History

- 1a** 2a 3b 4d 5a  
**1b** 1 We seem unable to prevent wars. However, the human race has reached the moon.  
 2 Although many people in the west are worried about their diet, obesity is an increasing problem.  
 3 Although governments are trying to limit carbon emissions, the world's climate continues to get warmer.  
 4 Many of the world's people are still hungry. However, we have made technological progress.  
**2** A3 B2 C5 D6 E1 F4  
**3** 1 In addition to this 3 Moreover 5 Eventually  
 2 as a result 4 Although

### Lesson 3 World figures

- 1** 1 He was in his teens.  
 2 He opened it after his father had died.  
 3 His contribution to promoting business and industrial relations.  
 4 He was a philanthropist.  
 5 The water was free of charge.  
**2a** He developed ... *while* he was still growing up *after* his father had died, he opened ... *When* he had achieved ... he gained ...  
**2b** 1 When he had established the family business, he opened the first branch in Makkah.  
 2 While he was becoming successful in business, he developed an interest in philanthropy.  
 3 After / When he had made enough money, he gave support to orphans.

## Unit 8 People and technology

### Lesson 1 Living with machines

- 1a** 1 It is a program that allows you to use your image on the screen.  
 2 It creates an image of your head from photographs.  
 3 A front shot and a profile of your face, and details about your physical attributes.  
 4 It can be used to play computer games; to insert in e-mails, WAP messages, on Web sites and to try things out, such as sunglasses.  
**1b** 1 very similar 4 be useful  
 2 your physical details 5 shopping sites on the internet  
 3 your copy  
**2a** *Suggested answers:* Advantages: Communication is quick and easy. You don't need to write an enormous amount. You can communicate wherever you are.  
 Disadvantages: You can be contacted at any time. People may forget how to write. Too much texting may damage your thumbs and fingers.  
**3a** 2j 3a 4f 5h 6b 7c 8e 9d 10g  
**3b** 1 They set out early for the islands.  
 2 He came across some archeological remains.  
 3 He took over the company when his father retired.  
 4 The plane took off after a two-hour delay on the runway.

### Lesson 2 Modern science

- 1a** Modern biology: cell, DNA, gene, genome, chemical code  
 Climate change: greenhouse gases, nuclear, energy, coal and gas  
**3a** 2e 3b 4a 5c  
**3b** 1 Whoever told you that, they were wrong!  
 2 Whenever I go shopping, I forget something.  
 3 Whoever you know, you won't get this job.  
 4 Wherever you look, you won't find it.

### Lesson 3 Technology dependence and risks

- 1a** 1b 2a 3c  
**1b** 1a 2c 3c 4d  
**1c** 1 Jack is planning to carry out research on chemical reactions.  
 2 The president has decided to stand for office again.  
 3 I think looking up words in the dictionary is fun.  
 4 The salesman helped him wrap it up.  
 5 I took the hat and put it on.  
**1d** 1 She got over *it*. 4 I looked *it* up in the dictionary.  
 2 We ran into *them* last week. 5 She takes *after them*.  
 3 He tried *it* out before buying it.  
**2** 1 She got over her terrible sickness. She got over it.  
 2 We ran into our old friends last week. We ran into them last week.  
 3 He tried out the computer before buying it. He tried it out before buying it.  
 4 I looked up the phrasal verb in the dictionary. I looked it up in the dictionary.  
 5 She takes after her parents. She takes after them.





