

المملكة العربية السعودية
Kingdom of Saudi Arabia



وزارة التعليم
Ministry of Education



Teacher's Book

Flying High

for Saudi Arabia



Level **2**

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Written by Simon Taylore-Knowles, Simon Brewster, Paul Davies
Mickey Rogers and Nick McIver
Additional text by Terry Cook

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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 communicate activities in contexts that are particularly familiar to Saudi students, or else of particular interest to them. Most of the lesson 4s focus on some aspect of Saudi culture and life – e.g. Hajj, Economic Cities, King Faisal International Prizes, rural and city life, cultural ceremonies, wildlife in the Farasan Islands, Al-Hijr, exploration of the Red Sea – though the focus is occasionally on other cultures from a Saudi perspective and their relation to Saudi Arabia. Every lesson 4 ends with a guided speaking or writing task that is broken down into stages to help students prepare, and to aid them in performing the task effectively using the target language.

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

Planning lessons using *Flying High* materials

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

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

Establishing and developing English as the main classroom language

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

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

Introduction

- 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, which are particularly useful for mixed-ability classes. *Language help* boxes give support for teaching specific areas of language and pronunciation, while *Preparation* boxes help teachers to plan ahead for future lessons. Teachers are further aided by *Culture note* boxes that 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.

D Desirable activity

E Extension activity

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

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

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

Flying High and the Saudi English Language Framework

LANGUAGE SKILLS

Flying High 1

Flying High 2

	Unit Number								Lesson number								
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	
	Lesson number																
Listening																	
1	Recognise various intonation patterns				L3	L3	L2		L3	L3	L3				L1, L4	L1	L1
2	Understand the main idea and/or specific information in monologues or dialogues about common everyday topics		L3, L4	L1, L2, L3, L4	L4	L1, L2, L3, L4	L3, L4	L1, L3	L1, L3	L1	L1, L3, L4	L3, L4	L1, L4	L1, L2, L3	L1, L4	L3, L4	L1, L2, L3, L4
3	Follow straightforward short talks on familiar topics provided these are delivered slowly and clearly				L3		L3			L4		L1, L4		L1			
4	Understand the main ideas in radio or TV programmes, such as interviews and news reports				L1, L4				L1, L4			L2, L3		L2	L1		L1
5	Understand clearly articulated questions				L4			L1	L1, L4		L3		L2, L4	L2		L1	L4
6	Follow detailed directions and instructions						L4										
Speaking																	
1	Use a variety of vocabulary and structures in order to successfully communicate information in everyday situations		L1, L2, L3, L4	L1, L2, L3, L4	L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	L1, L2, L3, L4	
2	Deal with common aspects of everyday life (e.g. travel, eating, shopping) and get the information needed						L4	L4			L3		L2, L4				L4
3	Manage less routine situations (in a post office, bank, etc.); ask and answer questions and check and confirm information						L3	L3, L4				L3					
4	Establish social contact: greetings and farewells; introductions; giving thanks						L4										
5	Give and follow detailed instructions and directions						L4								L3		L4
6	Initiate, maintain and close a conversation on familiar or everyday topics												L4				
7	Logically link ideas by using a variety of connectors						L3							L3			
8	Ask for repetition, clarification or elaboration to fill in gaps in understanding		L1											L4			

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9 Briefly give reasons and explanations for opinions, plans and actions	L4	L3, L4	L2, L4	L1, L3, L4	L2, L3	L1, L2	L1, L2		L1, L2	L3, L4	L1, L2, L3, L4		L1, L4	L1, L2, L3, L4	L4	
10 Discuss and compare alternatives in order to reach a decision				L4					L1			L3		L2		
11 Produce a series of sentences: • to describe people and places in detail	L1, L4	L1				L3		L1, L4	L2			L3			L2	
• to describe experiences, events (real or imaginary), daily routines, future plans, arrangements, past activities, everyday aspects of one's environment, dreams, hopes, ambitions, etc.	L2, L4	L1	L2			L1, L2, L3		L1	L2, L4	L2		L3	L3		L3	L2
• to express and ask for opinion on topics of interest including cultural topics (e.g. the plot of a book)		L3	L4		L2	L1, L2	L1, L3	L1, L2	L2	L3			L1, L3	L3, L4		
• to express and respond to feelings (e.g. surprise, happiness, interest)						L4	L3	L1, L2					L3, L4	L2		
• to politely express agreement and disagreement		L3												L2		

Reading

1 Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests	L1	L1, L4	L2, L3, L4	L2	L1, L2, L4	L1, L2	L3	L1	L1, L2, L3, L4	L3, L4	L4	L2	L4	L1, L3	L2, L3, L4	L4
2 Understand the description of events, feelings and wishes in personal letters/e-mails		L4				L3										
3 Understand the main points in newspaper and magazine articles on familiar topics	L1	L1	L3, L4	L3	L1, L2, L3	L1, L2	L2	L1, L3, L4	L2, L4	L1, L4	L1, L2, L4	L2, L4	L3, L4	L1	L2, L4	L1, L4
4 Understand sequence		L4			L3			L3						L3		
5 Transfer from textual to visual information				L2						L1						
6 Transfer information from a text to a table		L1	L3, L4	L4				L4	L2							
7 Understand text cohesion		L4			L2		L4			L3, L4			L4	L2		
8 Guess the meaning of unknown words									L4				L3			
9 Find and understand specific information in simple everyday material such as letters, brochures, etc.	L1, L4	L1, L2, L4	L3, L4	L1, L4	L4	L3	L1, L2		L1, L3		L3	L1, L3		L3	L1, L3, L4	L2, L3

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

Flying High 1

Flying High 2

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

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

GRAMMAR

Key: U1L2 = Unit 1, Lesson 2

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

X

6 Quantifiers (<i>some/any/no/much/many/a lot of/lots of/(a) little/(a) few</i>)		U2L4	U1L3			
7 Present Simple – Time expressions			U3L4	U1L2		U1
8 Present Progressive – Time expressions – Stative verbs			U7L4	U1L2		U1
9 Past Simple – <i>used to</i> – Time expressions	U1L3, U4L2, U6L3	U7L3				
10 Imperative	U5L4					
11 Modal verbs (<i>can, could, be able to, may, might, must, mustn't, have to, don't have to, need (to), needn't, don't need to</i>)	U5L4, U7L3		U4L2, U4L3		U1, U5	U5
12 Past Progressive	U1L2		U7L3	U2L2		U1
13 Comparative and Superlative forms – Other forms of comparison (<i>as + adj. + as</i>), (<i>not as + adj. + as</i>)	U2L3					U4
14 Present Perfect Simple – Time expressions – <i>since/for, yet/already – have gone / have been</i>	U4L2	U3L3, U4L3	U7L4	U1L2		U1
15 Time Clauses (Present – Future – Past) with <i>when, while, as, after, before, until, as soon as</i>)		U6L4	U7L3			U3
16 Future <i>will</i> – Future <i>going to</i> – Time Expressions – <i>will have to, will be able to</i>	U2L2, U3L2		U5L2	U3L2		U3
17 <i>too / enough – one / ones</i>	U4L3	U3L4				U4
18 Relative clauses (Relative pronouns: <i>who, which, that</i> – Relative adverb: <i>where</i>)		U5L3		U4L3	U3	
19 Full and bare infinitive	U5L2					U5
20 <i>-ing</i> form	U5L2	U6L2		U1L3		U1
21 Let's ... / How about ...? / Why don't we/you ...?	U6L4				U6	
22 So / Neither / Too / Either	U1L2					
23 Should(n't) / Had better					U1	U5
24 Exclamatory sentences	U2U4					
25 Clauses of result	U8L4					
26 Past Perfect Simple – Time expressions		U8L2	U7L3	U2L2		U2
27 Passive Voice (Present Simple – Past Simple)	U6L2	U2L2, U5L2		U5L2, U5L3	U2	
28 Conditional Sentences Types 1 & 2 – <i>if vs when</i>	U3L3, U8L3	U6L3		U6L2, U6L3	U1	
29 Present Perfect Progressive – Time expressions		U3L2, U3L3				U1
30 Reported Speech (Statements – Questions – Commands and Requests)		U4L2		U3L4, U6L4	U4	
31 Wishes and unreal past	U8L2		U3L3	U8L2	U6	U6

1 Seeing the world

1 Armchair travel

Aims Access (+ Activation)

Discourse objectives

- Develop the unit topic: travel and tourism
- Expose students to extended, written discourse (travel guides)

Language objective

- Continue to expose students to the second conditional

Specific skills objectives

- Develop listening skills: listening for full comprehension
- Develop speaking skills: talking about likes and dislikes

1 Listening and speaking **D**

1a

- Ask the students what they think a bookshop will be like in twenty years. Elicit how new technology might change what you can buy at a bookshop in the future.
- Ask them what they would be interested in buying in that shop.

1b

- Explain to the students that they are going to listen to a conversation that takes place in a bookshop of the future.
- Ask the students to listen and complete the table.
- Don't check the answers yet.

AUDIOSCRIPT TRACK 2

John: Hi, Peter. What are you doing here?

Peter: Your brother told me about the virtual reality room, so I've come to try it out. I expected more people.

John: So did I. So Dawood's here, is he? Do you know where he is?

Peter: I think he's over there, around the corner. Are you here for the same reason – the virtual reality room?

John: No, I prefer the real thing. I want a map and a guidebook for Dubai.

Peter: Another trip? Saudi Arabia last year, now Dubai.

John: I'm majoring in Arabic studies, remember? My dream is to go to Jordan after I graduate.

Peter: Dawood tells me that you work as well as study so that you can travel?

John: That's right, I love travelling. So what are you going to ... er ... experience in VR?

Peter: They say Thailand is spectacular. I'd love to go there, but ...

John: ... they don't have that yet?

Peter: No.

John: So tell me where you're going?

Peter: They only have an expedition to Mount Everest at the moment, so it'll have to be that.

John: Well, have a good ... er ... expedition!

Culture note

Virtual reality is an environment simulated by a computer. It allows the person who experiences it to feel motion, to see an 'artificial world', and sometimes to even touch it. The 'virtual world' is hosted in the form of a database on a computer and is displayed on different types of screens (from a desktop screen to multi-displays or head mounted displays), to the person who interacts with it. Some examples of virtual reality are surgeons rehearsing operations on virtual patients and pilots rehearsing flights.

1c

- Put the students into pairs and ask them to compare their tables.
- Play the recording again for the pairs to check their answers.
- Ask volunteers to share their answers with the class. Make sure that they give support for their answers.

ANSWERS: Reasons: John wants to buy a map and a guidebook for Dubai. Peter wants to try out the virtual reality room. Places: John is interested in Dubai because he is doing Arabic studies at his college. Peter is interested in Thailand and Mount Everest.

2 Speaking

2a

- Ask the students what they think 'armchair travel' means.

Culture note

'Armchair travel' refers to reading or finding out about faraway places and travel, instead of actually travelling there.

- Have the students read the categories in the table and check the different options that are true for them.
- Put the students into pairs or small groups and ask them to discuss their preferences.

2b

- Ask the students what they think of virtual reality trips. Elicit their reactions to the idea of virtual reality.
- Ask a few volunteers where they would go if they could take a 'virtual' trip. Ask them why they are interested in that place.
- Put the students into pairs and ask them to discuss the questions.

Additional E

Ask the students to read a book with a virtual reality theme, such as *The Illustrated Man*, *Killobyte* or the *Otherland* series, for homework. Once in class, put them into pairs and have them prepare a book review. The review can consist of two paragraphs: 1) a short summary and 2) students' analysis of the book's strong and weak points. You can help the students by having them answer some questions in their analysis, such as: *Were the characters convincing? What was the most interesting part of the story? Was the ending expected or unexpected?* Ask the students to end the review with a recommendation: should the reader buy this book or not? You may wish to bring some reviews to class for the students to analyse and use as models.

3 Reading and speaking

- Ask the students if they have ever won a prize. Elicit the types of prizes and ask if anyone has ever won a trip. Tell them that they are going to read the letter that a travel agency sent to its competition winners.
- Ask a volunteer to read the Wonderful World Ltd letter out loud to the class.
- Explain that Bill and his sister Jane are the winning pair. Tell the students that they are going to decide on the perfect holiday for them.
- Put the students into pairs and ask them to read the holiday profiles and the travel guides, and to decide on the perfect holiday for Bill and his sister.
- When the pairs are done, ask a few volunteers to tell you what they decided and why.

4 Writing, reading and speaking

4a

- Elicit some of the students' likes and favourite activities and write them on the board.
- Tell the students to write a holiday profile for themselves. They should include what their main occupation is, e.g. student, what their interests are, and what they like to do.

4b

- Put the students into pairs, but mix them up so that they work with a partner they haven't worked with before or in a while.
- Have them read their partner's profile and ask them to choose the best destination of the three for them.
- Have the students discuss their choices and whether they agree with their partner's recommendations.

Alternative:

- Ask the students to be specific when they write their holiday profile: do they like to do outdoors activities, sports / extreme sports? etc. They should include whether they like going to museums, restaurants, and so on. You can ask them to include whether they are interested in learning about different cultures or whether they prefer to go somewhere to rest and relax.
- Have the students look through the travel brochures that they brought to class. Tell them to choose any destination that they think is perfect for their partner, taking into account their holiday profile.

Workbook D

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

2 The real thing

Aims Analysis (+ Access + Activation)

Discourse objectives

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

Language objectives

- Teach reporting verbs
- Teach reporting statements and opinions

Specific skills objectives

- Develop reading skills: reading for specific details and for full comprehension
- Develop writing skills: writing a short, descriptive essay

1 Reading and speaking

1a

- Put the students into pairs or small groups. Have them discuss a trip that each of them has made, whether in Saudi Arabia or abroad. The speakers should consider the questions in the exercise as a guide for the type of information to include. Encourage the listeners to ask for more details when appropriate.

1b

- Ask the students to read the article and complete the notes.
- Check the answers with the whole class, asking volunteers to say where in the text they found the answers.

ANSWERS: **2** 1895 **3** 1952 **4** 1970 **5** Chicago O'Hare Airport
6 200,000 **7** over 70 million **8** London Heathrow
9 over 60 million **10** on more than 90

1c D

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

Additional E

Put the students into pairs and have them prepare a mini-presentation (3–5 minutes) of the advantages and disadvantages of travelling by car, bus or plane. Ask the students to stand up and give their mini-presentations to the rest of the class.

2 Word builder: say / tell and other reporting verbs

2a

- Write the verbs *think*, *tell*, *say*, *claim* and *believe* on the board. Tell the students that they are going to learn *reporting verbs*.
- Ask them to read the examples in the book and elicit from them what the verbs have in common.

Language help

Reporting verbs are used to report what someone has said or, in the case of *think* and *believe*, they're used to express someone's opinion.

- Ask the students to answer the three questions by analysing the examples. Encourage them to focus on one question at a time and to look at all of the examples in order to answer it.

Alternative: If the students are having trouble answering the questions on their own, do this as a class activity. Write the examples on the board. Ask a volunteer to read a question out loud and then elicit ideas from the rest of the class in order to answer the question. This will help all of the students to understand the process of analysing language.

ANSWERS: **1** think, believe **2** claims **3** tell is, say is not

2b

- Tell the students to complete the questions with the appropriate word. Ask them to write all of the options when more than one word fits.

ANSWERS: **1** say / claim / think / believe **2** say (this is the only option since 'they' doesn't refer to anyone specifically)
3 tells **4** claim **5** think / believe

3 Grammar builder: reporting statements and opinions

3a

- Write the sentence *I think ... she's there* on the board and divide it into two parts.
- Ask the students to do the same with the rest of the sentences in order to answer the questions.
- Check the answers with the whole class. For the second question, elicit examples of the sentences in the student's native language.

ANSWERS: **1** that **2** Students' own answers.

Alternative: Ask a volunteer to go up to the board and write the second example from exercise 2a (*Emma tells me that you are an excellent student*) below the first sentence and also divide it into two parts. Continue asking volunteers until all of the sentences are divided on the board. Ask the first question and have a student go to the board and circle the instances of *that*. Then elicit from the students examples of reported statements in their language.

Language help

The verb *tell* is followed by a direct object (*me, him, her, etc.*), whereas the other reporting verbs are not:

Karl tells me that he loves to travel. Karl says that he loves to travel.

The verbs *tell* and *say* are often difficult for students. Watch out for these common learner errors: *Karl tells to me ...* or *Karl says me ...*

3b

- Ask the students to complete the sentences individually with their own ideas.
- Put the students into pairs and have them compare sentences.
- Ask volunteers to read sentences out loud for the class.

4 Speaking, writing and reading

4a

- On the board, brainstorm cities that are famous for their tourism. Divide the board into two and write cities from Saudi Arabia on one side and cities from other countries on the other side.
- Put the students into pairs and ask them to select a city and complete the notes.

4b

- Still in pairs, ask the students to write a short essay describing the city that they selected.
- Explain that their essay should have an introductory paragraph and then two or three other paragraphs describing the city.
- Tell the students to use the ideas in the book to help them when writing the paragraphs in their essays.

Learner development

Help students become better academic writers by explaining the building blocks of a solid paragraph. Each paragraph should contain a topic sentence, followed by three or four sentences that expand the topic sentence and give examples. Write an example of a paragraph on the board with help from the students. Choose a topic sentence, such as: *X (name of city) is a great place to visit because it has many tourist attractions.* Then elicit ideas from the students to expand on this topic sentence. Guide them with questions: *What are the types of tourist attractions? Are there all museums? Is there an exciting building?* Get the students to help you think of specific examples as well.

4c D

- Put the students into groups of six or eight by putting several pairs together.
- Ask them to read all the essays and talk about the cities. Have the pairs pass their essays to the pair on the right and read the new essay. They should do this until they have read all the other essays in the group and got their own essay back.
- Have the original pairs read their own essay again and make changes to improve it. You may wish to collect them at the end of the class to give the students some written feedback.

Workbook D

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

Preparation

Bring a map of Britain and / or photographs of London to the next class if they are easily available.

3 Visitors from abroad

Aims Analysis (+ Access + Activation)

Discourse objective

- Develop the unit topic: travel and tourism

Language objectives

- Teach how to request and state information
- Teach intonation of question forms

Specific skills objectives

- Develop reading skills: reading for specific details
- Develop speaking skills: asking for and giving information

1 Listening

1a

- Elicit from the students what they know about London.
Alternative: If you have photographs and / or a map, put these on the board. Elicit from the students where the places are and what they know about them.
- Tell the students that they are going to listen to two tourists talking to a resident of London and asking for some information.
- Ask the students to read the multiple-choice questions before they listen to the recording.

ANSWERS: 1c 2a 3c 4c

AUDIOSCRIPT TRACK 3

Man 1: Excuse me. Can you help us?

Resident: Of course, no problem.

Man 1: Oh, good. Can you tell me where Madame Tussauds is?

Resident: Of course. It's very near here – just around the corner, to the left. But I'm not sure what time it opens. In half an hour, I think, at 10 o'clock.

Man 2: Do you know if there's a good café or restaurant near here?

Resident: Yes! There are lots. There's a very good place straight ahead, two streets from here.

Man 2: Thank you very much.

Resident: You're welcome. Is there anything else you want to know?

Man 1: Well, just one thing – do you know how far it is to Buckingham Palace?

Resident: I think you need to take a taxi or the underground.

Man 2: Are the taxis expensive?

Resident: I'm sorry. I have no idea how much a taxi would be. I never use them.

Man 1: Well, I think we'll go to Buckingham Palace first, then come back to Madame Tussauds.

Resident: That's a very good idea. It's less busy there in the afternoon. Enjoy your stay.

Man 2: Thank you, we will.

1b

- Play the recording again for the students to answer the question.

ANSWER: Go to Buckingham Palace first

2 Reading

- Ask the students to read the text and answer the questions individually.

Culture note

People in London call the subway system the *tube* or the *underground*.

- Put the students into pairs and have them compare their answers.
- Check with the class. Read the questions out loud and ask volunteers to answer. Encourage them to answer as if they were answering a tourist and not just reading information directly from the text.

ANSWERS: (The facts should be the same, but the exact answers can vary according to how a student chooses to word them.) **1** Yes, it's on Marylebone Road in London. It's one block from the Baker Street tube station. **2** Sure, it closes at 5:00 pm on weekdays and on 5:30 pm on weekends. **3** It opened in 1835. **4** There are over 400 models in the museum. **5** All kinds of celebrities are represented. There are historical and political figures, as well as creative geniuses, sports figures and even society figures in the museum. **6** A lot of people visit the museum every year: over 2.5 million!

Additional E

If you'd like to encourage discussion, ask the students the following questions about the text:

- *Why do you think so many people visit Madame Tussauds every year?*
- *Do you think that creating wax models is an art? Why? / Why not?*
- *Would you like to go to Madame Tussauds? Why? / Why not?*
- *Have you ever been to an unusual museum? What kind? Did you like it?*

3 Grammar builder: requesting and stating information using direct and indirect questions

3a

- Write the first two questions on the board: a) *Where is Madame Tussauds?* and b) *Can you tell me where Madame Tussauds is?*
- Read the examples out loud and ask the students what they think the difference is. Read the examples again, and this time, exaggerate the directness in a) and the polite tone of b), especially at the beginning of the sentence. Elicit again from the students what they think the difference is. Hopefully they will pick up on the politeness of b).
- Ask the students to look at the rest of the examples in the book and answer the questions. Give them a few minutes to do this individually.
- Go over the questions with the whole class, eliciting their answers and encouraging them / leading them in the right direction if they're having trouble.

Teaching tip Remind the students that it is OK not to understand everything at this point, and that you will explain the grammar once they have tried to figure it out themselves.

ANSWERS: **1** Questions a) begin with a *Wh* word or with the verb, the way students have been taught that questions begin. Questions b) start with *Can you tell me* or *Do you know*. **2** Questions b) **3** The main verb moves to follow the subject and if there was an auxiliary it disappears (as in regular statements). **4** Direct questions: 5 and 6; Indirect questions: 1, 2, 3, and 4

- Once you've helped the students to think and analyse the language, ask if they have questions and explain the grammar point.

Language help

We usually request information by asking indirect questions. Indirect questions are more polite and are often used with strangers or when we are asking for a favour.

Point out the word order in indirect questions:

Direct questions	Indirect questions
Where is the toilet?	Do you know where the toilet is?
What time is it?	Can you tell me what time it is?

3b

- Ask the students to make indirect questions with *Do you know ...* and *Can you tell me ...*

ANSWERS: **1** Do you know where the souvenirs are? **2** Can you tell me how much this T-shirt costs? **3** Do you know if there is a restaurant in Madame Tussauds? **4** Do you know if I can park here? **5** Can you tell me what time the museum closes? **6** Do you know how they make these wax models?

3c

- Ask the students to complete the conversation individually.
- Put them into pairs and have them compare their answers.
- Ask them to practise the conversation together. Ask a couple of volunteers to read it out loud.

ANSWERS: **1** the Sherlock Holmes Museum is **2** it is open **3** it opens **4** I can get

Additional E

If the students are having trouble with the word order, do a short drill to help them get used to changing the verb:

- Make a list of about ten direct questions on the board. Ask the students to help you think of the questions to write on the board, encouraging them to use information that relates to them and to their classroom, school, city, etc. Some possible questions: *Where is the cafeteria?* *What time does the library open?* *What is today's date?* *Where can I get a bus?*
- Put the students into pairs and have them drill each other. Student A reads the direct question on the board and Student B turns it into an indirect question. Then they switch and Student B reads the direct questions on the board and Student A turns them into indirect questions.

4 Pronunciation: intonation – question forms

4a

- Ask the students to listen to the sentences and mark the intonation with an arrow.

ANSWERS: 1 and 4: arrow (intonation) up; 2 and 3: arrow (intonation) down

AUDIOSCRIPT TRACK 4

See Student's Book p.11 exercise 4a

4b

- Play the recording again and ask the students to repeat out loud.

5 Speaking

- Put the students into pairs. Ask Student A to pretend to be a tourist and Student B to help them by answering their questions. Ask them to take turns.
- Have a few volunteers stand up and perform their conversations out loud.

Workbook D

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

4 Saudi Arabia and the World: Hajj

Aims Activation (+ Access)

Discourse objectives

- Develop the unit topic: seeing the world
- Expose students to written discourse (article)
- Expose students to spoken discourse (personal accounts of an event)

Language objective

- Review the use of object personal pronouns
- Review the use of reflexive pronouns

Specific skills objectives

- Develop reading skills: guessing unknown words
- Develop listening: gist
- Develop writing skills: personal accounts using past tenses
- Develop speaking skills: discussing personal experiences of trips

1 Speaking and reading

1a

- Explain to the students that they are going to study about travel and the reasons people go on trips.
- Put the students into pairs and have them discuss reasons why people travel, and whether they or anyone in their families have ever travelled anywhere far away (and why). Encourage them to expand on it if they have anything interesting to say.

1b

- Have the students look at the photographs and ask them as a whole class to explain what the photographs show and where people come from for this. The content of the photograph (Hajj) should be very familiar to the students.

1c

- Draw students' attention to the words in the vocabulary box.
- In pairs, the students discuss what they mean. The words are difficult and it doesn't matter if the students don't know them. If students ask you for the meaning, tell them that they will find out later. It is likely that very few of the words will be known.
- Don't spend too long on this part of the exercise.

1d

- The students read the text about the pilgrimage to Makkah.
- Tell them to complete the text using the words from the box (or any others that make sense, if they wish).

ANSWERS: 1 essential 2 obliged 3 gather 4 feasting
5 associated 6 yearn

1e

- Put the students into pairs and ask them to compare their answers. Ask them to discuss how they decided on their answers.

Teaching tip

If the students are not fully aware of how they guessed the unknown words, here is a good point to explain how the meaning of unknown words can be guessed from the context and from previous grammatical and linguistic knowledge. Ask the students the questions in the Student's Book about how their knowledge of Hajj and of grammar may have helped, e.g. *essential* looks like an adjective and adjectives come before nouns. With regard to Hajj, in the students' own language they will probably have a concept of the idea that Hajj is one of the five 'somethings' and they may well understand the sentence without knowing the word *essential*. In this way they can make an educated guess.

1f

- As a way of consolidating this vocabulary and giving a simpler definition for the words, have the students match the words with the meanings.
- Go through the answers with the class.

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

2 Listening

- Tell the students they are going to listen to five people talking about Hajj.
- As they listen, the students should draw a line from the photograph with the name on it to the sentence on the left which matches that person's experience. It is important that the students listen very carefully to the whole text for each person, as there is important information throughout.
- Go through the answers with the class. Ask students to point out information which helped them to decide on their answers. If necessary, point it out for them.

ANSWERS: 1 Faris 2 Waleed 3 Sayeed 4 Mustafa 5 Ali

AUDIOSCRIPT TRACK 5

My name is Ali and I would love to go to Makkah for Hajj, but can't afford it. I wish that people who have already done it would spend some of their money helping those who are financially disadvantaged and cannot afford to pay for themselves.

I am Waleed and my Hajj in 1999 was very special. My cousins patiently explained everything to me so that I could understand all the rituals and perform them correctly. I want to return with my four daughters so they, too, can have this unique experience.

My name is Sayeed. I have some advice for pilgrims who are planning to do Hajj. They should ask people who have already done it in order to get some practical advice. The next time I go, I will plan it myself. If you depend completely on travel agents, it is not good because the reality of Hajj is very different.

I am Mustafa and hope to go on Hajj in the future. But at the moment I am quite young and have just started working. I am just starting to earn money in order to go as soon as I can.

My name is Faris. I went for Hajj in 1995. That's a long time ago now. I would like to go there every year, but mainly because of my job, but also finances and other factors, I am unable to go there again soon.

3 Grammar builder: review of object personal pronouns and reflexive pronouns

3a

- Draw the students' attention to the *Grammar builder* box on page 13 and go through the extract from the listening task and the explanation for it.
- Elicit one or two other examples of reflexive pronouns from the students.
- Tell the students to complete the table and then discuss their answers with a partner.

ANSWERS:

Subject personal pronoun	Object personal pronoun	Reflexive pronoun
I	me	myself
you	you	yourself
he	him	himself
she	her	herself
it	it	itself
we	us	ourselves
you	you	yourselves
they	them	themselves

3b

- Put the students into pairs and have them discuss the differences in meaning between the sentences.
- As a whole class, go through the questions and check on understanding. For the answers, explain that with *self*, it means that the *doer* is also the *direct or indirect object* of the sentence and that nobody else is involved.

3c

- Have the students do the exercise individually and then have them check their answers in pairs. Explain that one of the sentences is correct and that some of them could have more than one correct answer.
- Encourage the students to think of more than one answer (especially if the group finds the structure quite easy).

ANSWERS: 1 me / himself 2 himself 3 OK 4 them / herself 5 me / himself 6 myself

4 Speaking and writing D

4a

- Put the students into pairs or, alternatively, small groups, and ask them to discuss any special trips they have made (with their families or with school). Tell them to make notes about their partner's trip, as stated in the Student's Book, because they are going to write about it later.

4b

- Ask the students to write three short paragraphs about their partner's trip, using the notes taken during the discussion.

Additional: If the students do the writing task quickly, ask them to read out their writing to the rest of the class.

2 Progress

1 Early breakthroughs

Aims Access (+ Analysis + Activation)

Discourse objectives

- Establish the unit topic: progress and inventions
- Expose students to extended, formal spoken discourse (radio programme)

Language objective

- Teach word formation and suffixes

Specific skills objectives

- Develop reading skills: predicting and scanning
- Develop listening skills: listening for specific details and inferring

1 Reading

1a

- Before the students open their books, write the words *discovery* and *invention* on the board. Put the students into pairs and ask them to write a definition for each of the words.
- Elicit a few of their ideas but don't give feedback yet.
- Ask the students to open their books, read the definitions and decide what they refer to.
- Check with the whole class.

ANSWERS: 1 a discovery 2 an invention

1b

- Ask the students to read the four items and decide whether they were inventions or discoveries.

ANSWERS: 1 discovery 2 invention 3 invention 4 discovery

- Elicit from the students what their favourite inventions and discoveries are. Ask them to think of what they like to do every day and whether it is possible because of an invention or a discovery (e.g. they may like to read, use the computer, go swimming, etc.).

Additional E

You can ask the students to do individual mini-presentations on their favourite invention. Have them do some research in the school library or on the Internet. Two possible sites to check out are www.invent.org and www.MuslimHeritage.com. However, remember to check any site before you recommend it to students. Ask the students to present the invention, why it is important, who invented it, and when it was invented.

2 Reading and speaking

2a

- Ask the students to look at the photographs and elicit from them what the items are called. (They are: A the compass, B chemical flasks, C the Olympic® Games, D the calendar, E the sailing boat.)
- Put the students into pairs. Ask them to read the list of ancient civilisations and match them with the items in the photographs that they invented. Encourage the students to guess.

2b

- Ask the students to read the text in order to check their answers. You can help them to develop their scanning skills by giving them a very short time to find the information.

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

2c

- Have the students read the text again, and ask them to complete the timeline.

ANSWERS: 776 B.C.E. the Olympic® Games 100 C.E. paper

2d

- Have the students work with the same partner they had in exercise 2a and ask them to decide which three inventions of the many mentioned in the article were the most important and why. Emphasise that they should write the reasons they think their choices were the most important.
- Have the pairs partner up with each other to form groups of four, and ask them to compare their lists and reasons.
- Ask volunteers to share their choices and reasons with the rest of the class.

3 Word builder: word formation

- Write the word *invent* on the board and ask the students which words they can think of that include this word. Elicit *invention* and *inventor* if possible.
- Ask them to complete the table with the different forms of the words.

Learner development

Explain to the students that when they encounter an unknown word, one of the ways to discover its meaning is to analyse the meaning of its parts. For example, the suffixes *-or* and *-er* mean *someone who*.

ANSWERS:

Verb	Noun for the activity	Noun for the person
invent	invention	inventor
paint	painting	painter
clean	cleaning	cleaner
write	writing	writer
produce	production	producer
develop	development	developer

4 Listening and speaking **D**

4a

- Ask the students to look at the picture of a camera obscura (darkroom). Put the students into pairs and ask them to discuss what they can see. Elicit from a couple of volunteers the process depicted in the picture.

4b

- Explain to the students that they are going to listen to a radio programme about a scientist.
- Ask the students to listen specifically for the scientist mentioned by the speaker.

ANSWER: Abu Ali Mohammad ibn al-Hasan ibn al-Haytham

AUDIOSCRIPT TRACK 6

Presenter: And now in this, the last of our series on 'The Fathers of Science', Dr Robin Warn goes back in time to the year 965, and he is somewhere in the Middle East. Good evening, Dr Warn.
Dr Warn: Good evening. Yes, I'm in Iraq, to be exact. In this year, in the city of Basra, a man was born who has been described as 'the first scientist', and, by the Nobel Physics prize winner Abdul Salam, as 'one of the greatest physicists of all time'. This extraordinary man was called Abu Ali Mohammad ibn al-Hasan ibn al-Haytham or, as he is universally known, just ibn al-Haytham. Al-Haytham contributed to a wide range of scientific areas, from astronomy and mathematics to engineering and medicine. But he is most widely known for his work on optics – the study of light. He invented the darkroom, or camera obscura. He showed that light rays, reflected from a bright object, will pass through a tiny hole in a dark room and project an image of the object upside down on a white wall inside the room. It was 900 years later that photographic plates were used to capture the image in a camera obscura. Many consider him to be the father of photography. Although born in Basra, he spent much of his life in Cairo ...

4c

- Have the students read the true / false statements before playing the recording again. They should tick the sentences to show 'true' or 'false'.
- Ask volunteers to read their answers and say why they chose true or false.

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

Workbook **D**

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

2 Important inventions

Aims Analysis (+ Access + Activation)

Discourse objective

- Develop the unit topic: progress and inventions

Language objectives

- Teach the past passive tense
- Review the present passive tense

Specific skills objectives

- Develop reading skills: reading for full comprehension
- Develop speaking skills: talking about the influence of inventions on their lives

1 Speaking

1a

- Ask the students to look at the photographs and elicit the names of the items (*compact disc, chewing gum, aspirin, microwave oven, bicycle*).
- Put the students into pairs and ask them to match the items with the year they were invented.
- Check students' answers in class.

ANSWERS: 1899 aspirin (C)
1947 microwave (D)
1816 bicycle (F)
1848 chewing gum (B)
1982 compact disc (A)

1b

- Ask the students whether they know any other important modern inventions. Put the students into pairs and have them make a list.
- Have the students form groups of four by joining another pair. Ask them to compare their answers.

2 Reading, writing and speaking

2a

- Have the students work in pairs again. Ask Student A to read the text on perfume and Student B to read the text about rubber tyres.
- Ask the students to exchange notes with their partner and to correct their partner's information by reading the other text.

2b D

- Have the students continue to work in pairs and ask them to discuss the questions.
- Check the answers with the class. Ask the students to explain and support their answers and inferences.

ANSWERS: **1** Neither man is recognised as having invented something important: people now associate perfume with France rather than Iraq and someone stole Goodyear's invention by patenting it. **2** Al-Kindi was a recognised and respected scholar at one of the biggest universities of the time. Goodyear died unrecognised and in debt. **3** Because they protect somebody's copyright.

3 Grammar builder: past passive

3a

- Write the examples on the board with the titles *passive* and *active* above them. Ask the students when each voice is used.
- Ask a volunteer to circle the verbs in the examples, and then elicit from the class how the past passive is formed.
- Underline the *by* phrase in the example and elicit its use from the students.
- Have the students consider whether there is a similar structure in their language and which one it is.

! Language help

The passive voice is used to describe situations when the agent (or the person who did the action) is unknown or unimportant.

The past passive form:

Subject + past simple of verb *be* + past participle (+ *by agent*)

The sewing machine was invented by Elias Howe.

You may need to remind the students of the present passive form:

Subject + present simple of verb *be* + past participle (+ *by agent*)

English is spoken around the world by millions of people.

ANSWERS: **1** We use the passive voice when we don't know who did the action or it is not important. **2** The past passive is formed by the past simple form of the verb *be* and the past participle. **3** *By* indicates who did the action (the agent) when it is added. **4** Students' own answers.

3b

- Ask the students to work individually and to change the active sentences to passive.
- Put the students into pairs and ask them to check their work before you check with the whole class.

ANSWERS: **1** The polio vaccine was developed by Jonas Salk in 1957. **2** The first liquid-fuelled rocket was launched by Robert Goddard in 1926. **3** The first milk-chocolate bars were made in the 1870s by the Swiss. **4** The Apple Macintosh computer was commercialised in 1984 by Steve Jobs.

3c

- Ask the students to complete the sentences with an active or passive verb.
- Check with the whole class.

ANSWERS: **1** was invented **2** left **3** were built **4** built **5** was discovered

4 Speaking, writing and reading**4a**

- Ask the students to read the words in the box and tell you what they have in common (they are all relatively new inventions).
- Have them choose one of the modern products or services that has changed their lives and ask them to write about it.
- Ask them to brainstorm their ideas first.

Learner development

Have the students practise a brainstorming technique, such as free-writing, outlining or making conceptual maps. This will help them to get used to developing their ideas before they actually write. It will also help them be more creative because it provides them with a stage for developing their ideas and not focusing overly on the language they need to express them.

4b D

- Put the students into small groups of three or four. Ask them to exchange and read each other's essays.
- Encourage them to discuss each other's ideas and experiences, and to notice if there were several people who wrote about the same product or service.
- Ask a few volunteers to share what one of their group members wrote about.

Additional E

Do a class vote on some of the most popular products or services in the class.

Workbook D

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

3 Unexpected outcomes

Aims Analysis (+ Access + Activation)

Discourse objective

- Develop the unit topic: progress and inventions

Language objectives

- Teach *was* and *were going to*
- Teach the pronunciation of the weak forms of *was / were*
- Teach negative and opposite prefixes

Specific skills objective

- Develop reading skills: reading for full comprehension and synthesizing

1 Speaking and listening

1a

- Write the words *unexpected outcomes* on the board and elicit what they mean or have the students look the words up in the dictionary.
- Put the students into pairs. Ask them to look at the photograph and discuss what the people's lives might be like.
- Ask a few volunteers for their ideas about the people in the photograph.

1b

- Play the recording for the students to check if they were right.

AUDIOSCRIPT TRACK 7

Jack: You know, Yusuf, it's amazing that I'm here, in Riyadh.

Yusuf: Amazing? What do you mean, Jack?

Jack: Well, none of my plans have worked out as I expected, but everything has gone really well anyway.

Yusuf: For example?

Jack: I was going to study mathematics after I left school, but the university didn't accept me, so I majored in chemistry instead. Then, after I graduated, I was going to get a job in my home town, Chicago, but there weren't any decent vacancies, so I started to look worldwide.

Yusuf: I see.

Jack: And I got accepted for a job here, in Saudi Arabia. A good job and much better weather. And I'm doing pharmaceutical research, which is really interesting, and the salary's good.

Yusuf: I'm glad you're happy here, Jack.

Jack: Thanks. You see, even though things don't always happen as you plan them, everything can sometimes turn out for the best! OK, I'll have to go home some day, but by then I'll have saved enough to buy a really nice apartment.

Yusuf: That makes sense!

1c

- Ask the students to read the questions before you play the recording so that they know what they are listening for.

ANSWERS: **1** Jack was going to study mathematics, but he studied chemistry instead. **2** Because he couldn't find a suitable job locally. **3** He's got a good, interesting job, he's well paid, and the weather's good. **4** To go back to the U.S. and buy an apartment.

1d

- Ask the students to discuss their ideas in groups.

2 Grammar builder: using *was / were going to*

2a

- Write the examples on the board and underline *I was going to* and *We were going to*.
- Elicit from the students what the phrases mean. Ask them if the person actually did what they were going to do or not.
- Ask the students to turn to the book and consider the three options.

ANSWER: **3** We use *was / were going to* for a plan or intention in the past that didn't happen.

2b

- Explain that *was / were going to* are often used to give excuses or explain why someone didn't do something.
- Write an example of this on the board, e.g. *I was going to call you, but I didn't have my mobile phone with me*. Elicit a few more examples from the students.
- Have the students complete the sentences in a logical way.
- Put the students into pairs and ask them to compare their sentences.
- Ask a few volunteers to read their complete sentences out loud.

2c

- Have the students practise *was / were going to* by writing the sentences.

ANSWERS: **1** He was going to go to university, but he didn't pass his exams. **2** They were going to buy two cars, but they only had money for one. **3** I was going to arrive ten minutes early, but I couldn't get a taxi.

2d

- Ask the students to write sentences about themselves using *was / were going to*.
- Put the students into groups of three or four and ask them to take turns reading their sentences. Encourage the other students to ask questions for clarification or for more information.

3 Pronunciation: weak forms – was / were **D****3a**

- Tell the students that they are going to listen to completions of the sentences from exercise 2b and to listen to see if they are similar to what the students wrote.

AUDIOSCRIPT TRACK 8

- 1 I was going to call you, but I completely forgot. Sorry.
- 2 We were going to invite you to the game, but we didn't have your telephone number.
- 3 Chris was going to play tennis, but he overslept.

3b

- Play the recording again and ask the students to notice the pronunciation of *was* and *were*.
- Elicit that these words are not stressed and ask the students what the differences between stressed and unstressed words are.

⚠ Language help

Remind the students that stressed syllables or words usually are a bit longer, louder and have higher pitch than unstressed syllables.

3c

- Put the students into pairs and ask them to practise their sentences from exercise 2b.

Alternative: You might want to play the recording several times for the students to practise repeating the sentences before they practise their own sentences from exercise 2b.

4 Speaking and reading**4a**

- Put the students into different pairs and ask them to discuss the answers to the questions.

ANSWERS: **1** Post-it® Notes. **2** It's used for leaving notes.
3 Students' own answers. **4** Students' own answers.

4b

- Ask the students to read the article and number the events in order.
- Put the students into pairs and ask them to compare their sequences.
- Check with the whole class.

ANSWERS: 3 2 4 1

4c **D**

- Ask the pairs to choose the best title for the article. Encourage them to discuss each title and the reasons it works or doesn't work. Explain that a good title synthesises the meaning of the whole text.
- Have volunteers report their answers as well as the reasoning behind their choice. Ask the students why the titles that they didn't choose don't work.

ANSWERS: Number 1 doesn't work because it wasn't really a development programme. Number 2 is the best choice because it is truthful, catchy and complete. Number 3 would work, but it isn't as complete or interesting as number 2.

5 Word builder: negative and opposite prefixes**5a**

- Write the word *success* on the board and elicit its meaning from the students. Elicit other words that include the word *success* in them, such as *successful* and *unsuccessful*.
- Circle the prefix and the suffix and remind the students that by adding these small word parts, the meaning of the word is changed.
- Ask the students to copy the table into their notebooks and to classify the words.
- Put the students into pairs and ask them to discuss the meanings of the words and to look them up in the dictionary.
- Elicit the meaning of the words and the meaning of the prefixes.

ANSWERS: immoral, improbable incredible, inconvenient
irrational, irrelevant unsuccessful, unreasonable

5b

- Ask the students to make the words in the box negative or opposite by adding one of the prefixes from the table. Have them consult a dictionary when necessary.
- Then have them add the words to the table in their notebooks.

ANSWERS: incorrect, impolite, irregular, irreplaceable,
irresponsible, unhealthy, unreliable, unnecessary, unhappy,
incomprehensible, informal, independent

5c

- Ask the students to write sentences with three or four of the words.
- Have them compare their sentences in small groups.
- Have volunteers read out their sentences.

Workbook **D**

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

4 Saudi Arabia and the World: Economic Cities

Aims Activation (+ Access)

Discourse objectives

- Develop the unit topic: progress?
- Expose students to extended spoken discourse (students' project online)

Language objective

- Review the use of *was / were going to*
- General tense review across skills

Specific skills objectives

- Develop reading skills: reading for general information
- Develop listening skills: listening for detail
- Develop writing skills: constructing questions
- Develop speaking skills: describing a photograph

1 Speaking and reading

1a

- Explain to the students that they are going to read a text about King Abdullah Economic City in Saudi Arabia.
- As a whole class activity, have the students describe what they can see in the photograph of King Abdullah Economic City.
- Elicit from the students what they already know about such cities and where they are located.

1b

- Have the students read the five paragraphs of the text and match the headings with the paragraphs.

1c

- Put the students into pairs, and have them check their answers with each other.
- Go through the answers with the class as a whole.

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

1d **D**

- With the students in the same pairs, have them discuss what they think about the Economic City. Encourage them to give reasons for their opinions.

Additional **E**

If students have strong opinions about this subject, it could be developed into a discussion (if not about the concept, then about what kind of facilities such places should have for the people living in them).

2 Reading and writing **D**

- Tell the students they are going to read the text again and this time, write some questions for the text.
- Look at the example as a class, so that the students know what they have to do.

- Ask the students to read the text again and write questions for the answers provided. In some cases, there is not only one correct answer and students should be encouraged to write something, even if they do not know exactly which grammatical structure to use. They should be encouraged to think that communication is also important, not just the ability to write accurately.
- Put the students into pairs and have them check each other's work. Be prepared to answer questions on the structure of questions and tenses used.
- Go through the questions as a whole class activity and write the correct ones on the board so that students can copy them into their notebooks. With some groups, it may be worth spending extra time on this as a way of reviewing question structure more fully.

ANSWERS: 1 How many jobs will there be by 2015? 2 Which airline is planning to move 2,000 employees to KAEC? 3 When is the Sea Port going to open? 4 Where is the yacht club going to be? 5 What is going to be in the residential area?

3 Grammar builder: quantifiers

3a

- Elicit from the students what quantifiers are. They should be familiar with the words used if not the word *quantifier*. As they say words which are in this exercise, you can write them on the board.
- Ask the students to read the sentences and then put them into pairs. They then read the text again and decide together whether what is written in the sentences is true, false or not given in the text.
- Go through the answers with the class. Have the students give reasons why they have given their answers. They should use information in the text and use quantifiers if they can when they give their answers to the class, e.g. *We do not know if there will be any parks in the Sea Port because there is no mention of parks there.*

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

3b

- Explain to the students that they are going to write some sentences about their own town, city or village.
- Put them into pairs and ask them to write sentences together using the quantifier word beside the number. Illustrate what to do using the example provided.

ANSWERS: Students' own answers

3c

- Ask students from various pairs to say out loud a sentence or two from what they have written. Correct the sentences as necessary but make sure the focus is on the quantifier in the sentence as this is the focus of this part of the lesson.

4 Listening and writing

4a

- Tell the students they are going to listen to a student talking about a school project.
- Play the first part of the talk and ask the students what the project is about.

AUDIOSCRIPT TRACK 9

For our school project, Karim and I decided to think about how to improve our city's schools.

ANSWER: How to improve the city's schools.

4b

- Now play the whole talk for the students. Tell them to complete the notes in the table. They should write the first plan next to the existing words and the new plan in the next column.

4c

- Put the students into pairs to check each other's answers.
- Complete the table together as a whole class.

AUDIOSCRIPT TRACK 10

For our school project, Karim and I decided to think about how to improve our city's schools. We had a lot of ideas. Our original plan was this: Firstly, to build two new schools in the city. We definitely need more schools. Secondly, to have a maximum of 20 students in each class. Then we can study better. Thirdly, to have computers in all classrooms, not just the library, and finally to have shorter summer holidays.

But then we thought about it and changed our plan because it was going to be too expensive. Our new plan was to build only one new school in the city. Then we thought perhaps 25 students in a class would be OK. It would still be better than 30. We also decided to have more computers in the library, but not in every classroom, and nobody liked the idea of shorter holidays so we're not going to change that.

ANSWER:

	First Plan	New Plan
New schools	2	1
Class size	20	25
Computers	In all classrooms	More in library
Summer holiday	Shorter	No change

5 Writing

5a

- Tell the students they are going to practise the structure *was / were going to ... but now ...* by writing about changes in plans. They are going to use the information in the table for this exercise.
- Ask the students to write one sentence for each of the categories in the table. They should do this individually.

5b

- In pairs, the students check each other's work. Then ask students to read their sentences out loud in front of the class. It is a good idea to write the first one or two on the board to give subsequent students a model to follow. Less shy students should be chosen first or asked to volunteer.

5c

- Tell the students they are now going to write about some plans that they or their families had which have had to change for some reason. It is OK for the students to use their imagination if you feel they would not want to write about personal matters.
- Tell the students to work individually and to write two sentences, as stated in the Student's Book, one about original plans and the second about what actually happened. Encourage them to use the language used in the questions they wrote in exercise 4a.
- Ask a few of the students to read out their plans and how they changed. If some of the students have used their imagination and others have not, the class can guess if the plans were true or not.

3 Consumerism

1 Patterns of buying

Aims Access (+ Analysis + Activation)

Discourse objectives

- Establish the unit topic: consumerism, business and advertising
- Expose students to colloquial spoken discourse

Language objective

- Teach words related to clothing and fashion

Specific skills objectives

- Develop reading skills: scanning and reading for full information
- Develop speaking skills: talking about the effects of advertising

1 Speaking

1a

- Put the students into pairs.
- Ask them to look at the photographs, identify the items and discuss the question.

1b

- Ask the students to make the list individually.
- Have the students work in pairs again and ask them to compare and discuss the items on their lists and what prompted them to buy them.

2 Listening and speaking

2a

- Tell the students that they are going to listen to a conversation between two friends about shopping for clothes.
- Ask them to check the articles of clothing that they hear.

ANSWERS: 1 running shoes 2 sweater 3 jeans 4 shirt
5 tie 10 top 11 boots

AUDIOSCRIPT TRACK 11

Stephen: Great running shoes, Andrew.

Andrew: Yeah, they're nice, aren't they? Reebok.

Stephen: Wow, expensive!

Andrew: Well, if I have the money, I buy the best. What about you?

Stephen: It depends. I bought this shirt and tie, but I looked for a good price.

Andrew: Yes, but what is fashionable is important, too, like my jeans.

Stephen: Oh come on, jeans are all the same. When I buy clothes, I look for quality, style and the right colour.

Andrew: Colour?

Stephen: Of course. I bought a blue sweater because that's a cool colour at the moment. Everybody's wearing blue.

Andrew: Right. Lots of people seem to wear black, but it's so dull ... boring!

Stephen: Hmm. But if black is the in colour and you see it in all the magazines, you want to wear it. Anyway, I like black.

Andrew: If I had more money, I'd buy designer stuff, but it's too expensive. So I usually look for bargains.

Stephen: Me, too. I got some boots but I went to five stores before I found a real bargain.

Andrew: Five stores? You're kidding?

Stephen: No, I'm not. You should try it. You'd save money if you spent more time looking.

Andrew: I know! Hey, I've been looking for a pair of black boots. Have you seen any in the stores you've been to?

2b

- Ask the students to listen again. Tell them to pay attention to the factors each of the speakers takes into account when shopping for clothes.

ANSWERS: Stephen: price, quality, style, colour
Andrew: fashion, designer label, price

2c D

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

3 Word builder: clothes

3a

- Ask the students to complete the sentences with the words in the box. Students were exposed to most of the words in the recording, but encourage them to look up any unknown words in the dictionary.
- Check the answers with the class.

ANSWERS: 1 fashionable, out of fashion 2 'in', cool
3 matches, bargain 4 suit, fit

3b D

- Put the students into pairs and ask them to discuss the questions.

4 Reading and speaking

4a

- Give the students about one minute to read the article quickly and to find the two types of promotions mentioned.
- Remind them that they are scanning for phrases that indicate a promotional strategy, not a specific word.

Teaching tip Students may not know some of the words in the article, such as *endorse* and *sponsor*, but they should be able to figure out their meaning from the context. Encourage the students to guess by substituting the unknown word with a word that would make sense in the text.

ANSWER: The two promotional strategies mentioned are: 1) famous people endorsing products and 2) companies sponsoring big events to get their name seen by millions of people.

4b

- Ask the students to read the text carefully now and to answer the questions.
- Check the answers with the whole class.

ANSWERS: 1 Famous people, such as TV stars and sports stars endorse the products. 2 Football, tennis and Formula 1 racing are mentioned. 3 Companies sponsor art exhibits, and big sports events, such as the Olympics® or Formula 1 racing events. 4 Students' own answers.

4c

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

ANSWERS: Students' own answers.

Additional: You could start this activity by having the students think of all of the brands that they know. This would make them aware of the large number of brands they're familiar with and probably the power of advertising. Ask them to close their eyes and to imagine they are in a department store. Tell them to imagine themselves walking through the different sections of items: clothing, shoes, appliances, computers, TVs, DVDs, etc. Then ask the students to open their eyes and to write down as fast as they can the names of all of the brands they can think of. Finally, have them partner up and compare their lists.

Culture note

The practice of promoting a product by having it appear in a movie is called 'product placement'. You might ask the students if they have been aware of product placement in movies they've watched.

Additional E

Ask the students to consider this question: *Can you imagine a world without advertising? Would you like it better or worse?*

Workbook D

Have your students work through the exercises on pages 16 and 17. Answers on pages 81–82.

2 The hard sell

Aims Analysis (+ Access + Activation)

Discourse objectives

- Develop the unit topic: consumerism, business and advertising
- Expose students to extended, formal spoken discourse (an interview)

Language objective

- Teach the present perfect continuous

Specific skills objectives

- Develop reading skills: reading for details
- Develop speaking skills: discussing promotional strategies

1 Speaking **D**

1a

- Ask the students to read the words in the box and to think of the names of one or two companies that they associate with each product.
- Put the students into pairs and ask them to compare their answers.

1b

- Have the students, in their pairs, answer the questions.

2 Reading and speaking

2a

- Elicit from the students the most common places to find advertisements.

Teaching tip Students may ask for help with the words to talk about where they normally see advertisements. Encourage them to explain and paraphrase what they mean, and write the new vocabulary on the board as they express a need for it (*billboards, magazine ads, commercials, flyers, etc.*).

- Put the students into small groups. Have them answer the questions.

2b

- Ask the students to read the article and list the places where advertising is used.

ANSWERS: Advertising is used in newspapers and magazines, on billboards, on the sides of buildings, on paper bags, on TV, on the Internet.

2c

- Ask the students to read the text again and answer the questions.
- Encourage the students to answer the questions completely and to provide support when possible.

ANSWERS: **1** Companies advertise because it helps them sell their products and services more. **2** Slogans help people recognise and remember the product better. **3** Advertisers make people buy their products by using people's anxieties about themselves.

3 Grammar builder: present perfect continuous

3a

- Tell the students that they are going to analyse the present perfect continuous.
- Ask them to read the examples.
- Have the students answer the questions.
- Check with the class and encourage volunteers to explain their answers and support them with examples.

ANSWERS: **1** The present perfect continuous indicates a past activity that is still continuing. For example, *advertisers have been using the same techniques for many years* – they are still using those techniques today. **2** The present perfect continuous is formed by: *have/has + past participle of be (been) + verb + -ing*.

- Point out to the students that just like with the present perfect, they will find that *since* and *for* are commonly used with the present perfect continuous.
- Also point out that the same contractions with *have* are used as in the present perfect, e.g. *I've been calling you since this morning*.
- Explain that the present perfect continuous emphasises the period of time when the action took place. Sometimes it helps to stress that the person was doing something for a long time.

3b

- Ask the students to complete the sentences with the present perfect continuous.

ANSWERS: 1 have been advertising 2 has, been playing 3 have been using 4 have been studying 5 haven't been living

3c

- Ask the students to think of situations that are true for them and that they can describe with the present perfect continuous.
- Have a couple of volunteers read the model conversation.
- Put the students into small groups and ask them to take turns reading their sentences and responding to each other's sentences. Encourage the students who respond to ask for more details, etc.

4 Listening, writing and speaking

4a

- Tell the students that they are going to listen to an interview with a marketing expert. Ask them to listen for the four key marketing factors.
- Elicit the answers and write them on the board.

ANSWERS: Product, price, place (also called distribution), promotion.

AUDIOSCRIPT TRACK 12

Interviewer: Jim, what are the most important factors for companies that want to market a product or service?
Jim: The key factors are called the 'four Ps.'
Interviewer: The 'four Ps'?
Jim: Yes. The first P is product. A company must have a product that meets the needs of the market.
Interviewer: OK, product first.
Jim: Yes, and price is the second factor. The right price is extremely important. The price varies for the market sector.
Interviewer: Sure.
Jim: The third factor is place, which really means distribution. For example, think of how easy it is to buy a cola drink: in supermarkets, restaurants, and from vending machines.
Interviewer: There's no escape!
Jim: That's right. The final factor is promotion – how you market and advertise your product or service.

4b

- Ask the students what kinds of new products they wish existed in the market. Brainstorm ideas on the board with them.

Culture note

In the USA there are stores that specialise in 'gadgets'. *The Sharper Image* is one of these specialty retailers, and they have a product development team that specialises in creating innovative products. You can learn more about them by checking their website www.thesharperimage.com, but remember to always check websites before recommending them to students.

- Put the students into pairs and tell them they are going to think of and write up a marketing plan.
- Explain that they have two options: they can think of a new product that they would like to market (such as the robot burglar alarm in the example), or they can invent a new brand of a type of existing product that they would like to market.
- Once the students have invented or chosen their product, ask them to think of how they will market it by deciding the four Ps.

4c

- Ask each pair to join another pair to form groups of four. Have them exchange and read each other's marketing plans.
- Tell the students to imagine that their plans didn't work out successfully. Ask them to discuss the possible problems and solutions by considering the questions.
- Have volunteers explain their marketing plans to the class and how they would improve them.

Workbook D

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

Preparation

Ask students to find out who Walt Disney was and what he did.

3 Spotlight on a corporation

Aims Analysis (+ Access + Activation)

Discourse objective

- Develop the unit topic: consumerism, business and advertising

Language objectives

- Teach the differences between the present perfect simple and the present perfect continuous
- Teach collocations related to corporations

Specific skills objective

- Develop speaking skills: talking about a corporation and its history of activities

1 Word builder: collocation

- Ask the students to read all of the words in the left- and right-hand columns. Then ask them to match the verbs and phrases.

Alternative: Before opening books, read the verbs out loud and elicit possible collocations from the students. For example, read *win* and ask: *What can you win?* After you have done this for all of the verbs in the left-hand column, ask the students to open their books and to do the collocation exercise.

- Check the answers with the whole class.

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

2 Speaking, reading and writing

2a

- Ask the students to look at the photographs and ask them the questions out loud. Ask them to name some Disney® cartoons and write them on the board as they are mentioned.

Alternative: You can vary the pace of the class by asking students to walk up to the board, write the name of a Disney® cartoon, and then return to their seats. One way to have them take turns is to ask them to put markers or pieces of chalk on a desk in the front when they're done. This way you can have three or four people at the board at the same time and the next students walk up when a marker or chalk is available.

- Have a short class discussion about the cartoons. Find out if the students like Disney® cartoons or not and why.

ANSWERS: 1 Walt Disney®. 2 Students' own answers.
3 Students' own answers.

2b D

- Have the students write three things about Walt Disney individually. Give them a couple of minutes and then elicit ideas from volunteer students.

2c

- Put the students into pairs and explain that Student A will complete Fact Sheet A and Student B will complete Fact Sheet B. Both students will complete their fact sheets by asking their partner for information.
- Ask the students to turn to page 79 and to read only the passage that corresponds to their letter.

- When the students have finished, have them go back to page 26 and take turns asking each other questions about their fact sheet.

2d

- Have the students go back to page 79 and read their partner's text in order to check their own fact sheet.
- Discuss the fact sheets with the whole class. Ask the students what they found most interesting about Walt Disney.

ANSWERS:

Fact Sheet A

Amount of money Disney invested in first full-length animated cartoon: \$1,499,000

Amount of money it earned in two years: \$8 million

Date and cost of Disneyland Park, California: 1955, \$17 million

Location of other theme parks: Orlando, Paris, Tokyo

Date Disney died: 1966

Number of cartoons made: 50

Fact Sheet B

Date Disney was born: December 5, 1901

Place he was born: Chicago

His early interests: drawing and photography

His first job: advertising cartoonist

Date he went to Hollywood: 1923

Date and place Mickey Mouse first appeared: 1928, in the first sound cartoon *Steamboat Willie*

Date of first full-length animated cartoon: 1937

3 Grammar builder: present perfect continuous vs present perfect simple

3a

- Before doing the activity in the book, write the examples on the board and ask the students to tell you in their own words what they think is the difference between them.
- Have the students turn to their books and answer the questions about the examples.
- Check the answers with the whole class.

Teaching tip

Students have already learned these two tenses separately, so it is an ideal moment to get them to analyse the difference between the two tenses and when they can be used to say the same thing. Encourage them to actively think about these questions and answer them thoroughly before you explain.

ANSWERS: **1** In the second example. **2** In the first example. **3** This question refers to the first and second examples. If the first example were: To date, the Disney company *has been making* almost 50 full-length cartoons, it would mean that the cartoons haven't been finished. If the second example said: *I've written my thesis*, it would mean that the person has already finished the thesis.

Language assistant

- Once the students have thought about the questions and analysed the examples, read the *Language assistant* box with them.

3b

- Ask the students to write the sentences individually.
- Put the students into pairs and ask them to read their sentences and talk about them.

4 Pronunciation: review of numbers

4a

- Ask the students to read the rules.
- Put them into pairs and have them practise saying the numbers in the list.

4b

- Play the recording for the students and ask them to check.

AUDIOSCRIPT TRACK 13

See Student's Book p.27 exercise 4a

4c

- Ask the students to write four more numbers and dates individually.
- Put them into pairs and have them dictate their lists to each other and then correct each other's dictation.

Additional E

If you feel the class needs more practice, make your own list and dictate to the class. Then check by asking volunteers to go up to the board and write the numbers.

5 Listening and speaking D

5a

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

5b

- Tell the students to listen to the recording and check the business areas mentioned.

Alternative: If you'd like to increase the difficulty of the activity, have the students do it without opening their books. You can start the exercise by writing the two discussion questions on the board. Next, tell the students that they are going to listen to an interview and that they should write down the different business areas mentioned.

ANSWERS: TV and movie production, cruise line, theme parks, Internet companies, publishing companies, professional sports team franchise, ABC Television.

AUDIOSCRIPT TRACK 14

Interviewer: ... and we're talking about a company everyone knows – Disney®. Steve, we were just talking about its financial position. Now, what about its various business activities?

Steve: Well, most people associate Disney® with movies and theme parks but there are seven main areas.

Interviewer: Seven?

Steve: Yes. TV and movie production and theme parks are two of the most important activities, of course. There are theme parks in the US, Paris and Tokyo.

Interviewer: What about the other areas?

Steve: OK, well, there are publishing companies, which produce comics and books, a cruise line and Internet companies.

Interviewer: Publishing, tourism and the Internet. A bit of everything!

Steve: Yes, it's very diversified. The two final activities are a professional sports team franchise – Disney® owns a National Hockey League team – and finally, ABC Television.

Interviewer: That's very impressive!

Steve: Yes, it is! And did you know ...

5c

- Ask the students to think of other big companies and discuss the different areas they are involved in.
- Elicit ideas from the whole class.

Workbook D

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

Preparation

Bring, or ask the students to bring, advertisements from magazines, the newspaper, or that they print out from the Internet.

4 Saudi Arabia and the World: markets

Aims Activation (+ Access + Analysis)

Discourse objectives

- Develop the unit topic: consumerism
- Expose students to spoken discourse (short transactional dialogue)

Language objective

- Review the use of *one / ones*
- Review the use of *this, that, these, those* as adjectives and pronouns

Specific skills objectives

- Develop reading skills: reading for relevant information
- Develop listening skills: listening for specific words
- Develop writing skills: dialogue completion and inferring
- Develop speaking skills: giving opinions

1 Speaking and reading

1a

- Explain to the students that the lesson is going to be about markets and the language of buying things.
- Ask the students to look at the photograph and say if they know where it is.
- As a whole class, discuss the question of the advantages and disadvantages of shopping in markets like the one in the photograph. Try to elicit language which compares markets with other places for shopping, e.g. *It's cheaper in A than in B, You can talk to the sellers in the market whereas it's less friendly in a department store, etc.*

1b

- Have the students read the article and tell them to find the answers to the questions.
- When they have finished reading, students check their answers in pairs.
- Go through the answers with the students as a class. Elicit from them where in the text the information is for their answers.

ANSWERS: 1 atmosphere / carpets / silverware / vendors speak English / cheaper than shops 2 High Commission for the Development of Riyadh

1c

- Keep the students in pairs and tell them to have longer discussions on the questions in the exercise. Emphasise that these questions are asking them for their opinions and that there are no correct answers. The last question could be discussed as a whole class.

2 Grammar builder: *this, that, these, those, one, ones* **D**

2a

- Draw the students' attention to the *Grammar builder* box on page 29 and explain that they are going to review the points in the title of the box.
- Elicit from the students when they would use the words. If the students are very familiar with them, this part of the lesson may not take too long.
- Take the students through the examples.
- Tell the students to look at the *Language assistant* box and highlight one of the main reasons *one / ones* are used, i.e. to avoid excessive repetition. Elicit some further examples from the students.
- Have the students read the dialogue and complete the conversation with the words in the box. Explain that they will have to use some words more than once and that is why they are in the box more than once.

ANSWERS: 1 ones 2 ones 3 ones 4 ones 5 this one
6 That one 7 one 8 that one

2b

- Now play the recording of the dialogue to the students. While they are listening, they should check (and if needed, correct) their answers.

2c

- Put students into pairs to check answers together.
- Go through the answers with the whole class.

2d

- Make sure the students are happy with the answers and know when to use the target language.

AUDIOSCRIPT TRACK 15

- Seller:** Hello, Sir. What would you like?
Customer: A kilogram of apples please.
Seller: Green ones or red ones?
Customer: Which ones are cheaper?
Seller: They're the same price, Sir. One fifty a kilo.
Customer: OK, I'll have a kilo of green ones please. And I'll have a pineapple too.
Seller: Will this one be OK?
Customer: That one is a bit small. Have you got a bigger one?
Seller: No, I'm sorry.
Customer: Then I'll have that one.
Seller: That's two fifty then altogether, Sir.

3 Reading

3a

- Explain that the students are going to study some useful expressions that they might hear or use when they are shopping in an English-speaking environment.
- Draw the students' attention to the expressions numbered 1–6 in the exercise and have the students match them with the various situations a–f. If the students don't fully understand the situations because of vocabulary or cultural reasons, encourage them to ask you for information. You might find it useful to prepare a list of difficult vocabulary from the exercise in advance so that the situations are easier for the students to understand, e.g. *change*, *denomination*.

3b

- Put students into pairs to check each other's answers.
- Go through them with the class to make sure students know them, because they will need them in the next exercise.
- Have the students practise saying the sentences using appropriate stress and intonation patterns. You may need to provide a model yourself.

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

Additional E

In pairs, the students could think of responses they could make to each of the expressions. This could then be developed into a dialogue and acted out in front of the class.

4 Reading and writing

4a

- Explain to the students that they are going to complete a conversation to practise the language they have been looking at in exercise 3.
- Put the students into pairs and ask them to complete the conversation. This is an open task and there are no correct answers, so students should be encouraged to use their imagination to develop the conversation, but the conversation must always make sense, both at sentence and whole conversation level.
- When the students have finished, ask some of them to perform the conversation in front of the class. When the students finish, highlight and praise good usage of the target language to encourage subsequent groups to use it as well.
- **Possible dialogue:** (could be referred to if students are having problems completing the conversation):

Faris: Excuse me, what do these cost?

Shop assistant: They're 15 SAR. (any small sum)

Faris: So how much is that altogether?

Shop assistant: That's 45 SAR, please. (more than 15)

Faris: Can I pay by credit card?

Shop assistant: There's a minimum spend of 50 SAR to use a credit card.

Faris: OK, I'll pay in cash. Here you are.

Shop assistant: Haven't you got anything smaller?

Faris: No, sorry, I haven't.

4 Relationships and communication

1 Parents and children

Aims Access (+ Activation + Analysis)

Discourse objectives

- Establish the unit topic: interpersonal relationships
- Expose students to informal spoken discourse

Language objectives

- Teach sentence rhythm and stress
- Expose students to target grammar of the next lesson (reported speech)

Specific skills objectives

- Develop speaking skills: expressing opinions on parent-child relationships
- Develop writing skills: writing an informal letter

1 Speaking and listening

1a D

- Have the students look at the lesson title, *Parents and children*, and the two photographs, and ask them to describe what is happening in the photographs.
- Encourage them to speculate about how the parents and children in the photographs feel.

ANSWERS: In photograph A, a father is helping his son with his homework. The father may feel pleased to be involved in his son's education, and the son may feel supported and encouraged. In photograph B, a mother is reading a book with her daughter. The mother may be happy to share this moment with her child, and the daughter may feel loved.

1b D

- Explain to the students that they are going to listen to two pieces of conversation between parents and children.
- Play the recording. Have the students match each conversation with one of the photographs, A or B.

ANSWERS: 1B 2A

AUDIOSCRIPT TRACK 16

Conversation 1

Mum: Can you see the horse?

Four-year-old girl: This one?

Mum: Yes. He lives with his brother and sister. See?

Four-year-old girl: I see.

Conversation 2

Ten-year-old boy: And the capital of France is ...

Dad: Yes?

Ten-year-old boy: Uh ... Rome?

Dad: Come on!

Ten-year-old boy: Uh ... Paris?

Dad: Right. Paris, France. Rome ...?

Ten-year-old boy: Italy.

Dad: Right!

1c

- Have the students read the question. You may want to allow them a short time to consider their answers.
- Put the students into small groups. Ask one member of each group to make a note of the points made. Allow students a few minutes to discuss the question.
- Have each group report back to the class on the points they mentioned.

Teaching tip When dividing a class into groups, try to ensure that students have the opportunity to work with different people. You may usually want to assign students to groups yourself, while also sometimes allowing them to choose who they work with.

Additional E

Have the students, in small groups, continue one of the conversations in exercise 1b.

2 Listening and writing

2a

- Explain to the students that they are going to listen to a conversation between a 15-year-old girl named Shirin, and her mother. Tick comprehension of the topics listed.
- Play the recording. Have the students listen and tick the topics they hear mentioned.

ANSWERS: money messy bedroom watching TV homework

AUDIOSCRIPT TRACK 17

Mother: Hello, Shirin. How was school?

Shirin: It was good, Mother. I had a good day. I enjoyed the Madrasa classes, too.

Mother: I want to talk to you about your room. I know that you clean and sweep the house with me and help me with the cooking, and I am most grateful. You are a good daughter to me. But you are supposed to keep your own bedroom clean and follow the rules of the house for the pleasure of Allah. I would like you to do it. You will not get your allowance this week if you don't do it.

Shirin: I tidied it a little this morning before I went to school, Mother.

Mother: Oh, OK, let's go and have a look. Well, you have done some, but it still looks messy to me. You need to clear a clean space on the floor to be able to do your evening prayers and you could put your books back on the bookshelf.

Shirin: OK, no problem. I'll tidy it this evening, after I have done my homework and my prayers.

Mother: OK, thank you very much, you are very understanding. What homework have you got today?

Shirin: Oh, discussion of sirah no. 5 and then some English homework.

Mother: OK, so after your homework and your prayers and your cleaning, you can watch a little television.

Shirin: Good. Thank you, Mother. You are kind. There's a programme I want to watch later.

2b

- Play the recording again. Have the students listen and complete each rule with a short phrase and answer the question.

ANSWERS: 1 keep her room neat 2 has finished her homework, done her prayers and cleaned her bedroom 3 Her bedroom.

2c

- Put the students into pairs. Point out the examples of rules in exercise 2b. Have each pair make a list of house rules that parents should give their children.
- Ask neighbouring pairs to compare their lists.
- Have some pairs report back to the class on their rules.

3 Pronunciation: rhythm D

3a

- Have the students read the sentences.
- Invite them to speculate about which words they think are stressed most when the sentences are read aloud.
- Play the recording. Have the students listen to the sentences and underline the words that are given most stress by the speakers.
- Check answers and elicit that content words are usually stressed most.

ANSWERS: 2 I want to talk to you about your room. 3 I tidied it a little this morning before I went to school, Mother. 4 What homework have you got today? 5 Thank you, Mother. You are kind.

AUDIOSCRIPT TRACK 18

See Student's Book p. 31 exercise 3a

3b

- Invite different students to repeat the sentences aloud with the correct stress.
- Model the sentences for any students who are having difficulty. Play the recording again if necessary.

Teaching tip To help students get the correct rhythm, have them clap along as they say their sentences. They should say the stressed words when their hands meet and all other words when their hands are apart.

4 Speaking and reading

4a

- Explain to the students that they are going to consider what makes a good, effective parent.
- Read the two examples, and ask the students whether they agree that the suggestions are good advice for parents.
- Put the students into small groups. Have them discuss how to be a good, effective parent.
- Ask each group to make a list of the points they discuss.
- Ask one member of each group to report back to the class.

4b

- Have the students read the extract from a pamphlet and compare the advice given to that in the list they have made.
- Invite the students to comment on any advice in the pamphlet they disagree with, or which they think is particularly useful.

5 Speaking, reading and writing

5a

- Have the students read the email.
- Check comprehension by asking for a student volunteer to explain the situation in his or her own words.
- Invite the students to comment on how Luke's parents and aunt feel about her achievement. Encourage them to justify their opinions.

5b

- Explain to the students that they are going to write a similar email to a pen pal.
- Ask them to try to think of an incident that made their parents proud.
- Have the students answer the questions and take brief notes.

5c

- Remind the students that they are to write an email to a pen pal. Elicit that the email should be informal and conversational.
- When they have finished writing, have them exchange their emails in pairs, and comment on each other's writing. Encourage them to focus on the content of the writing, not on accuracy.

Workbook D

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

2 In the workplace

Aims Analysis (+ Access)

Discourse objectives

- Develop the unit topic: communication and work
- Expose students to extended, formal written discourse (website article)
- Expose students to spoken discourse (work conversation)

Language objectives

- Teach compound and paired words
- Teach reported speech

Specific skills objectives

- Develop reading skills: scanning for specific information
- Develop speaking skills: role-playing workplace interactions

1 Speaking and reading

1a

- Have the students look at the lesson title, and have them comment on what means of communication they would expect to find in different work situations, such as an office, a school, a bank or a shop. Don't worry about introducing the words they do not know at this point.
- Put the students into pairs or small groups and ask them to discuss the questions. Ask one member of each pair / group to make a note of the points made. Allow the students a few minutes to discuss the questions.
- Have each pair / group report back to the class.

1b

- Have the students read the article about email and compare what it says with the points that arose in their own discussion.

1c

- Have the students read the article again and make lists of the positive and negative aspects of email mentioned.
- Elicit ideas from different students and compile a master list on the board.

ANSWERS: Positive aspects: cheap, quick, versatile, easy to use, you can attach documents and photographs, you can travel with your work since you can access email anywhere, you can use email with work colleagues and with people outside a company, young people can communicate with their friends.

Negative aspects: hardly anyone writes letters anymore, email messages are often badly written, a lot of email messages are unnecessary, you can't escape from work, email accumulates rapidly.

1d **D**

- Explain to students that they are going to conduct a survey.
- Have them move around the classroom and ask four or five people about their use of the different means of communication. Ask them to tally the number of students who write / receive each type and how many they write / receive on average.
- Have them compare the results of their survey in small groups.
- Have each group report back to the class.

2 Word builder: compound and paired words **D**

2a

- Elicit examples of compound and paired words that students already know and write them on the board.
- Have the students make as many compound and paired words as they can from the words in the boxes.

ANSWERS: bedroom bedside downgrades downside greeting cards home computer home office homework house call housework Internet café laptop computer postcards post office telephone call telephone line self-control work computer workplace

Alternatives: You could do the activity as a competition. Divide the class into groups and award one point for each correct compound each group comes up with. Deduct a point for each incorrect compound. You may want to have the students check the compounds in a dictionary.

Learner development

When using a dictionary to look up compound words, students should be aware that sometimes the dictionary entry is under the second word in the compound. For example, if they cannot find *telephone line* under the entry for *telephone*, they might find it under *line*.

2b

- Have the students read the text, ignoring the blanks, in order to understand the gist. Elicit that the text is about the advantages and disadvantages of working from home.
- Have the students complete the text with compounds / pairs from exercise 2a.

ANSWERS: 1 home office 2 home computer 3 greeting cards 4 homework 5 workplace 6 downside 7 self-control 8 bedroom

3 Listening

3a

- Play the recording. Have the students listen to the conversation and take notes on the topic being discussed in each part.
- Have the students compare their answers with a partner, and then check them with the class.

ANSWERS: Part 1: checking a report Part 2: John's new email address Part 3: Mike's dinner party

AUDIOSCRIPT TRACK 19

Part 1

Bob: Would you mind checking this report for me, Peter?

Peter: Sure, Bob. I'll look at it right now.

Bob: Thanks a lot. Do you know if John West wants it today?

Peter: This report? Uh, yes, I think he does.

Bob: Right. I'll email it to him.

Part 2

Bob: Uh, uh ... can you tell me what John's new email address is?

Peter: Just a minute. Here it is. It's jbw@skyline.com.

Bob: jbw@skyline.com. It's a nuisance when people change their address.

Peter: Yeah.

Part 3

Peter: Are you going to Mike's tonight?

Bob: His dinner party? Yes, I think so.

Peter: Do you know where he lives?

Bob: Sure. Getting there is a bit complicated. Look, I'll show you on the map.

Peter: Thanks, Bob!

3b

- Have the students read the questions.
- Play the recording again. Have the students listen for the information to answer the questions.
- Check answers.

ANSWERS: 1 Bob 2 today 3 jbw@skyline.com
4 his dinner party 5 Bob

4 Grammar builder: reported speech

4a

- Explain that the students are going to see pairs of sentences using information from the listening text. Each pair has the same meaning but one sentence is in direct speech and the other in reported speech.
- Put the students into pairs and ask them to compare the sentences, noting differences between them.
- Elicit the differences from the students as a whole class.
- Refer the students to the *Language assistant* to clarify the situation with other changes when using reported speech.

ANSWERS: tense changes, word order changes and pronoun changes.

4b

- Have the students complete the reported speech sentences individually and then ask them to compare their answers with a partner.
- Go through the answers with the class checking that they have fully understood all the changes in reported speech sentences.

ANSWERS: 1 Maryam said she was a teacher. 2 Lutfi said he had been to the USA. 3 Tariq said he would see his brother on Saturday. 4 Dua said Ashraf could swim very well. 5 Faris said his sister was at home. 6 Hiba said she was going to read a book.

4c

- Ask the students which people they spoke to yesterday.
- Tell the students to write five sentences about what the people they spoke to said. Encourage them to use a variety of tenses.
- Ask some of the students to read out their sentences, making sure they use correct grammatical forms.

ANSWERS: Students' own answers.

5 Speaking

5a

- Explain to students that they are going to take part in a role-play where they take on the roles of teachers or administrative staff at the school / college where they are learning English.
- Put the students into pairs, with Student A as a new teacher and Student B as a member of administrative staff.
- Have the students look at the list of question ideas. Explain that Student A should ask Student B indirect questions about the subjects in the list. Draw students' attention to the examples. Student B should respond appropriately.
- During the activity, monitor the conversations, taking a note of any problems with indirect questions.

5b

- After a few minutes, have the students swap roles.

Teaching tip When monitoring pairwork, correcting errors individually can often interrupt the interaction. You may want to make a note of any key points and explain them to the whole group after the activity. Alternatively, you may want to make a note of the correct form on a small piece of paper and hand it to the student without stopping the conversation.

Workbook D

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

3 Between friends

Aims Analysis (+ Access + Activation)

Discourse objectives

- Develop the unit topic: friendships
- Expose students to informal written discourse (magazine survey)

Language objectives

- Review adjectives to describe people
- Review past tenses and present perfect

Specific skills objectives

- Develop listening skills: listening to personal descriptions
- Develop speaking skills: asking and answering about relationships

1 Speaking and listening

1a

- Explain to the students that they are going to be thinking about friends and friendship.
- Put the students into pairs. Have them consider the most important qualities in a friend and rank those in the list from 1–8. Explain any unfamiliar vocabulary.
- Elicit ideas and encourage discussion.

Alternative: Students could do the activity in small groups.

Additional E

Have the students think of other qualities they think are important, that are not listed.

1b

- Ask selected students to describe briefly the people in the photographs, and invite them to speculate on what that person may be like.
- Explain to the students that they are going to listen to four people describing their friends.
- Do the first monologue with the class as an example.
- Play the recording. Have the students match each speaker to one of the photographs, A–D.
- Check answers.

ANSWERS: 1D 2B 3A 4C

Learner development

When faced with matching exercises of the type in exercise 1b, students should listen for key words and phrases that will help them narrow down the possibilities. For example, Speaker 1 is a man. This immediately reduces the options to three, A, C, and D. Speaker 1 mentions that he has known his friend for more than 40 years. This makes D the answer, as A and C are obviously far younger.

AUDIOSCRIPT TRACK 20

1

One of my best friends is Paul. We went to school together and we've known each other for more than 40 years now. We have a lot in common. Basically, we share the same interests and values.

2

Amber has been a really good friend of mine for a long time. We met ... oh ... about five years ago. She's married with a young child, like me, and she's someone I can talk to easily. She's patient, understanding and reliable. I try to be the same for her.

3

Andrew and Tony are my real buddies. When I go out with them, I always have fun. They're great company ... and we all like the same things – sports and computer games! We have had some great times together.

4

My best friend is Ali. He's my age. He makes me laugh a lot. But he's also a really good listener, and he has really helped me a lot with my studies. I ... I really admire him, you know.

1c

- Have the students listen again and take notes on the reason or reasons each speaker gives for liking his / her friend.
- Explain that students can use the vocabulary from exercise 1a if they wish.
- Have the students compare their answers with a partner's and then check them with the class.

ANSWERS: 1 same interests and values 2 patient and understanding, reliable 3 fun, good company, same interests 4 makes me laugh and is a good listener

2 Reading and speaking **D**

2a

- Ask the students to look at the survey and think about where they might encounter this kind of text. Elicit the fact that this kind of survey often appears in magazines.
- Have the students read the survey, choosing their own answers to the questions.
- When they are finished, ask them to add up their total points and read the interpretation that applies to them.

2b

- Put the students into pairs or small groups.
- Have the students explain to each other the answers they chose and the interpretation that applies to them.
- Have them say if they think the interpretation is correct or not.
- Have each pair / group report back briefly to the class.

Additional **E**

Put the students into small groups. Have them write more questions and answers that could be included in the survey on good friends. When they are finished, have them swap with another group. Ask them to discuss their answers to the other group's questions.

3 Grammar builder: review of past tenses and present perfect

3a

- Have the students read the paragraph.
- Check comprehension by asking: *Was the interpretation accurate for this person? (Yes.) Why is she friends with Leila?* (Leila helped her at a difficult time.)
- Point out that some of the verbs are in italics.
- Have the students read explanations 1–4 and match each one to an italicised verb in the paragraph.
- Check answers.
- Elicit further examples of each use to check comprehension.

ANSWERS: 1 filled in, met 2 have had 3 didn't know
4 have spent

Additional **E**

If you feel that students need further review of past tenses and present perfect, you may like to find an article from an appropriate magazine or newspaper that you think your students will find interesting. Almost any article will contain a number of examples of the target grammar. Photocopy the article and have the students read it and then analyse it in pairs. Ask them to underline verbs in the target forms. For each verb, have them decide which of the explanations 1–4 applies. It is also important to focus on the content of the article, so have students comment on what they have read.

3b

- Ask the students to read the sentences.
- Have them complete each sentence with the correct form of the verb in brackets.
- Check answers, eliciting explanations for the choice of verb form.

ANSWERS: 1 have known 2 have had 3 met 4 was 5 went
6 haven't seen

! Language help

Although many languages form a present perfect tense with *have* as an auxiliary, its use is usually very different from English. If this is true in the students' language, they should pay particular attention to the way the present perfect is used in English.

Language assistant

- Point out that the present perfect is often used with certain words and phrases.
- Have the students read through the list.
- For each word, elicit further examples from students and write them on the board.

4 Speaking

- Put the students into small groups.
- Explain to the students that they are going to tell each other about their best friends from elementary school.
- First, have them read and think about the questions given. Tell them to pay particular attention to past tenses.
- Have the students take turns telling their group about their best friends. Monitor the activity, taking a note of any key points.
- Have each group report back to the class.
- Go through any language points you took a note of.

Alternative: Students could use a more interactive approach by asking questions or commenting on each other's talks.

Teaching tip When monitoring student interactions, be aware of the number of students making particular mistakes. You may want to restrict your whole class feedback to mistakes you hear more than three students make. For other mistakes that only one or two students make, give them one-to-one feedback.

Workbook **D**

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

4 Saudi Arabia and the World: learning English

Aims Activation (+ Access + Analysis)

Discourse objective

- Develop the unit topic: relationships and communication
- Expose students to extended written discourse (article)

Language objectives

- Make students aware of ways of learning English outside class
- Teach conversational opening strategies

Specific skills objectives

- Develop speaking skills:
- Develop listening skills: ways of starting conversations
- Develop writing skills: giving advice
- Develop reading skills: reading for relevant information

1 Speaking **D**

1a

- Explain to the students that they are going to conduct a survey of each other's use of English outside the class.
- Check comprehension of the survey form.
- Have the students move around the class and ask each other questions. You may want to ask the students to use indirect questions for this. Appropriate indirect questions here would be: *Can you tell me if ... ?*, *Do you remember if ... ?*
- Ask the students to keep a tally of the answers they receive.

1b

- Put the students into small groups and ask them to compare the results of their surveys. Ask them to consider the questions provided.
- Have each group report back to the class.
- Put the results of the survey on the board and have students comment on whether the results are what they expected.

Teaching tip

Before students conduct their surveys, check that everyone can form questions correctly from the statements in the survey form.

Alternative: Start a discussion about using English. Ask the students why they are learning English, and invite comments on whether the reason for learning affects their interest and motivation. Ask them to consider ways in which they may use English in the future (education, work, social life, etc.). Put them into small groups and ask them to make a list of ways in which English may be useful in their future lives, and rank them in order of importance. Have the groups report back to the class and comment on each other's ideas.

2 Reading and speaking

2a

- Tell the students they are going to read a text about ways of learning English outside the classroom.
- Ask the students to read the text and answer the question in 2a.

ANSWERS: Specific ideas suggested in the text are: read and listen to English in English language newspapers, magazines and books, radio, TV and DVDs.

2b

- Put students into pairs and ask them to discuss the questions. Encourage them to expand upon their ideas and be creative.

3 Listening and speaking – ways of starting a conversation

3a

- Explain to the students that they are going to listen to some ways of starting a conversation with an English speaker.
- Have the students listen to the recording and make notes for the five different mini-dialogues. It would be a good idea to play the recording twice at least, as it will be difficult for the students to write simultaneously while they are listening.

3b

- In pairs, students check each other's work and add to it, if possible.
- When the students have looked at each other's work and corrected as much as possible, they stay in the same pairs, practise saying the sentences and then carry on the conversations in as natural a way as they can for a short time.

AUDIOSCRIPT TRACK 21

(This audiobook also serves as the answers for exercise 3a)

1

Woman 1: Uh ... Do you speak English?

Woman 2: Sure. I am from France. Almost everyone ...

2

Man 1: So, how long have you known Peter?

Man 2: Oh, years. We were at school together ...

3

Woman 3: You've finished your coffee. Would you like another cup?

Woman 4: Yes, please. No sugar, thanks ...

4

Man 3: Do you know many people here?

Man 4: Well, a few, I guess, but not everyone ...

5

Man 5: Do you know whether there's a good bookstore around here?

Man 6: Well, now, let me think. There's one very good one ...

3c

- In the same pairs, the students discuss what they can do to keep a conversation going and then finish it. Encourage them to think how they might do this in their own language too.

3d

- Have the students listen to the recording individually and then ask them to make notes on what they hear.

3e

- Tell the students that they are going to hear the recording again and that they should try to write the whole sentences as they listen.
- Play the recording a second time.
- In pairs, the students help each other to complete the sentences. They are in fact the sentences in exercise 3f, so if there are any problems writing the sentences down, the students can be referred to this exercise.
- The students must then decide which of the expressions are used to keep a conversation going and which are used to finish a conversation, as per the Student's Book instructions.
- Go through the answers with the students.

ANSWERS:

- 1 So you're living here now? How have you been finding it? K
 2 Well, it was great meeting you. F
 3 Tell me more about that. It's fascinating. K
 4 Is that the time? I'd better be going now. F
 5 That's enough about me. Tell me something about yourself. K
 6 I'd love to chat some more but ... F
 F = Finish K = Keep going

AUDIOSCRIPT TRACK 22

One: So you're living here now? How have you been finding it?

Two: Well, it was great meeting you.

Three: Tell me more about that. It's fascinating.

Four: Is that the time? I'd better be going now.

Five: That's enough about me. Tell me something about yourself.

Six: I'd love to chat some more but ...

3f

- Have the students practise saying the expressions in pairs.

4 Writing

4a

- Tell the students that they are going to write a paragraph giving advice to a friend about learning English.
- Put the students into pairs and ask them to think of three pieces of advice they would give to a friend learning English. They should make some notes at this stage.

4b

- Tell the students to write a paragraph (individually) giving the advice and make sure they mention all three pieces discussed in 4a. Encourage the students to use cohesive devices such as: *First of all, ... Also, ... In addition, ...*, etc.

4c

- When the students have finished writing, ask them to read their paragraph to the class. After hearing a number of them, the class can decide which advice is the best.

Progress test Units 1–4

- This test has been designed to act as a measure of progress over Units 1–4 of *Flying High for Saudi Arabia 2*. There are grammar, vocabulary, reading and listening tasks, as well as a writing task. The tasks have been designed so as to replicate the type of activities that are found in the Student's Book and the Workbook.
- The test can be taken as a whole test, but if it is the case that lesson lengths do not permit this, the various parts of the test could be taken at different times, with the scores being added up to give a final score, once all parts have been taken.
- The amount of time needed to take the test will depend on the ability of the students to a large degree, but a rough guide might be as follows:
 - Grammar 1 – 15 minutes
 - Grammar 2 – 10 minutes
 - Vocabulary – 10 minutes
 - Reading 1 – 15 minutes
 - Reading 2 – 15 minutes
 - Listening – 15 minutes
 - Writing – 20 minutes
- With regard to the administration of the listening aspect of the test, teachers will know their students well enough to decide whether the recording should be played once or twice. It is probably good practice to allow the students to listen twice, as the first time they will be busy writing their answers and may miss some details. It is also probably advisable to give the students about five minutes to look through the questions, so that they can listen knowing what they are listening for. The script used in the listening part of the test follows the answer key for the listening task.
- On the right you will find the answers to the various tasks in the test. Some of the answers are clearly right or wrong and will attract a mark or not accordingly, but teachers may wish to exercise some discretion when marking the tests. For example, in the first grammar task, a minor misspelling of 'reading', perhaps as 'reding', might not be so serious as to lose the mark. Of course, it will depend on the teachers and the students involved. Similarly, in the listening task the main objective is to test understanding, so teachers may wish to overlook minor misspellings or even small grammatical errors there.
- At the end of the answers there is a marking grid that teachers may wish to use as a way of assessing different aspects of writing. The grid covers a range of traits and aims to allow teachers to look at students' writing holistically. Again, how a teacher interprets this grid will depend largely on the local teaching environment and the overall aims and objectives of the course being provided.

1 Grammar – tenses (10 marks)

ANSWERS: 1 was discovered 2 were designed 3 were going to travel 4 was going to study 5 has been reading 6 has written 7 met 8 have known 9 have been working 10 have finished

2 Grammar (10 marks)

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

3 Vocabulary (10 marks)

ANSWERS: 1 unsuccessful 2 fit 3 messy 4 invention 5 match 6 incredible 7 bargain 8 Development 9 loyal 10 unreliable

Reading 1 (6 marks)

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

Reading 2 (6 marks)

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

Listening (8 marks)

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

AUDIOSCRIPT TRACK 23

Tim Berners-Lee was born and raised in London, England, in the 1960s, and it is not surprising that he was interested in computers because both his parents were computer engineers. Tim is known as the creator of the World Wide Web, but what many people do not know is that Tim created the World Wide Web single-handedly.

At Oxford University he built his first working computer out of spare parts and an old TV set. Later, in 1980, while he was living in Switzerland, he developed his ideas for the World Wide Web.

HTML (HyperText Mark-up Language) and HTTP (HyperText Transfer Protocol) were both invented by Tim. He also designed a system that gave each web page a unique address or location. Finally, he created the World Wide Web's first browser, which allowed users anywhere to view his creation on their computer screen.

In 1991, the World Wide Web was launched. Within five years, the number of Internet users jumped from 600,000 to 40 million. At one point it was doubling every 53 days! Surprisingly, Tim Berners-Lee is not very famous. He chose to make his creation free for everybody and so did not become very rich either. In 1994, he accepted a relatively unimportant job at the Massachusetts Institute of Technology (MIT) in Boston. However, he appeared in the opening ceremony of the 2012 Olympic® Games, where his great achievement was honoured in front of 80,000 people.

Marking grid for assessing writing task

Marks	Grammar	Vocabulary	Spelling and punctuation	Task fulfillment
2.5	Very accurate use of a wide range of grammar implied in the question.	Very accurate use of a wide range of vocabulary implied in the question.	Extremely accurate in terms of spelling and punctuation. No significant errors.	Has addressed all points in the question fully.
2	Quite accurate use of a range of grammar implied in the question. Some errors evident.	Quite accurate use of a range of vocabulary implied in the question. Some errors evident.	Reasonably accurate in terms of spelling and punctuation. Few errors.	Has addressed most points in the question; maybe not in great detail.
1.5	Some accurate grammar usage together with other inaccurate but communicative usage.	Some accurate vocabulary usage together with other communicative usage.	Some accurate spelling and punctuation. Several errors may be apparent.	A reasonable attempt at addressing some of the points, if not always well.
1	Mostly inaccurate grammar usage with a little accurate usage.	Mostly inaccurate vocabulary usage with a little accurate usage.	Mostly inaccurate with a little accurate spelling and punctuation.	A poor attempt at addressing the points and not presented well.
0.5	At least one recognisable piece of grammar noted.	At least one recognisable piece of vocabulary noted.	At least one recognisable piece of spelling or punctuation noted.	At least one point addressed recognisably, even if badly written.
0	Nothing written.	Nothing written.	Nothing written.	Nothing written.

5 Work and money

1 Working to live, or living to work?

Aims Access (+ Activation + Analysis)

Discourse objective

- Establish the unit topic: working life

Language objectives

- Teach vocabulary used to describe jobs
- Teach ways of talking about employment
- Teach stress changes in word families

Specific skills objectives

- Develop listening skills: listening for gist
- Develop reading skills: reading for gist

1 Reading and speaking

1a

- Draw the students' attention to the lesson title, *Working to live, or living to work?* Have them speculate on the difference between the two views of work.
- Ask the students read the two opinions on work and decide which speaker lives to work and which speaker works to live.
- Have the students look at the photographs and guess who has which opinion.

ANSWERS: Opinion 1: works to live and this opinion goes with photograph B. The man is smiling, looking relaxed and not in a working environment. Opinion 2: lives to work. This opinion goes with photograph A. The man in the picture is clearly at work and is concentrating on his job.

1b

- Put the students into pairs or small groups. Have them discuss the questions, and have one member of each group take notes. Their answer to question 1 will depend on their guesses about the photographs.
- Allow time for the students to complete the activity, and then have each group report back to the class.
- You could point out that *workaholic* means someone addicted to work. Other examples are *shopaholic* and *chocoholic*.

2 Listening and speaking

2a

- Explain to the students that they are going to hear Tom and Jim, the two people in the photographs, talking about their jobs.
- Play the recording. Have the students listen and identify the job that each person does.
- Check answers. Ask the class if they still think they matched the photographs and opinions correctly in exercise 1a.
- You may want to invite students to comment on what each job involves.

ANSWERS: Tom is a medical research assistant. Jim is an accountant and administrator.

AUDIOSCRIPT TRACK 24

Tom: I'm a medical research assistant in a college laboratory. I'm a junior assistant, which isn't such a well-paid position. The benefits the college offer are good, though, especially medical insurance. But it's the work that really matters to me, you know. It's very challenging and rewarding. I love it! There are some people who complain and find it tiring – the hours are long and holidays short – but I don't mind. I enjoy every minute of it. We are offered good development opportunities, too – lots of courses – and promotion opportunities. I won't be a junior research assistant for long!

Jim: Well, I'm an accountant and administrator in a big plastics company. I guess the best thing about the job is the salary, which is well above the pay in other companies. But the benefits aren't so good, unfortunately. The work is usually boring routine stuff, but it can get demanding and stressful at times. The hours are good, with Saturdays free, and we are given generous, flexible holidays, which is great for a family man like me. There are training programmes, too, but there are not many opportunities for promotion in my area.

2b

- Ask the students to look at the table. Explain that the list shows various aspects of a job. Check comprehension of each item.
- Have the students listen again, deciding whether Tom and Jim describe each aspect of their job as positive or negative. Ask the students to complete the table.

ANSWERS:

		Tom	Jim
2	benefits	+	-
3	nature of work	+	-
4	working hours	-	+
5	holidays	-	+
6	training and development programmes	+	+
7	promotion opportunities	+	-

2c

- Put the students into small groups. Ask one member of each group to take notes.
- First, have the students add to the list of aspects of jobs, and draw their attention to the other aspects mentioned, *convenient location, pleasant colleagues*.
- Allow a little time for students to add to the list, and then elicit their ideas. Make a note of any suggestions on the board.
- Have the students discuss how important the aspects of jobs in their lists are to them personally. You could have them rank the items in order of importance first and then compare their lists with the other members of their group. You could then ask each group to try to reach a consensus on a ranking for the items.
- Allow time for the students to complete the activity, and then have each group report back to the class.

Alternative: Put the students into groups and ask them to come up with a list of six different jobs. Have them rank the jobs in terms of the aspects of employment mentioned. Have each group compare their list with another group's.

3 Word builder: jobs

3a

- Put the students into pairs. Have them look at the adjectives, which are commonly used to describe various aspects of different jobs. Explain that some of the adjectives are normally positive, some are normally negative, and some could be used positively or negatively.
- Have the students discuss the adjectives, using a dictionary if necessary, and decide which category each one falls into.
- Check answers.
- For those adjectives that could be either positive or negative, have the students suggest when they might be used positively and when they might be used negatively.

ANSWERS: Positive: flexible, interesting, satisfying, rewarding, varied, well-paid
 Negative: boring, frustrating, stressful, tiring
 Either: challenging, demanding

3b

- Explain to the students that there are three main ways in which people talk about their jobs. Write on the board: *I'm a / an _____. I work in _____. I'm in the _____ department.*
- Complete the sentences using the example of a teacher. (*I'm a teacher. I work in teaching. I'm in the teaching / education department.*) Elicit when each form of expression may be appropriate. (The first is appropriate when a job has a common name – teacher, engineer, doctor. The second is appropriate when someone works in a professional field – publishing, advertising. The third is appropriate when someone works in part of a large organisation.)
- Have the students complete the table using different parts of speech. They may use a dictionary if necessary.
- Check answers.

ANSWERS: 1 accountant 2 administrative / administration
 3 architecture 4 chemist 5 dental / dentistry 6 lawyer
 7 management

Teaching tip This kind of table is a useful way of recording new vocabulary, along with any derivatives. Encourage students to use this in their notebooks when recording vocabulary. When introducing new vocabulary items, make the students aware of relevant and useful derivatives.

3c

- Have the students read the statements from four different people. Have them choose the correct words or phrases to describe each speaker's job and what they say about it.
- Check answers.

ANSWERS: 1 lawyer, satisfying 2 administrative, stressful
 3 science, frustrating 4 medicine, varied

Additional E

Have the students choose a job that is not mentioned and write a similar paragraph, without making it obvious what job the person does. Have volunteers read their paragraphs aloud, and then have the rest of the class guess what the job is.

4 Pronunciation: word stress D

4a

- Explain to the students that they are going to be considering word stress, and invite them to say whether they find it easy or difficult to place the stress correctly in words, particularly words they meet for the first time.
- Have the students say the words in the box to themselves, decide which syllable they think is stressed, and underline it.
- Play the recording. Have the students listen to the words and check their answers. Invite students to comment on the way the stress moves (it moves to a different syllable in the adjectival form).

ANSWERS: science scientist scientific
architecture architect architectural

AUDIOSCRIPT TRACK 25

See Student's Book p. 43 exercise 4a

4b

- Have the students repeat the activity with the longer list of words. Again ask them to say the words to themselves and underline the stressed syllables.
- Play the recording again. Have the students listen and check their answers before you check them with the class.

ANSWERS: psychology psychologist psychological;
management manager managerial; chemistry chemist
chemical; photography photographer photographic

AUDIOSCRIPT TRACK 26

See Student's Book p. 43 exercise 4b

Workbook D

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

2 Making and spending money

Aims Analysis (+ Access)

Discourse objectives

- Develop the unit topic: making and spending money
- Expose students to extended spoken discourse

Language objectives

- Teach vocabulary related to finance
- Teach passives (present, past, future, and modal)

Specific skills objectives

- Develop speaking skills: discussing winning and losing
- Develop writing skills: writing a history based on information provided

1 Word builder: finances

1a

- Explain to the students that they are going to be talking about money, and that all the words in the exercise are connected to that topic.
- Have the students match each word with its definition.
- Check answers.

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

1b

- Have the students read the sentences and complete them, using appropriate forms of words in exercise 1a.
- Check answers.

ANSWERS: 1 win 2 invest 3 save 4 capital 5 profit
6 earning 7 loss

2 Speaking and listening

2a

- Explain to the students that they are going to listen to an interview about money.
- Play the recording.

ANSWERS: Spending money

AUDIOSCRIPT TRACK 27

Interviewer: Today I have with me in the studio Dr Paul Meredith, a finance specialist and author of a new book, *Making The Most of Your Money*. Paul, tell us about your book.

Dr Meredith: Well, it's really all about people who have suddenly made large sums of money, maybe by winning a competition or because the money was left to them by a relative who recently died.

Interviewer: And I understand that this is not always a good thing?

Dr Meredith: No, no it isn't. In a large number of cases, the money that was gained was lost again in a year or two.

Interviewer: Why is that?

Dr Meredith: The main reason is that many of these people make no investment plans. They just spend and spend. If the money is invested before it is spent, then the capital can earn enough for them to live comfortably – or, at least, more comfortably – for life.

Interviewer: Why don't these people invest?

Dr Meredith: They've probably never had money to invest before, and their first reaction to getting a large and unexpected sum of money is to buy things they have dreamed of – a nice house, an expensive car, jewellery ...

Interviewer: I imagine a lot of money can be spent quite quickly like that?

Dr Meredith: Yes, sometimes very quickly. And to make matters worse, some people give up their jobs. This means that in the end they are in a worse position than before they had the money.

Interviewer: So, what's your advice, Paul?

Dr Meredith: Invest, as soon as possible, but even before that, get a good accountant.

2b

- Have the students read the questions. Elicit the answers, encouraging them to speculate when they aren't sure.
- Play the recording again. Have the students listen and check their answers.

ANSWERS: 1 They spend the money very quickly. 2 They aren't used to having a lot of money. 3 Invest the money as soon as possible and get a good accountant.

2c D

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

Alternative: Students could discuss in what other ways people's lives can be affected by getting large sums of money (working life, relationships with other people, etc.).

- Have each group report back to the class.

3 Grammar builder: passives – present, past, future and modal

3a

- Write sentence 1 on the board and underline the verb construction, *are won*. Point out that this verb is in the passive voice, and elicit what the students already know about the passive, but do not go into detail at this stage.
- Have the students read the remaining sentences and underline the verb constructions.
- Check answers.
- Invite students to comment on the constructions they have underlined. Draw their attention to the forms of the verb *be* and the past participles of the verbs in the sentences.

ANSWERS: 2 was won 3 was lost 4 will be provided
5 can be spent 6 should be invested.

3b

- Ask the students if they recognise the building in the photograph (the Eiffel Tower). Explain that they are going to read a paragraph about the Eiffel Tower and that some verb forms are missing.
- Have the students read the paragraph. Check comprehension by asking questions, e.g. *Who opened the Eiffel Tower? Who designed the Eiffel Tower? How many people visit the tower each year?*
- Have the students complete the paragraph, using the verbs in brackets. Point out that not all verbs need to be in a passive form, so they need to think carefully about which form is required.

ANSWERS: 1 was opened 2 was built 3 was chosen
4 accepted 5 were used 6 weighs 7 is visited
8 be impressed 9 be seen

3c

- Put the students into pairs. Ask one member of each pair to take notes, and then have them discuss the questions.
- Allow time for students to complete the activity, and then have each pair report back to the class.

ANSWERS: 3 They built the Eiffel Tower for the International Exhibition of Paris ...; They / The judges chose Gustave Eiffel's design from over 700 proposals, ...; They / The builders used two and half million steel rivets in its construction ...; Over six million people visit the tower each year and the magnificent view will impress anyone making the trip to Paris – you can see almost the whole of Paris from the top; People have used it as a symbol of Paris and of France for over a century.

Language assistant

- Ask the students to read the information about the passive and the example sentence, where the doer of the action is not known.
- Have the students look again at the Eiffel Tower paragraph, and ask them why the passive has been used in each case.
- Elicit that when the doer of the action is mentioned, we use *by*.

4 Speaking and writing

4a

- Ask the students if they have heard of *Khawater*, and elicit what they already know about it. Explain that they are going to read some notes about the programme.

4b

- Put the students into small groups. Have them read the facts and think about the information given.

4c

- Have the students use the information in exercise 4a to write a short description of the programme. Explain that they may use their own knowledge to provide any information they do not have.
- Have the students work in their groups to write their descriptions, with one student writing and the others making suggestions.

4d D

- When the groups / students have finished their paragraphs, have them swap their text with another group / student.
- Have the students read each other's writing, paying particular attention to the use of passive forms. Invite them to comment on these verb forms. Deal with any problem areas on the board.

Workbook D

Have your students work through the exercises on pages 30 and 31. Answers on pages 82–83.

Preparation

For lesson 3 Alternative exercise 3a, ask the students to bring in photographs from magazines of famous people.

3 Entrepreneurs

Aims Analysis (+ Access)

Discourse objectives

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

Language objectives

- Teach vocabulary related to business
- Teach relative clauses, including contact clauses

Specific skills objectives

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

1 Speaking and reading

1a

- Put the students into pairs. Have them look at the photograph which accompanies the article *The Body Shop*, but not read the article.
- Tell the students that the article is about the founder of a company called The Body Shop. Have them discuss what they think it may say about The Body Shop.
- Have each pair report back to the class.

Teaching tip Predicting is an important reading skill. You may want to point out that predicting the content of a written text from the title and any accompanying photographs / pictures is important in providing a context for reading. Encourage students to predict in this way whenever they come across a reading text, both in class and outside the class.

1b

- Have the students read the article and check whether their ideas were correct. Tell them not to read every word, but to skim the article quickly for the main ideas.

1c

- Have the students read the article again and find the correct information to complete the fact box.
- Check answers.

ANSWERS: 1 1976 2 England 3 \$1 billion 4 1,500 5 47
6 86 million 7 environmentally friendly / natural 8 animals
9 packaging

1d

- Have the students find each of the words 1–5, and underline them in the article.
- Have the students read the five words in context and decide which of the definitions given best fits each word.
- Check answers.

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

Alternative: You could put the students into small groups and tell them to cover exercise 1d. Write the five words on the board. Have the students find and underline the words in the article. Then have the groups figure out the meaning of the words from the article and write their own definitions. When they are finished, have the students uncover exercise 1d. For each word, ask each group to tell you their definition, and then have the class choose the correct option and decide which group wrote the best definition.

2 Grammar builder: relative clauses, including contact clauses

2a

- Ask the students what the term *relative clauses* means to them and elicit what they already know about them. Do not go into detail or correct misunderstandings yet.
- Have the students read the sentences given and identify the relative clause in each sentence. Point out that some of the words are in italics.
- Put the students into pairs and have them match 1–4 with a–d to make rules, using the words in italics to help them.
- Check answers, making sure that the students understand the rules for relative pronouns.

ANSWERS: 1d 2a 3c 4b

Language help

Ask the students to compare the way relative clauses are formed in English with the way the same ideas are expressed in their L1. Elicit any similarities or differences, and invite students to comment on any difficulties.

2b

- Ask the students to complete the sentences with *who* or *which*. Point out that some of the sentences can be completed with *who* or *which*, but can also be left without a relative pronoun. Ask the students to complete those sentences with a dash.
- Check answers.
- Point out that all the sentences could be completed by writing *that* in the blank.
- You could also point out that we sometimes use *who* with animals when we are talking about them as if they were people.

ANSWERS: 1 which 2 who 3 – 4 who 5 – 6 which

2c

- Write the first pair of sentences on the board. Elicit suggestions for ways in which the two sentences could be combined into one sentence. Write the correct version on the board, *Anita Roddick is a businesswoman who has made a fortune*. Elicit the fact that the relative pronoun *who* cannot be omitted in this sentence.
- Put the students into pairs and have them rewrite the remaining sentences in a similar way, omitting the relative pronoun where possible.
- Have each pair compare their answers with another pair's and ask them to agree on final versions.
- Check answers.

ANSWERS: 1 Anita Roddick was a businesswoman who made a fortune. 2 The Body Shop is a \$1 billion company Anita Roddick founded. 3 The Body Shop sells skin and haircare products that / which have entirely natural ingredients. 4 Anita Roddick had a philosophy millions of women and men shared. 5 Entrepreneurs are dynamic people who establish new businesses, often innovative ones. 6 In Europe, there are many historic cities tourists often visit.

Language assistant

- Point out that in some of the sentences in exercise 2c, students were able to omit the relative pronoun, e.g. sentence 2. Review why that is possible and, if necessary, draw the students' attention to the rule.
- Explain that these relative clauses without a relative pronoun are called contact clauses, and have the students read the *Language assistant* box.
- Make sure that students understand that contact clauses are common in spoken English, and that we cannot use *that* after a comma to begin a relative clause.

 Language help

You could explain that relative clauses after commas, also called non-defining relative clauses, simply add extra information and are not necessary to the meaning of a sentence. Draw students' attention to the example in the *Language assistant* box, where *who is English* is merely extra information that could easily be omitted.

3 Speaking

3a **D**

- Put the students into small groups. Have them look at the photographs and discuss what they know about the people and things shown. Have one member of each group take notes.

Alternative: Students could bring in photographs connected to the topic from their favorite magazines. Put the students into groups and distribute the photographs randomly. Have the students do the exercise using their own photographs.

- Allow time for students to complete the activity, and then have each group report back to the class.
- Monitor use of relative clauses and provide feedback on accuracy.

ANSWERS: The photographs show: Bill Gates – who founded Microsoft and is one of the richest men in the world; an Apple computer – which has icons at the foot of the screen; the boxer Muhammad Ali – who won an Olympic® gold medal; Mohammad Yunus – who developed microcredit schemes to help poor people set up in business and won the Nobel Peace Prize for his work.

Teaching tip Students often respond better when they feel that they in some sense 'own' the lesson, or feel that they have contributed toward making it a success. One simple way of achieving that is to have the students provide material similar to that in the Student's Book (photographs, articles, etc.) that they can work with.

3b

- Ask the students to consider the kinds of people and events that they like or dislike.
- You could ask them to take notes before they begin. Draw a table on the board with the headings *People, Events* and *Activities* along the top, and *like* and *dislike* down the left. Have the students copy it into their notebooks. Ask students to think of at least one person / event in each category to complete the table.
- Have them take brief notes on the reasons for their feelings.
- Draw the students' attention to the example conversational strategies and have them discuss the people / events / activities they like / dislike.
- Allow time for students to complete the activity, and then have each group report back to the class.

Workbook **D**

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

4 Saudi Arabia and the World: King Faisal International Prizes

Aims Activation

Discourse objectives

- Develop the unit topic: work and money
- Expose students to extended written discourse (article)

Language objective

- Teaching question tags
- Review of passive voice in context of a reading

Specific skills objectives

- Develop reading skills: reading for detail
- Develop listening: listening for detail in a dialogue
- Develop writing skills: writing questions using the passive and also using tag questions in dialogues
- Develop speaking skills: asking for repetition, clarification and further information

1 Speaking and reading **D**

1a

- Explain to the students that they are going to read a text about the King Faisal International Prizes.
- As a whole class, ask the students to look at the picture and say what is happening in it (a man is being presented with a prize).

1b

- Put the students into pairs and ask them to discuss the questions in 1b. Students should be encouraged to think of any situation where prizes may be awarded, e.g. at school, at university, book awards, etc.

1c

- Draw students' attention to the reading text and have them read it quickly without looking at the words in the box. Ask them what they understand from the text, and point out that it is possible to understand significant amounts of text without knowing all the words.

1d

- Elicit from the students as much as you can about the content of the text.

1e

- Now have the students read the text in more detail. Point out the fact that the box contains a number of verbs in the passive form and that they will need to find the correct position for each word in the text. It may be necessary to go through the meanings of the verbs first, depending on the level of the class.

1f

- Put the students into pairs and have them check each other's answers.
- Go through the answers as a whole class.

ANSWERS: 1 was set up 2 have been awarded 3 are called 4 is included 5 is made 6 are presented

1g

- Put the students into pairs and ask them to write questions about the text using the verbs in the box. It will probably be necessary to write an example or two on the board, e.g. *When was the King Faisal Foundation set up?* or *What are the prizes called?*
- As the students are writing, check their progress and help out as necessary.
- When the students have finished, have some of them read out their questions. The rest of the class can answer the questions and / or point out any errors in the formation of the questions themselves.

2 Listening and speaking

2a

- Tell the students to look at the photograph of the two boys and ask them what they think the boys might be talking about (this could be anything).

2b

- Tell the students that they are going to listen to some boys speaking about money.
- Have the students look at the table and elicit what they think the boys might say.
- Play the recording and ask the students to complete the table by making notes. Emphasise that they should not try to write too much, as they will then miss some of the spoken text. It may be necessary to play the recording twice to maximise student understanding.

AUDIOSCRIPT TRACK 28

Mousa: Well, we have to do this school project on money. Shall we ask each other the questions, Nasser? It'll save time.

Nasser: Good idea. So, what do you spend money on, Mousa?

Mousa: Well, I waste it really. Food, clothes I don't need, computer equipment ...

Nasser: I buy lots of books but that's not wasting money – it's important. You can't learn without books, can you? And you'd die if you didn't eat food, wouldn't you?

Mousa: You're right, Nasser. But have you saved anything? My bank account is empty except for a hundred riyals.

Nasser: Yes, I've saved a bit. I put away a hundred a month. I've got about 2,000 in the bank. I'll have 2,500 by the end of the year.

Mousa: We're only seventeen, Nasser. What are you saving for? A car or something like that?

Nasser: I don't need a car, do I? I can borrow my father's. No, I just want to save for the future.

Mousa: Are you planning to get married?

Nasser: Not yet, but one day I will and I don't want to be poor.

Mousa: You're right. Looking after a family is a big responsibility, isn't it? I will definitely need to save to have a family.

Nasser: Have you ever thought about giving money to charity, Mousa?

Mousa: Of course. I give money to the Red Crescent. They do lots of good work. Have you, Nasser?

Nasser: I don't give money to charity yet because I haven't got a job, but in the future I will. We're very lucky not to need money, aren't we?

2c

- In pairs, students check their notes. Then go through the notes as a whole class.

ANSWERS:

	spends money on	savings in bank	future spending
MOUSA	food, clothes, computer equipment, charity	100	family
NASSER	books, food	2,000	family, charity

2d

- Put the students into pairs and have them discuss the questions in exercise 2d. Make sure they know the difference between *be like* and *to like*. If there is time, open the discussion to the whole class to get more opinions.

3 Grammar builder: question tags

- Draw the students' attention to the *Grammar builder* box on page 49 and explain that the next part of the lesson is going to be about 'question tags'.
- Elicit from the class what they already know about question tags.
- Go through the examples given from the listening text and point out the use of the auxiliary verbs in positive and negative forms in different parts of the questions.
- Draw the students' attention to the *Language assistant* box and explain about the special case of *am*. Elicit some examples from the students to practise this or give some examples yourself.

3a

- Explain the importance of intonation in question tags, pointing out the information in 3a.

3b

- Tell the students that they are going to practise listening for rising and falling intonation in question tags and draw their attention to the box in exercise 3b.
- Play the recording and have the students complete the table.
- Go through the correct answers, playing the recording again, if necessary.

AUDIOSCRIPT TRACK 29

- You didn't do your homework, did you?
- She hasn't been to Egypt, has she?
- They couldn't find the shop, could they?
- I don't look tired, do I?
- He wouldn't go without you, would he?
- We won't have time to do it, will we?

ANSWERS: 1 falling 2 rising 3 falling 4 rising 5 rising 6 falling

3c

- Have the students practise saying the sentences with rising and falling intonation. This can be done chorally and / or individually.

3d

- Point out that question tags can be formed starting with a positive verb and ending with a negative auxiliary or vice versa.

4 Writing

4a

- Following on from the previous activity, put the students into pairs and ask them to write question tags using the structures listed in the Student's Book. They can write sentences starting with either positive or negative verbs.

4b

- When the students have finished, the pairs read their sentences to each other and then to the class. Encourage them to use both rising and falling intonation and check what they mean after they speak.

4c

- Ask the students to write short dialogues, as described in the Student's Book.
- When the students have finished, ask some of them to read their dialogues aloud to the class. The dialogues can be prepared individually or in pairs, but will need to be read in pairs.

5 Speaking – asking for repetition, clarification or further information

- Tell the students that they are going to practise expressions to ask for repetition, clarification and further information.
- Elicit from the students what they can say when they don't understand something, they need clarification or they need more information.

5a

- Draw the students' attention to the table of expressions and have them complete the top row with 'repeat', 'clarify', and 'further information'. It may be necessary to explain exactly what these words mean as the activity is being described.
- Go through the answers with the students.

ANSWERS:

Further information	Clarify	Repeat
So can you tell me a bit more about ... ? Can you give me more ... ?	What exactly do you mean? What do you mean when you say ... ?	Sorry, could you say that again? Sorry I didn't catch that.

5b

- Explain that the students are going to take part in a role-play. Put the students into pairs: Student A and Student B. Student A tells Student B about a job that they would like to do and Student B asks for repetition, clarification or further information. The aim is to use the language in the box on page 49 as much as possible in order to practise the functions.
- As the students are speaking, go around the class and encourage them to use the target language if they are not doing so.

6 Keeping up with technology

1 Developing the car

Aims Access (+ Activation + Analysis)

Discourse objectives

- Establish the unit topic: technology
- Expose students to extended written discourse (magazine article)

Language objectives

- Teach contrastive stress
- Expose students to target grammar of the next lesson (gerunds)

Specific skills objectives

- Develop reading skills: reading for specific information
- Develop speaking skills: expressing preferences
- Develop listening skills: listening for specific information

1 Speaking

1a

- Introduce the topic by drawing the students' attention to the unit title, *Keeping up with technology*, and asking them what they expect to appear in the unit.
- Ask some students who in their family has a car and what they use it for.
- Put the students into pairs or small groups. Have them discuss the questions. Have one member of each group take notes.
- Have each group report back to the class.

Note: The first question includes a second conditional sentence. Monitor students for potential areas of difficulty with conditional sentences, but do not focus explicitly on accuracy yet.

POSSIBLE ANSWERS: 2 pollution, noise, accidents, traffic jams, problems caused by parking.

1b

- Have the students say which of the two cars pictured they would prefer to own. Encourage them to expand on their answers and provide justification for their opinions.

2 Reading and speaking

2a

- Put the students into pairs. Do not allow them to read the magazine article yet.
- Have the pairs discuss the questions, guessing if they aren't sure about any of the answers.
- Have some pairs report back to the class.

2b

- Have the students read the article and check their answers to the questions in exercise 2a.
- Elicit answers.

ANSWERS: 1 Yes, cars today are very different. They are safer, use less petrol and produce less pollution than cars in 1970. New technology has been introduced, including fuel injection, multi-valve cylinders and microprocessors. 2 California. 3 Yes, non-polluting vehicles will be better than petrol-powered cars.

Learner development

Encourage the students to scan the article first for the answers to the questions, rather than reading it in detail. Scanning – quickly looking through a text to find specific information – is an important skill that the students should develop. They then read the article carefully to extract more details.

2c D

- Have the students note down three facts they have learned from reading the article.
- Have them compare their notes with a partner's.
- Ask the students if they are surprised by any of the facts they have learned or whether the facts are what they would have expected.

3 Reading and listening

3a

- Have the students read the statements about ZEVs – zero emission vehicles. Help with vocabulary if necessary. Ask the students to decide whether they think each statement is true or false. Tell them that if they are not sure, they should guess.

3b

- Tell students that they are going to listen to an interview about ZEVs.
- Play the recording. Have the students listen and check their answers to exercise 3a.
- Elicit answers.

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

Lesson 1 Keeping up with technology

AUDIOSCRIPT TRACK 30

Interviewer: So, if technology continues to develop as it is doing, Zero Emission Vehicles will take over.

Professor: Yes. If the car manufacturers make certain breakthroughs in the near future, ZEVs will soon be better than traditional petrol-engine vehicles in every way.

Interviewer: That means driving at high speed, driving long distances, costing less money ...

Professor: Yes. People think the only advantage of ZEVs is that they don't cause pollution. But electric vehicles can already reach the same speeds as petrol vehicles.

Interviewer: Really? But the range is limited, isn't it? I mean, if you use a ZEV, you need to recharge the batteries every 50 or 100 miles.

Professor: That depends on the technology you use. Storing energy in batteries is a problem right now. But new, smaller and lighter batteries are being developed that can store more electricity. However, the problem would disappear if more efficient fuel cells were available.

Interviewer: Fuel cells? What are they?

Professor: Well, fuel cells actually generate electricity, so storage isn't a problem. If fuel-cell technology develops as we expect it to, you'll be able to travel further than you can now, and you won't need to refuel. So you may be able to drive for a thousand miles without refuelling. In addition the fuel is hydrogen and oxygen, two of the most common gases in nature.

Interviewer: I imagine running a car on fuel cells would be more economical, then?

Professor: Yes. Travelling by ZEV will be cheaper, much cheaper! And the cost of the vehicles will also come down as they go into mass production. Don't forget the noise pollution caused by petrol engines, as well as air pollution. Just imagine the quiet cities of the future compared with the noisy ones today.

Interviewer: OK. Thank you very much, Professor Bunsen.

Professor: My pleasure.

3c

- Have the students look at the table. Explain that they need to listen to the interview again and write a word or short phrase in each blank in the table.
- Play the recording again. Have the students listen and complete the table.
- Check answers.

ANSWERS: Petrol vehicles: level of pollution – high
ZEVs: source of energy – electricity, hydrogen, and oxygen;
amount of noise – low; cost – cheaper

4 Pronunciation: contrastive stress **D**

4a

- Have the students read the two sentences. Point out that in the first sentence, two words are underlined because these words have the strongest stress or emphasis in the sentence.

- Elicit that these words are stressed because the sentence is contrasting two different types of pollution – noise and air.
- Have the students think about which two words should receive the strongest stress in the second sentence and underline those two words. Elicit that *quiet* and *noisy* should be underlined as the sentence is contrasting the two different types of cities.

ANSWERS: 2 Just imagine the quiet cities of the future compared with the noisy ones today.

4b

- Play the recording. Have the students listen to the sentences and check which words are stressed.
- Ask the students to say the sentences aloud, placing the stress on the correct words. Play the recording again if necessary.

AUDIOSCRIPT TRACK 31

See Student's Book p. 51 exercise 4a

4c

- Ask the students to read the topics. You could ask them to take brief notes of their ideas before they discuss the topics in pairs.
- Elicit which words will probably be stressed when they are discussing these topics (*big, small, public, private*).
- Put the students into pairs and have them discuss their opinions on the topics. Monitor for the correct use of contrastive stress.
- Allow time for the students to complete the activity, and then ask each pair to report back to the class.

5 Speaking and writing

5a

- Ask the students to consider measures they would take to reduce vehicle pollution in their city, if they were responsible for it.
- Put the students into pairs. Have each pair write a list of five different ideas for dealing with the problem of vehicle pollution in their city.
- Have each pair report back to the class.
- You could make a list of the students' suggestions on the board to be used in exercise 5b.

5b

- Ask the students to consider all the ideas mentioned. Hold a classroom vote to determine which three ideas the class as a whole considers most effective.

Workbook **D**

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

Preparation

For lesson 2 Alternative exercise 2b, bring in magazine articles about technology with clear topic sentences.

2 Communication systems

Aims Analysis (+ Access)

Discourse objectives

- Develop the unit topic: communications and technology
- Expose students to extended written discourse

Language objective

- Teach gerunds

Specific skills objective

- Develop reading skills: identifying topic sentences
- Develop speaking skills: expressing agreement and disagreement

1 Speaking **D**

1a

- Have one or two students tell the class what means of communication they use each day and how much they use them.
- Explain to the students that they are going to conduct a survey on their use of communications technology. Ask the students to move around the classroom asking each other the questions, and keeping a tally by checking the relevant statement every time a classmate says yes.
- Allow time for students to complete the activity, and then have them report back to the class on their findings.
- You may like to create a tally on the board for all the students to refer to.

1b

- Put the students into small groups, and have them discuss the results of the questionnaire.
- Have one person from each group make a written summary of the discussion using *Everybody*, *Most people*, *Very few people*, or *Nobody*.
- Allow time for students to complete the activity, and then have each group report back to the class.

Learning tip

- Have the students read the *Learning tip*, or follow along while you read the information aloud.
- Check comprehension by asking students to paraphrase what a topic sentence is.

Additional **E**

Direct students to the magazine article in unit 6 lesson 1 and have them identify the topic sentences in that article.

2 Reading and speaking

2a

- Ask the students to read the three sentences. Explain that these are all topic sentences from the article *Access to Technology*.
- Have the students read the article and decide which paragraph each of the topic sentences has been taken from. Remind them that the topic sentence is usually the first sentence in a paragraph.

- Check answers. Elicit the fact that each topic sentence introduces a point that the rest of the paragraph provides further information about.

ANSWERS: 1C 2A 3B

2b

- Put the students into small groups and have them decide which paragraph in the article contains the writer's main point.
- Allow time for students to complete the activity, and then have each group report back to the class.

ANSWERS: The writer's main point is contained in paragraph C and is that although technology is exciting and is becoming more and more a part of our daily lives, there are many people who are excluded from those developments. However, we should not feel superior or confuse the advantages that technology brings with our own achievements.

Alternative: You could provide students with other articles about technology from magazines. Have them consider the point about topic sentences and analyse the articles. Have them discuss in groups to what extent the first sentence of each paragraph gives the main point and is then followed by examples and reasons.

2c **D**

- Have one or two students comment on how they think technology was different 25–30 years ago.
- Put the students into small groups. Have them discuss how technology has changed since their parents were their age, and ask one member of each group to take notes.
- After a short time, have each group report back to the class. You could make a list on the board of the changes mentioned.
- Have the students continue their discussions, this time considering the main advantages and disadvantages of those technological changes.
- Again, allow time for students to complete the activity, and then have each group report back to the class.

Lesson 2 Keeping up with technology

3 Grammar builder: gerunds

3a

- Explain to the students that gerunds are nouns made with the *-ing* form of a verb, and read the example.
- Elicit further sentences containing gerunds and write them on the board.
- Explain that gerund phrases can be formed using a gerund and other words. Draw the students' attention to the example, pointing out that the subject of the sentence is a gerund phrase, which is underlined. Check their understanding by asking *What is a problem right now?* (Storing energy in batteries.)
- Have the students read the other sentences and underline the gerund phrase in each.
- Check answers. Again, check understanding by asking questions that elicit the gerund phrases.

ANSWERS: 2 Travelling by ZEV 3 Using a portable computer
4 creative thinking

3b

- Explain that we often use gerunds after prepositions. Illustrate this by writing an example on the board, e.g. *I'm thinking of getting a new mobile phone.*
 - Tell students to use one preposition and one gerund from the boxes to complete the sentences. Point out that they need to use each preposition and gerund once.
- Alternative:** Before students complete the sentences, you could focus on the verbs that precede the prepositions in them. Have the students match each verb with a preposition before they select the correct gerund e.g. *depend on*.
- Check answers.

ANSWERS: 1 on knowing 2 of ignoring 3 in watching
4 for meeting 5 at preventing

3c

- Draw the students' attention to the example, where the noun has been replaced by a gerund phrase.
- Have the students replace the underlined nouns in the remaining sentences with gerund phrases.
- Check answers.

ANSWERS: 2 Working at night 3 Living in a city / cities
4 developing technology

Language help

Many students are unsure how to tell if a word ending in *-ing* is a gerund or a verb form. If this is true of your students, tell them that the test is to try to replace the word with a pronoun. If this is possible, e.g. *I enjoy walking* / *I enjoy it*, the word is a gerund. If the new sentence does not make sense, e.g. *I heard him laughing* / *I heard him it*, the word is not a gerund.

4 Reading and speaking

- Put the students into pairs. Have Student A read the statements in column A and Student B read the statements in column B. Have them cover their partner's statements. Explain that they are going to discuss whether they agree or disagree with each other's statements.
- Invite two students to take the parts of A and B and read the example conversation aloud.
- Ask the students what they might say if they agreed with the statement. Elicit several examples and write the best ones on the board, e.g. *Yes, you're right. People improve your life. You can live without computers, but you can't live without people.*
- Have the students take turns reading a statement from their column. The other student should respond, saying whether they agree or disagree and why. Students should then extend the discussion as far as they can.
- Allow time for students to complete the activity, and then have some pairs report back to the class.

Workbook **D**

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

3 Using technology

Aims Analysis (+ Access)

Discourse objectives

- Develop the unit topic: technology in use
- Expose students to highly colloquial spoken discourse

Language objectives

- Teach compound nouns
- Review zero, first and second conditionals

Specific skills objectives

- Develop listening skills: listening for gist
- Develop integrated skills: describing and understanding processes

1 Word builder: compound nouns

1a

- Explain to the students that we often form compound nouns using nouns together in one phrase. Illustrate this by writing examples on the board, e.g. *pencil sharpener*. Point out that sometimes these compounds are written as separate words and sometimes as one word, e.g. *playground*.
- Have the students look at the list of words and match each one to a word from the box to make a compound noun.
- Before checking the answers, have the students compare answers with a partner.

ANSWERS: 1 microwave oven 2 dishwasher 3 electric toothbrush 4 games console 5 air conditioning unit 6 hairdryer 7 garage door opener

1b

- Ask the students to match each compound word they have formed to one of the photographs and write the photograph letters in the boxes in exercise 1a.
- Check answers.

ANSWERS: 1F 2G 3E 4C 5A 6B 7D

Additional E

Have the students explain what each of the appliances in the photographs does and how you use each one.

2 Listening and speaking

2a

- Have one or two students relate any difficulties their older relatives face when dealing with modern technology.
- Explain to students that they are going to listen to a conversation between a man and his granddaughter in the kitchen. Have the students read the questions and predict what the people might be talking about.
- Play the recording. Students listen and answer the questions.
- Check answers.

ANSWERS: 1 He feels frustrated and unsure of himself. 2 He finds it difficult to use. He feels that it makes life easier but that people don't talk to each other anymore. 3 She is confident and sure of herself / She is sympathetic. 4 She is comfortable with technology and is looking forward to it being a large part of her life.

AUDIOSCRIPT TRACK 32

Grandfather: These things never work, do they?

Teenage girl: The microwave? Have you read the instructions, grandpa?

Grandfather: Yes. If you press Clear first, it starts from the beginning. I did that. Then I pressed two, zero, zero – you know, two minutes, for a cup of coffee. Then I pressed Start, but it didn't start. Is it stupid or something?

Teenage girl: No ... you ... uh, if you want to set the time, you have to press the Time button first, like this.

Grandfather: So first it's Clear, then Time, then the number of minutes, and finally Start, is that it?

Teenage girl: That's right.

Grandfather: Hmm, I could do it faster if I heated it up on the stove.

Teenage girl: Maybe, but if you try this, it'll be easier. Instead of Time and the number of minutes, press Beverage and Start.

Grandfather: Uh ... so it's Beverage ...

Teenage girl: ... Clear first ...

Grandfather: ... Beverage, Start. There you are ... it hasn't started, has it? If they made these things simpler, then you wouldn't need a degree in electronics to use them.

Teenage girl: You didn't press Clear, did you?

Grandfather: What? Oh, forget it, Mandy. I'm going to stop using these silly machines.

Teenage girl: Well, the future isn't just a few silly machines. It's smart houses – everything electronically controlled and interconnected. I'm going to live in a house like that if I get the chance.

Grandfather: Huh! The trouble with technology is that it makes life easier but more impersonal. People don't talk to each other any more.

2b

- Have the students read the questions and guess the answers based on what they remember of the conversation.
- Play the recording again. Have the students listen and correct any answers they got wrong.
- If necessary, play the recording once more, and then check answers.

Lesson 3 Keeping up with technology

ANSWERS: 1 He is trying to heat up a cup of coffee in a microwave oven. 2 He doesn't understand in what order he has to press the buttons. 3 Either Clear, Time, number of minutes, Start or Clear, Beverage, Start. 4 He forgets to press Clear.

2c D

- Put the students into small groups.
- Have the students read the grandfather's statement and then discuss whether they agree or disagree with what he says.
- Allow time for the students to complete the activity, and then tell each group to report back to the class.

Language assistant

- Have the students read the examples. Point out that they are all from the listening text they just heard.
- Elicit the main purposes of question tags (to check information and to invite someone to agree).
- Elicit what students notice about the form of question tags and how this kind of question is expressed in their first language.

3 Grammar builder: zero, first and second conditionals

3a

- Put the students into pairs, and have them read sentences 1–3.
- Have the students match each sentence to an explanation.
- Check answers.
- Invite students to comment on the modals and verb tenses used in each kind of conditional. Explain that sentence 2 is a zero conditional (*if* + present tense, present tense), sentence 3 is a first conditional (*if* + present tense, *will* + bare infinitive) and that sentence 1 is a second conditional (*if* + past tense, *would* / *could* + bare infinitive).

ANSWERS: 1b 2c 3a

3b

- Have the students read the sentences and complete them by putting the verbs in brackets into the appropriate forms. Point out that the appropriate form may include the use of a modal.
- Check answers.
- Ask the students to identify what kind of conditional sentence each of 1–3 is (1 = zero; 2 = first; 3 = second).

ANSWERS: 1 starts 2 press 3 hit 4 will break 5 would get 6 had

3c

- Have the students match the phrases to make complete sentences.
- Check answers.
- Have the students identify what kind of conditional each sentence is (1 = first; 2, 3, 5 = second; 4 = zero).
- Draw attention to the fact that when the *if*-clause comes first, we normally use a comma to separate the clauses in conditional sentences.

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

3d

- Have the students complete the sentences using information about themselves.
- Elicit answers from various students. Invite students to comment on the accuracy of each other's sentences.

4 Speaking and reading

4a

- Have the students look quickly at the text, but not read it in detail, and identify what kind of text they are going to read (an advertisement for a digital camera).
- Explain that the functions of some of the buttons have been omitted. Have the students read the text quickly and write the function of each button in the blanks.
- Check answers.

ANSWERS: Preview button: to preview photographs. Mode button: to make reprints. Select button: to print photographs.

4b

- Have the students read the text in more detail and underline the words that emphasise the sequence of steps.
- Check answers.

ANSWERS: First ...; Then ...; When ...; Finally, ...

4c

- Have the students read the list and choose one they would like to be able to do.
- Have the students move around the classroom to find someone who can explain the process to them. They should write down the instructions as their partner explains.
- Monitor the interactions for the use of conditional sentences, making a note of any particular areas of difficulty.
- Have various students read the instructions they have written.
- Provide feedback on any areas of difficulty with conditional sentences. You could invite students to comment on the accuracy of any conditional sentences.

Workbook D

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

Preparation

For lesson 4 Additional exercise 1, find Web pages on the Internet with information about online courses.

4 Saudi Arabia and the World: new technologies

Aims Activation (+ Analysis)

Discourse objective

- Develop the unit topic: keeping up with technology
- Expose students to extended written discourse
- Expose students to spoken discourse (discussion on energy)

Language objectives

- Teach vocabulary related to technological developments

Specific skills objectives

- Develop reading skills: reading for specific information
- Develop listening skills: listening for specific information
- Develop writing skills: writing a short essay
- Develop speaking skills: making predictions and giving opinions

1 Speaking and reading **D**

1a

- Tell the students that they are going to read a text about a technological development.
- As a whole class, ask the students to look at the photograph of the scientists and to say what they think the people's jobs are and why they think that. Any relevant vocabulary elicited from the students should be written on the board.

1b

- By way of preparation for the reading, which contains a number of quite difficult lexical items, draw the students' attention to the box with vocabulary in it and the meanings 1–5 beneath the box.
- Put the students into pairs and ask them to match the words in the box with their meanings. At this point it is OK for the students to ask the teacher for help, but students should be encouraged to make intelligent guesses first, by answering some questions, e.g. *Do the words look like adjectives?*, *Do the words look like other words you know?* etc.
- Go through the answers with the class as a whole.

ANSWERS: 1 banknote 2 illegal 3 rewarding 4 memory chip 5 trace

1c

- Have the students read through the six questions briefly so that they know what kind of information they are going to be looking for.
- Ask the students to read the text and answer the questions. This is a relatively difficult text, so time should be given, but students should be reminded of how long they have to do the exercise (this will depend on the general ability of the class). If they cannot find the answer to one (or more) of the questions, they should move on to the next question.

1d

- In pairs, students check each other's answers.
- Go through the answers with the class yourself. Ask the students to point out where in the text they found the answers.

ANSWERS: 1 KAUST 2 Three 3 Yes, it has. 4 By allowing them to be able to trace money, for example. 5 Where and when money is used. 6 It was fun and rewarding.

1e

- Either as a whole class discussion or with students in small groups, have the students discuss what they think of the development described in the text. What do they think are the advantages or disadvantages of the invention? E.g. good for catching criminals, but could be expensive to set up.

2 Speaking and listening

2a

- Explain that the students are going to read a text about the future of energy in Saudi Arabia.
- Ask the students to look at the picture of the oil field and in a whole class warm-up discussion, to say what they think about it. Do they feel positively or negatively? Ask them the questions in exercise 2a in the Student's Book and encourage them to expand on their ideas.

2b

- Tell the students that they are going to listen to two people speaking about technology and oil.
- Give the students a short time to look at the notes in the exercise and to predict how each of the notes might end.
- Play the recording and have the students complete the notes. Remind them that their notes should be as brief as possible, so that they do not miss what is being said in the recording. You might like to play the recording twice so that students can hear as much as possible.

Lesson 4 Keeping up with technology

AUDIOSCRIPT TRACK 33

Tariq: Hi, Sami. I read an article about oil yesterday. It was about technology and oil. How long do you think our oil will last, Sami?

Sami: I don't know. Maybe 50 years.

Tariq: Well, according to the article, it could last 140 years.

Sami: No, there's not enough oil.

Tariq: Not yet. But the article said we could do a lot of things to make it happen.

Sami: For example?

Tariq: Well, new oil fields need to be found. Now that oil exploration technology has improved, that is possible.

Sami: True, but where?

Tariq: The article said if we explored below the sea, we might find more fields there. It's cheaper to explore below the sea these days, again because of technological development.

Sami: That still isn't enough for 140 years.

Tariq: You're right, but there are existing oil fields that have been closed. Now with better technology we should reopen them.

Sami: And what about the environment?

Tariq: The article didn't say much about that. But of course, we must protect that.

Sami: I agree.

2c

- Put the students into pairs to discuss how they completed the notes.
- Check the answers yourself with the students as a whole class.

ANSWERS: 1 140 years 2 more / new oil fields 3 under the sea 4 be reopened 5 be protected

2d

- Put the students into small groups, each with a spokesperson. In the group, the students must say what they think about the ideas in the listening text.
- Tell each spokesperson to give his or her group's views on the information in the listening in front of the whole class. The other students can give their opinions too.

3 Grammar builder: time clauses with past, present and future forms

3a

- Draw the students' attention to the *Grammar builder* and elicit from them what they know about the conjunctions in the list, e.g. meaning, use etc.
- Ask the students to get into pairs and discuss the sentences together to answer the questions.
- Go through the sentences with the students, eliciting answers to the questions. It would be a good idea to use the *Language assistant* at this point to review and explain in more detail how tenses are used with these conjunctions.

ANSWERS: all basic tenses are used so you can use all basic tenses with these conjunctions.

3b

- Ask the students to complete the sentences in the exercise individually. Encourage them to look very carefully at the sentences to get clues about which tenses to use, and also to refer to the Language assistant box to remind themselves of the rules.

ANSWERS: 1 went / fell 2 read / am travelling 3 will help / gets 4 will study / leave 5 cleans / goes 6 became / had visited 7 drink / gets

3c

- Ask the students to check their answers with a partner.
- Go through the answers with the class referring to the *Language assistant* as necessary.

3d

- Ask the students, still in pairs, to write three or four sentences of their own to practise using the conjunctions studied.
- Have some of the students read out their sentences to the class and correct as appropriate.

ANSWERS: Students' own answers.

4 Speaking and writing

4a

- Explain to the students that they are going to write a short essay on energy use in Saudi Arabia. For this essay they will need some ideas and opinions.
- Put the students into groups to discuss what kind of energy they think will be used in Saudi Arabia in the future. Remind them that they should have reasons for their ideas.

4b

- Put the students into pairs. Now they should make notes on what they have discussed and prepare for the essay *Energy use in Saudi Arabia now and in the future*. Remind them that there are two parts to this essay.

4c

- Individually, the students must write two paragraphs on the topic.

4d

- Once again, put the students into pairs and ask them to check each other's work, not only for linguistic errors but also for content and ideas. Tell them to make any necessary changes.

4e

- Choose some of the students to read their essays in front of the class. Be sure to praise both good language use and interesting ideas, so as to encourage subsequent students when it is their turn to read aloud.

7 House and home

1 Home away from home

Aims Access (+ Analysis + Activation)

Discourse objective

- Establish the unit topic: the built environment

Language objectives

- Familiarise students with intonation in questions
- Teach vocabulary for describing college living
- Preview target grammar of the next lesson (phrasal verbs)

Specific skills objectives

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

1 Speaking and listening

1a

- Draw the students' attention to the lesson title, *Home away from home*, and have them speculate about the meaning of the phrase.
- Have the students look at the three photographs showing different types of accommodation. Ask them to identify each type (a family home in a suburb, an apartment in an apartment building, a townhouse).

Alternative: Write *apartment building*, *townhouse* and *family suburban home* on the board and have the students match them to the photographs.

- Elicit first the good points about living in each place, and then the bad ones. You could ask the students to do this in pairs. Have each pair make a list of good and bad points for each type of accommodation, and then ask pairs to report back to the class.

Additional E

Put the students into small groups and have them create fictional people who live in each of the types of accommodation shown. Ask them to provide as much detail as they can about the type of person who lives in these places. Have the groups share their ideas and comment on each other's opinions.

1b

- Explain to the students that they are going to listen to Jack, a student, talking to his brother Alex, on the telephone. Have the students read the list of points.
- Play the recording. Have the students listen and tick the points the student mentions, and then check answers.

ANSWERS: classes dorm apartment email

AUDIOSCRIPT TRACK 34

Jack: Hi, Alex, how are you doing?

Alex: Great! Classes have started, I've signed up for a couple of extra courses, Arabic and photography.

Jack: Gee, it sounds interesting! I can't wait to get out of high school. College sounds more interesting.

Alex: And I've found a great place to live. You know how I used to live in the dorm? It was fun in the dorm at first, but it was a bit like being back at school with all the rules so, I decided to leave and now I'm sharing a rented apartment with two other guys.

Jack: Wow! Can you do that?

Alex: Sure, no problem.

Jack: What did mom and dad say?

Alex: Oh, they're happy. Mom kept going on ... am I looking after myself, am I eating properly? You know how she worries! But I told her that everything's fine, and I'll come home on weekends for some of her home cooking.

Jack: What's it like living in your own apartment?

Alex: Fantastic. I get on really well with the other two guys. You and mom and dad must come over and visit sometime.

Jack: That'd be great. Sorry, Alex. I have to rush to class. I'll email you in the week, OK?

Alex: OK, Jack. Bye.

1c

- Have the students read the questions carefully.
- Play the recording again, and have the students listen and write down the answers to the questions.
- Play the recording again, pausing after each answer for the students to check their answers.

ANSWERS: **1** Because he is away studying at college. **2** They didn't have any freedom. **3** In an apartment with two guys. **4** Photography and Arabic. **5** Very happy. He enjoys the freedom.

Lesson 1 House and home

2 Pronunciation: intonation in questions **D**

2a

- Write the four questions on the board. Play the recording. Have the students listen carefully to the questions and comment on which ones have the same intonation.
- Play the recording again. Have the students repeat the questions.
- Invite one or two students to ask the questions using the correct intonation.
- Elicit why the intonation is different in the two different kinds of questions.

ANSWERS: Questions 1 and 3 are *wh*- questions (or information questions).
Questions 2 and 4 are *yes / no* questions.

AUDIOSCRIPT TRACK 35

See Student's Book p. 58 exercise 2a

2b

- Put the students into pairs. Have each pair practise asking the questions with the right intonation.
- Monitor and refer any student having difficulty to the distinction between the two kinds of questions in exercise 2a.
- Play the recording. Have the students listen to the questions to check their intonation.

AUDIOSCRIPT TRACK 36

See Student's Book p. 58 exercise 2b

3 Speaking and reading

3a

- Put the students into pairs or small groups and ask them to discuss the question. Ask one person in each pair or group to take notes.
- You could ask the students to discuss other aspects of student life, such as whether students normally have to provide their own furniture, and their own kitchen equipment, etc.
- Allow time for students to complete the activity, and then have some pairs / each group report back to the class.

3b

- Explain that students often have questions about college accommodation and that answers to the most common questions can usually be found on the college's website.
- Have the students read the questions that students at KSU may have about accommodation. Deal with any new vocabulary, e.g. *campus, facilities*.
- Now have them read the web page to find the information that answers the questions.
- Elicit answers, asking the students to refer to the parts in the text that gave them the answer.

ANSWERS: **1** The apartments are on the university campus only minutes away from the college, the library and the laboratories. **2** No – the apartments are fully furnished. **3** Yes – there are three-bedroomed apartments and villas. **4** All apartments have access to integrated Internet, telephone and television facilities. **5** There is air conditioning throughout the housing complex which adapts the temperature to the environment outside and is regulated by smart electronic technology. **6** One academic year.

Additional **E**

Ask the students to imagine what it is like living in a college dorm. Have them imagine that they are one of the people in the photograph, away at college for the first time. Ask them to write a letter home to their parents describing their experiences.

4 Word builder: college living

4a

- Explain to the students that they are going to consider three different situations for students: living in an apartment (A in the table), living in a dorm (D in the table), and living at home (H in the table). Check comprehension of *dorm* by eliciting a definition from students.
- Have the students read the list of characteristics. Check comprehension by asking them to paraphrase or to provide a definition of each characteristic.
- Have them look at the example and tell you why all three are checked.
- Put the students into groups of three and ask them to decide whether each characteristic is usually available in that kind of accommodation.
- Allow time for the students to complete the table.

4b

- Have each group compare their answers to exercise 4a with another group's.
- Elicit to what extent their answers agreed.
- With students still in groups, ask them to discuss the advantages and disadvantages of the types of accommodation for college students.
- Have them make a list and decide which type of accommodation they would prefer to live in if they were a college student.

Additional **E**

Have students role-play the situation where a student wants to live in one type of accommodation while his / her parents want the student to live in another. For example, the student may want to live in an apartment, while the parents want the student to live in a dorm. Put students into groups of three and assign roles – Student A plays the part of the student and Students B and C play the part of the parents. Ask them to draw on the ideas about accommodation generated through their earlier discussions. You could invite one or two groups to perform their role-plays in front of the class.

Workbook **D**

Have your students work through the exercises on pages 40 and 41. Answers on page 83.

2 Decoration

Aims Analysis (+ Access)

Discourse objectives

- Develop the unit topic: interior decoration
- Expose students to extended formal written discourse

Language objective

- Teach phrasal verbs (meaning and grammar)

Specific skills objective

- Develop reading skills: reading for gist

1 Speaking and listening

1a

- Put the students into pairs. Have them look at the picture of a room.
- Ask the students to discuss ways in which they would change the room to make it look nicer. Have them consider the decoration, the furniture, etc.
- Monitor the discussions and make a note of any recurring errors to deal with later. Pay particular attention to conditionals and ways of making suggestions.
- 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 listen to a conversation between two people. Have them read the questions and speculate on possible answers.
- Play the recording. Have the students listen to the conversation and take notes on the answers to the questions.
- Before checking the answers, have the students compare their answers with a partner.

ANSWERS: 1 Dan's roommate, Scott 2 He thinks it's horrible. 3 the wooden floor 4 It will be expensive.

AUDIOSCRIPT TRACK 37

Jack: Thanks for inviting me to your place, Dan!

Dan: It's my pleasure.

Jack: Er, Dan. Did you decorate this room?

Dan: No. Scott, my roommate, did, but he moved out. Horrible, isn't it?

Jack: Yes, it certainly is, why don't you change it?

Dan: Hmm, any ideas?

Jack: Yes, repaint the walls a lighter colour. Then, throw out the furniture and get something that matches the walls – maybe use beige or white.

Dan: Sounds good. I think I'll change the light too and buy a new lamp.

Jack: Definitely. That rug is awful. You couldn't give it away!

Dan: Yes, it's a really revolting colour, isn't it? The floor is nice – parquet. It doesn't need a rug.

2 Speaking and reading **D**

2a

- Put the students into groups of three. Have them make a short list of the things that affect the decoration of a room.
- Allow time for students to complete the activity, and then have one or two groups read out their lists.

Alternative: Draw up the list as a whole-class activity. Ask different students to contribute an idea each. Check with the rest of the class if they agree with the ideas offered.

- Then have the students quickly read the excerpt and compare their ideas with what the article says.
- Elicit from each group to what extent their list of ideas corresponds to the ideas mentioned in the excerpt.

ANSWERS: According to the excerpt, the key elements that influence decoration are the use of space, the use of light and colour, and the use of decorative objects. Personal taste and the specific use of a room are also mentioned.

Teaching tip Before students read the excerpt, you may want to point out that the information they are looking for is all contained in just one paragraph. Ask them to identify the paragraph (the first) and have them read only that one.

2b

- Have the students read the whole excerpt and decide which room is being discussed in each paragraph.
- Have them write the name of a room in each space in the excerpt.
- Check answers.

ANSWERS: 1 bedroom 2 kitchen 3 living room

Additional **E**

Hold a brief whole-class discussion on whether they agree with the excerpt's views. Then have the students look at the photograph, and ask if they think the principles put forward in the excerpt have been carried out in the living room in the photograph.

Lesson 2 House and home

2c

- Put the students into pairs. Ask them to describe a room that is special to them.
- Encourage the student listening to ask relevant questions and take brief notes.
- Allow time for students to complete the activity, and then have various students comment on what their partner said about the room.

Alternative: You could put the students into small groups and ask them to consider how living spaces will change in the future. Have them imagine a home of the future and make a list of changes they expect to see. Encourage them to think beyond the fact that there will be more technology and ask them to consider what changes we might see in interior decoration.

3 Word builder: phrasal verbs

3a

- Write the three example sentences on the board. Point out that the main verb in each sentence is composed of more than one word. Underline the phrasal verbs.
- Ask the students to suggest meanings for the phrasal verbs in the examples.
- Put the students into pairs, and have them underline the phrasal verbs in the remaining sentences.
- Have them discuss what the phrasal verbs mean, using a dictionary if necessary. Encourage them to try to figure out the possible meaning from the context before consulting a dictionary.
- Check answers and elicit the meanings of the phrasal verbs.

ANSWERS: 4 Put ... away 5 gave away 6 take down
7 turned ... off 8 went out 9 put up with 10 broke down

Teaching tip Remind students that if they cannot find the phrasal verb they are looking for under the verb itself, they may find it under the entry for one of the other words, e.g. *take care of* may be found in the entry for *care* rather than *take*.

3b

- Have the students read the sentences and complete them using phrasal verbs from exercise 3a. Point out that in these sentences they may need to use a different form of the verb from those in exercise 3a.
- Check answers.

ANSWERS: 1 gone down 2 put up with 3 put 4 away
5 turn 6 down

Additional E

Have the students write their own sentences using the phrasal verbs from exercise 3a that do not appear in exercise 3b. This could be done in pairs. Invite students to read their sentences aloud.

Teaching tip Students welcome the opportunity to construct their own items. You may want to ask them to write sentences with the phrasal verbs missing. Students then exchange sentences with a partner and attempt to complete them.

4 Grammar builder: phrasal verbs

4a

- Have the students read the introductory information about phrasal verbs.
- Write the first example sentence on the board and elicit whether the phrasal verb has an object (*yes, your apartment*). Underline it in colour on the board.
- Direct students' attention to the other examples where the objects are underlined and the verbs without an object are circled.
- Have the students do the same thing with the remaining sentences in exercise 3a.
- Check answers.

ANSWERS: Underline (+ object): 4 them 5 their old car
6 that old bathroom mirror 7 the water 9 the mess in John's bedroom; Circle (no object): 8 went out 10 broke down

4b

- Explain to the students that phrasal verbs are of different types. Write the three types on the board together with the examples.
- Put the students into pairs and have them classify the phrasal verbs in exercise 3b according to type.
- Check answers.

ANSWERS: Type 1: put up with Type 2: go down
Type 3: put away, turn down

Additional E

If you feel your students need more practice in identifying phrasal verbs, play the recording for exercise 1b again. Have the students listen and write down all the phrasal verbs they hear (*move out, throw out, give away, take down*). Check answers, and then have the students classify *throw out* and *give away* (both Type 3).

4c

- Put the students into pairs, and ask them to discuss the questions.
- Monitor the conversation, paying particular attention to the use of phrasal verbs. Make a note of any particular difficulties.
- Allow time for students to complete the activity, and then have each pair report back to the class.
- If there are any particular difficulties, review the material on phrasal verbs with the students.

ANSWERS: 1 off 2 up 3 in 4 up

Workbook D

Have your students work through the exercises on pages 42 and 43. Answers on page 83.

3 Street scenes

Aims Analysis (+ Access)

Discourse objectives

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

Language objective

- Teach *used to* and *would*

Specific skills objectives

- Develop listening skills: listening for specific information
- Develop reading skills: reading for gist
- Develop writing skills: writing a descriptive paragraph

1 Listening and speaking

1a

- Put the students into pairs or small groups. Have them look at the two photographs and compare them. Have them make a list of similarities and differences.
- Allow time for students to complete the activity, and then have some pairs / each group report back to the class.

Alternative: Have the students look at the photographs and say which area they would prefer to live in and why. Write a list of the points made on the board in four columns, two columns – one for advantages, one for disadvantages – for each photograph.

1b

- Explain to the students that they are going to hear a conversation between two people who both live in one of the areas shown in the photographs.
- Play the recording. Have them listen to the conversation and decide which of the areas the speakers live in. Have them also take notes on the points about their area that the speakers mention.
- Play the recording again if necessary.
- Have the students compare their answers in pairs, and then check answers with the class.

ANSWERS: The speakers are talking about the area shown in the second photograph. They mention: the apartments, the houses that used to be there, seeing neighbours, kids playing in the street, the play area, the supermarket and gardens.

AUDIOSCRIPT TRACK 38

- Sandra:** Morning Mrs Solano. How are you today?
Mrs Solano: Oh, hi Sandra. OK, but the lift's not working again.
Sandra: Oh, no! And I have a load of shopping. Let's sit outside for a while.
Mrs Solano: It's nice here but I miss my garden. I used to have a nice garden.
Sandra: A garden! Really! So you lived here before they built the apartments?

Mrs Solano: Yes. Look, here's a photo of the street before they developed it. The houses were small but there was more contact with people.

Sandra: I know what you mean. I've lived in my apartment three years and I've only met two people.

Mrs Solano: I used to see my neighbours almost every day. The kids would always play in the street except in winter.

Sandra: Really? Well, we have the play area but it's not a very pleasant place for the kids to play.

Mrs Solano: You're so right! The apartments are very functional, but for older people it's quite lonely sometimes.

Sandra: I can imagine. Well, I like it here but I've always lived in apartments. They're easy to keep clean and they're cheaper than houses. The supermarket is really convenient, too. Still, I'd love to have a garden.

Mrs Solano: Yes, we used to have some nice flowers and an apple tree in ours.

Sandra: OK, let's see if the lift is working and you can come up and have a cup of coffee.

Mrs Solano: Thanks. I'd love to.

Additional E

Elicit the meaning of *residents' association*. Put the students into groups of six or more and ask them to role-play a residents' association meeting. Have them take the roles of a chairperson, the two speakers in the recording, plus other residents. Have them discuss the problems and explore possible solutions as part of the role-play.

1c

- Have the students read the list of points about the neighbourhood. Before they listen, ask them to try to remember which of the points were mentioned by the speakers.
- Play the recording again. Have the students listen and tick the points mentioned.
- Check answers.

ANSWERS: Students should tick statements 1, 2, 4, 6, and 7.

Lesson 3 House and home

2 Grammar builder: *used to* and *would*

2a

- Have the students read the three sentences. Point out that all the sentences come from the conversation the students have just heard.
- Put the students into pairs. Have them choose the correct options to complete the sentences that explain the uses of *used to* and *would*.
- Check answers.
- Elicit from students the rule that *used to* can describe past habits and states while *would* can be used for past habits, but not for past states.

ANSWERS: 1 habit, can 2 habit, can 3 state, can't

2b

- Have the students read the sentences and decide whether both options are possible or only one of them is.
- Check answers.

ANSWERS: 1 both *used to* and *would* 2 only *used to*
3 both *used to* and *would* 4 both *used to* and *would*
5 only *use to*

Language help

Draw the students' attention to the question form of *used to* in sentence 5. Elicit the negative form (*didn't use to*). Tell the students that another common negative form of *used to* is *never used to*, and provide an example sentence on the board, e.g. *The neighbours never used to complain about the noise*. The negative form often implies that now the situation is opposite to what it was in the past.

3 Speaking and reading

3a

- Have the students quickly skim the article in order to identify the paragraph that matches the photograph. Do not explain new vocabulary at this point.
- Elicit the answer, and then ask the students how much of each paragraph they had to read before they could eliminate or choose it. They should have been able to decide after reading only the first sentence.
- Now have them read the whole of paragraph 3 and find out which country the photograph was taken in.
- Check the answer.
- Finally, have the students read the other paragraphs quickly and guess the names of the city or country they describe.
- Elicit suggestions and ask what information in each paragraph led them to their answers.

ANSWERS: The photograph matches paragraph 3. The photograph was taken in Saudi Arabia, since the paragraph mentions Islamic sites, like the Masmak Citadel.
1 Cairo, Egypt. 2 India. 4 New York, USA.

3b

- Put the students into pairs. Have them read the article again in more detail. Explain any new vocabulary, and ask the students if each new word / phrase is typical of any tourist brochure or relevant only to that particular place.
- Ask the students to imagine that they are going to visit each of the places mentioned and to discuss what they could do in each place.
- Have them also decide which of the four places mentioned they would like to visit most. Ask them to try to reach an agreement.
- Allow time for students to complete the activity, and then have each pair report back to the class.

Additional E

Have the students imagine they are on holiday in the place they have chosen. Ask them to write a letter to a friend back home about their visit, describing the street scenes, the people, and everyday life in the country.

4 Speaking and writing D

4a

- With the students still in pairs, have them read the instructions. Ask them to discuss the questions.
- Check answers.

ANSWERS: 1c 2b

4b

- Have the pairs discuss what they are going to include in their paragraph for the tourist brochure. Have them take notes to answer the questions, adding any other relevant information they think would interest tourists.
- Allow time for students to complete the activity, and then have each pair report back to the class.
- You may want to make a master list of ideas on the board so that all students can take advantage of other students' ideas.

Teaching tip Remind students that their notes should be kept brief, using key words / phrases only and abbreviating words where possible.

4c

- Ask the students to write their paragraphs, using the article as a model. Remind them to use an informative style and to bear in mind that the readers will be tourists visiting their city.
- When students are finished, have them swap paragraphs with a partner and compare what they have written.
- Invite some students to read their paragraphs aloud to the class.

Alternative: You could have the students work in pairs while writing, producing a paragraph together about their chosen city street.

Additional E

Display the students' paragraphs around the classroom. Give them time to read each other's work, and then have them vote on which paragraph they think gives the best impression of their city.

Workbook D

Have your students work through the exercises on pages 44 and 45. Answers on page 83.

4 Saudi Arabia and the World: holidays

Aims Activation

Discourse objective

- Develop the unit topic: house and home
- Expose students to written discourse (travel destinations brochure)
- Expose students to spoken discourse (semi-formal telephone conversation)

Language objective

- Review likes and dislikes
- Brief review of *there is / there are*

Specific skills objectives

- Develop reading skills: reading for gist and specific information
- Develop listening skills: listening for specific information

1 Speaking and reading

1a

- Tell the students they are going to read some texts about different holiday destinations.
- As a whole class, ask the students to look at the photograph in the mountains and ask them if it is the kind of place they would like to visit for a holiday. Encourage them to expand their answers by giving reasons for their ideas. If they do not like this kind of place, ask them what kind of places they do like.

1b

- Have the students read the four texts and ask them to match the texts with the type of holiday they describe.

1c

- Put the students into pairs and ask them to compare their answers. They should discuss which words or ideas in the texts helped them to choose their answers.

ANSWERS: 1 Dubai 2 Al Hijr 3 Taif 4 Saudi Arabia

Alternative: This reading could also be done as a kind of jigsaw reading. Put the students into groups of four and allocate one reading to each person. They should then read their text and try to remember as much about it as they can. They may take brief notes if they wish. When all the students have finished reading, they should present their information orally and as a group. The members decide on which holiday type it is. Then they can all read the four texts and decide on the vocabulary which helped them decide on their answers.

2 Speaking and listening

2a

- Draw the students' attention to the photograph of the hotel. Tell them to look at the photo and ask if they have ever stayed in a hotel like it before. Elicit from the students the kinds of amenities they would expect to find in such a hotel. Encourage them to expand their answers by giving reasons, e.g. *I'd expect to find a pool because it's in a summer holiday resort*, etc.

2b

- Tell the students that they are going to listen to a telephone conversation between a receptionist and a customer.
- Ask the students to look at the table in 2c for the information about the hotel.
- Put the students into pairs and have them discuss what the receptionist might say in each of the categories (*tennis* is already included as an example).

2c

- Play the recording and have the students complete the table by writing brief notes in each empty box (more can go in the box with tennis too). Remind the students to keep their notes brief, as they might miss some information if they are busy writing. If necessary, the students can listen to the recording twice.

AUDIOSCRIPT TRACK 39

- Reception:** Taif Central Hotel. How can I help you?
Customer: I'm staying at the hotel next weekend and would like some information.
Reception: Certainly, Sir. What would you like to know?
Customer: Well, we're coming for a break from work so what leisure facilities are there?
Reception: Tennis, bowling, squash and, of course, the new swimming pool.
Customer: That's great. My wife loves playing tennis. What else is there in the hotel?
Reception: There's a restaurant or Room Service, of course, if you'd prefer that. We've also got a Business Centre.
Customer: I don't think I'll need that. I'll be bringing my computer. How much is wifi?
Reception: Nothing, sir. That's included in the price, as well as parking. Will you be coming by car, Sir?
Customer: Yes, do I need to reserve parking?
Reception: No, the car park's quite big.
Customer: One more thing, my daughter will be coming. She's only five, so can we have an extra bed for her?
Reception: Yes, but there is a small charge for that.
Customer: That's fine. Well, thank you very much, I'll see you next week.
Reception: OK, check-in is from 2 pm and check-out at 11 am.
Customer: Oh right. Thanks.

ANSWERS:

Sports Activities	tennis, bowling, squash, swimming
Services	restaurant, room service, business centre
Internet	wifi free
Parking	free parking; reservation not needed
Extra beds for children	small charge
Check-in	2 pm
Check-out	11 am

2d

- Put the students into pairs and ask them to compare their notes with each other. When the students have finished comparing, go through the table with the students so that they can complete the table correctly.
- Draw the students' attention to the *Language assistant* box with information about *there is* and *there are*. Elicit from the students when to use each one and refer them to the box if there are any problems. You might also mention here that we use *there is* when we have an uncountable noun following it, e.g. *There is oil in the east of Saudi Arabia*.

3 Grammar review

3a

- Tell the students that they are going to review some expressions to indicate likes and dislikes.
- Draw the students' attention to the *Grammar review* box on page 65.
- Go through the information at the top of the box with the students and try to elicit other ways of expressing likes and dislikes.
- Have the students write the verbs in the white box in the correct place on the lines below (positive and negative).
- Go through the answers with the students.

ANSWERS:

Positive: enjoy, like, love
Negative: hate, can't stand, despise

3b

- Have the students put the verbs in order of how positive or negative they are, as stated in the Student's Book. Don't be too strict with this exercise, as there is not a great deal of difference between some of the words in terms of how good or bad they are.

ANSWERS:

Positive: 1 love 2 enjoy 3 like 4 hate 5 can't stand 6 despise
(enjoy and like are quite similar)

3c

- Have the students write sentences about their own lives using the verbs studied. Remind them to use the *-ing* form with all of them.

3d D

- Ask some of the students to read their sentences in front of the class and praise good use, so as to encourage subsequent students when they read their sentences.

4 Speaking and writing D

4a

- Tell the students that they are going to write a short story about a stay in a hotel which started badly, but ended well, as in the Student's Book.
- Give the students time to make notes on their storyline. They can use their imagination and if it is better in your class, you can put them into pairs to come up with ideas.

4b

- Have the students write their stories and when they have finished, ask some of them read their stories in front of the class. The class can choose the best story.

8 Crime and law

1 Unsolved crimes

Aims Access (+ Activation + Analysis)

Discourse objectives

- Establish the unit topic: crime and the law
- Expose students to extended formal written discourse

Language objectives

- Teach vocabulary related to JFK's assassination
- Teach vocabulary related to crime
- Preview target grammar of the next lesson (past perfect)

Specific skills objectives

- Develop reading skills: reading for specific information
- Develop listening skills: listening for gist

1 Speaking and reading

1a

- Draw the students' attention to the lesson title, *Unsolved crimes*, and elicit any examples of unsolved crimes they are aware of.
- Point out the photograph of John F. Kennedy and elicit what students know about him. Accept all ideas at this stage and avoid correcting factual mistakes, but allow students to correct each other if they want to.
- Make a note of students' ideas on the board.

1b

- Put the students into pairs or small groups and have them read the words in the box. Do not allow students to consult their dictionaries at this stage.
- Have the students discuss the meanings of the words and write a brief definition for those words they know already.
- Have the students read out their definitions. You could have the class choose the definition they like best.
- Ask the pairs / groups to check each definition they have written against the dictionary definition, and also to look up the meaning of the words they do not already know.

Additional E

Have the students write a short paragraph about an imaginary crime, using all the words. Ask them to try to use all the words in a realistic way in as few total words as possible. They can use the words in singular or plural form. Have student volunteers read their paragraphs aloud and ask the rest of the class to comment on what they hear.

1c

- Ask the students to read the questions. Check comprehension, and then have the students speculate on possible answers to the questions before they read the article.
- Have the students read the article and find the answers to the questions.
- Before you check answers, have the students compare answers with a partner's.

ANSWERS: 1 Four (President Kennedy, Governor Connally, a man, a police officer). 2 Lee Harvey Oswald.

3 He was killed by Jack Ruby. 4 President Kennedy was shot from the Schoolbook Depository Building by Lee Harvey Oswald, working alone. 5 Witnesses reported that shots had been fired from a nearby park. 6 18 important witnesses died.

2 Speaking and listening D

2a

- Put the students into pairs. Have them look at the two paintings and say what they think of each. Encourage them to express how the paintings make them feel and what the paintings remind them of.
- Ask the students to speculate about how the paintings may be connected to crime. Allow time for students to complete the activity, and then have each group report their suggestions to the class.

ANSWERS: 2 The paintings are connected to crime because the interview is about art theft and these paintings were famously stolen from art galleries.

2b

- Explain to the students that they are going to listen to a radio interview and check their answers to how the two paintings are connected to crime.
- Play the recording. Have the students listen and check their answers.

AUDIOSCRIPT TRACK 40

Presenter: Our topic today is art theft and Mark White of Interpol is here to tell us more.

Mark: how big a business, if you can call it that, is the theft of art works?

Mark: Very big indeed. It's a multi-billion dollar business.

Presenter: Is it on the increase?

Mark: Well, it's got more and more difficult to sell stolen art, so thefts are actually declining a little, but there are still many old cases and new cases to solve.

Lesson 1 Crime and law

Presenter: How old?

Mark: Well, there are famous works of art that were stolen a century ago or more and are still missing. But, for example, on November 12th, 1972, nine Impressionist paintings worth millions of dollars were stolen from the town hall of Bagnols-sur-Cèze, France. They included a Bonnard, two Dufys, a Matisse, two Renoirs, and a Vuillard. None of them has yet been recovered.

Presenter: And recent cases?

Mark: Well, the twenty-first century began with the theft of a \$4.5 million Cézanne landscape from Oxford's Ashmolean Museum at 1:30 on New Year's Day morning. Thieves broke in through a glass skylight in the roof while the streets were full of people.

Presenter: That was certainly a bad start to the century.

2c

- Have the students read the questions. Invite them to speculate about the answers based on what they remember of the interview. Do not confirm the correct answers at this point.
- Play the recording again. Have the students listen and answer the questions.
- Have the students compare their answers with a partner before you check them with the class.

ANSWERS: 1 It is decreasing (because it's getting more and more difficult to sell stolen art). 2 Nine. 3 January 1, 2001, 1:30 a.m.

Learning tip

- Have the students read the *Learning tip*. Invite them to comment on whether they think the advice given is useful.
- You could have the students discuss other ways in which they can make their listening more effective, or you could have them work in groups and produce a list of their own tips for listening.

Additional E

Have the students discuss if they would want a famous painting for its monetary value or its aesthetic value.

3 Word builder: crime

3a

- Write the four verbs on the board. Ask the students if they already know the meaning of any of them, and elicit definitions. Do not say if they are right or not at this stage.
- Draw the students' attention to the definitions in the Student's Book and ask them to match them with the verbs.
- Check answers. Point out the differences between *rob* and *steal*, and between *murder* and *assassinate*.

ANSWERS: 1c 2d 3a 4b

Language help

Many languages do not draw the same distinctions between verbs such as *rob* and *steal* or *murder* and *assassinate*. If this is true in the students' language, have them pay particular attention to these distinctions and compare them with similar terms in their own language or any other languages they know.

3b

- Have the students complete the sentences using the verbs from exercise 3a in the correct form.
- Check answers.

ANSWERS: 1 murdering 2 robbed 3 stolen 4 assassinated

Learner development

Explain to students that when they are presented with a task such as that in exercise 3b, they need to see the task in two stages. First, they need to read the sentence as a whole to understand the gist and the context. This enables them to identify the meaning of the missing word. Once they have decided which word is needed, they then need to look at the sentence in more detail to decide what grammatical form of the word they need.

3c

- Draw the table on the board as it appears in the Student's Book.
- Put the students into pairs and have them work together to complete the table.
- Allow time for students to complete the activity, and then ask different pairs for the answers to different blanks in the table.
- Complete the table on the board according to the students' suggestions.

ANSWERS:

Crime	Criminal	Verb
theft	<i>thief</i>	rob / steal
robbery	robber	<i>rob / steal</i>
murder	murderer	murder
assassination	assassin	assassinate

- You may want to inform students that there is a verb *to thief*, meaning *to steal*, but that it is rarely used.

3d

- If you asked the students to complete the table individually, allow them the opportunity now to compare their answers with a partner's.

Alternative: You could have the students write example sentences using the words in the table, but leaving a blank instead of writing the word. Put the students into small groups. Have them take turns reading their sentences aloud and having the other students provide the missing words. Monitor the groups for correct use of the words.

Workbook D

Have your students work through the exercises on pages 46 and 47. Answers on page 84.

Preparation

For lesson 2 Alternative exercise 2b, prepare a set of half-sentence strips for each group.

2 Crime and punishment

Aims Analysis (+ Access)

Discourse objectives

- Develop the unit topic: early Australian history
- Expose students to extended written discourse (book extract)

Language objectives

- Review the past perfect
- Teach pronunciation of past simple forms

Specific skills objectives

- Develop reading skills: reading for specific information
- Develop speaking skills: preparing and giving a short talk

1 Speaking and reading

1a

- Have the students look at the photograph at the top of the page and identify the place (Sydney Harbour Bridge).
- Put the students into groups, and have them discuss what they already know about Australia. Have them make a list of points.
- You could put headings on the board to help guide their discussion. Possible headings include *Population? History? Economy?* Encourage them to speculate when they aren't sure of information.
- Allow time for students to complete the activity, and then have each group report back to the class.
- You may want to point out that they will learn more about some aspects of Australia during the course of the lesson, but possibly not find confirmation of everything they have discussed. You could also invite them to find information independently on aspects of Australia they have discussed which are not covered in the book extract.

Learner development

Students learn best when they are encouraged to be independent. Look for opportunities in your students' education for them to find out information independently. Encourage them to research topics and to find articles / websites related to the material being covered in their Student's Book.

1b

- Explain to the students that they are going to read an extract from a book about Australia.
- Have the students read the statements. Explain that they need to read the extract quickly, looking for the dates when each event happened (scanning). Ask them not to read the extract in detail at this stage, but to concentrate on finding the specific information they have been asked to find.
- Check answers.

ANSWERS: 1 1783 2 1788 3 1867 4 1901

Alternative: You could do this in reverse, writing the dates on the board and having the students scan the extract for the meaning of the dates.

1c

- Put the students into small groups, and have them read the extract in detail.

- Have them discuss the questions, based on the information contained in the book extract. Have one member of each group take notes.
- Allow time for students to complete the activity, and then have each group report back to the class.

ANSWERS: 1 The British wanted to colonise Australia before the French and they could no longer send convicts to America. 2 It was stopped when a Parliamentary Committee Report condemned it. 3 Crimes like stealing food.

Additional E

Have the students speculate on what life must have been like for the convicts who were transported to Australia. This discussion could form the basis of a writing task, such as a short story or a diary entry.

2 Grammar builder: past perfect

2a

- Elicit what students already know about the past perfect. Do not confirm or correct at this stage.
- Draw the students' attention to the two sentences and explain that they both come from the extract they read in exercise 1. Elicit that the past simple and the past perfect tenses are used. Write the first sentence on the board.
- Have the students identify the order in which the two events in the first sentence happened (first, the Committee presented its report, then parts of Australia still received convicts).
- Elicit that the past perfect is used for an event that happened before another event in the past. Follow the same procedure with the second sentence.
- Have the students find the sentences in the extract and look for a third example (paragraph 2: ... *who had previously been in prison*).

2b

- Have the students look at the information in the two columns. Explain that the events in the left-hand column happened before the events in the right-hand column.
- Have the students complete sentences 1–3 by putting the verbs given into the correct form, past perfect or past simple.
- Check answers.

ANSWERS: 1 established 2 had considered 3 reached 4 had been 5 had committed 6 sent

Lesson 2 Crime and law

Alternative: You could write the three sentences as half sentences on a piece of paper, e.g. *The British established settlements in Australia / after the French had considered colonising the new continent.* Make enough copies for one set per group and cut them into strips with one half sentence on each strip. Have the students close their books. Give each group a set of six strips, in jumbled order, and have them work together to make the three sentences.

3 Pronunciation: past simple forms

3a

- Put the students into small groups. Ask them to put the past simple forms in the box into rhyming pairs.
- Encourage them to say the words out loud in cases where they are not sure.
- Check answers.
- Draw students' attention to the fact that different spellings may be pronounced the same, e.g. *went, met, said*, and that the same spelling may possibly be pronounced differently, e.g. *said, paid*. Have the students look at their answers and find examples of each type.
- Explain that, as with the rest of English spelling, the majority of cases are simple and regular and what students would expect. However, there are certain cases, such as *paid*, that require special attention, and students should make an effort to memorise the pronunciation and spelling of such cases.

ANSWERS: went – sent let – met said – read grew – flew
drank – sank made – paid caught – bought

3b

- Have the students complete the table by writing each past simple form in the correct column.
- Have them compare their answers with a partner before you check them with the class.

ANSWERS:

/e/	/eɪ/	/ɔː/	/æ/	/uː/
fell	came	thought	sat	knew
went	made	caught	drank	grew
let	paid	bought	sank	flew
said				
met				
sent				
read				

Additional E

Using the verb table on Student's Book page 78, students add other past simple verbs to the table, e.g. *ate, became, saw, began, threw*.

3c

- Draw a table on the board with three columns. Write the headings *Infinitive, Past simple, and Past participle*. Have the students copy the table and complete the second column with the past simple tense in the box in exercise 3a.

- Put the students into pairs and have them complete the other two columns. Initially, they should complete as much of the table as they can without consulting a dictionary or reference list.
- Elicit feedback and use students' answers to complete the table on the board. If there are any points for which none of the students knows the answer, have a student volunteer look up the answer in a dictionary or reference list.
- Elicit the correct pronunciation for the infinitive and past participle forms.

ANSWERS: See *Irregular verbs* list on SB page 78.

4 Speaking

- Explain to the students that they are going to prepare a short talk about one aspect of the history of Saudi Arabia. (The example relates to the formation of the Saudi Kingdom.) Get students to think about other significant events in Saudi Arabia's history.
- Read out, or have a student read out the example paragraph. Ask questions to elicit the type of information included (indigenous population, colonising peoples and their attitude toward the native population, changes in culture and form of government), and point out the use of the past perfect.
- Elicit a few suggestions for the information the students could use in their talks.
- Have them take notes for their talk, but discourage them from writing their talk out in full. You may want to have the students prepare in groups.
- Ask for volunteers to give their talk in front of the class or their group. Encourage students, but do not force students who are reluctant to speak in front of their peers.
- Encourage other students to provide feedback, concentrating on positive aspects of the talk.
- You may want to have a vote to choose the talk that students enjoyed the most.

Teaching tip Students differ in the way they respond to peer feedback, and you need to be sensitive to this. Some students welcome constructive feedback from their classmates, while others may feel threatened or may respond negatively to what they perceive as unfounded criticism. Try to be aware of this when you incorporate peer feedback into your teaching.

Workbook D

Have your students work through the exercises on pages 48 and 49. Answers on page 84.

Preparation

For lesson 3 Alternative exercise 1a / 1b, prepare either five true statements from the text about Interpol or five false ones.

For lesson 3 exercise 3, if possible find newspaper features in both English and LI for students to compare.

3 Crime knows no borders

Aims Analysis (+ Access)

Discourse objectives

- Develop the unit topic: Interpol and international crime
- Expose students to extended written discourse
- Familiarise students with newspaper feature articles

Language objective

- Review past tenses

Specific skills objectives

- Develop speaking skills: role-playing an interview
- Develop writing skills: writing a newspaper feature

1 Speaking and reading **D**

1a

- Ask if anybody has heard of Interpol. Elicit anything students know about the organisation.
- Put the students into pairs. Have them discuss the statements and predict whether they think the statements are true or false. Ask them not to read the text at this stage but to make their decision based on what they already know and how plausible the statements seem.

Alternative: Instead of doing exercises 1a and 1b, write five true statements on the board, e.g. *Interpol is not an international police force. / It is more than 80 years old*, etc. Have the students read the text and find the words that prove the statements are correct. This could also be done with false statements, with the students finding the evidence in the text that proves them false.

1b

- Have the students read the text and check their answers.
- Check answers. Encourage students to justify their answers by referring to the point in the text that gives them the relevant information.

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

Additional **E**

Have one or two students close their books and summarize orally what the article says about Interpol. The other students should check that the information is correct. Alternatively, you could give all students a couple of minutes to read the article again, and then ask them to close their books and in groups attempt to recall as much of the information about Interpol as they can.

2 Grammar builder: review of past tenses

2a

- Write the verbs in the box on the board and elicit the tense that each verb is in.
- Put the students into pairs, and have them discuss when we use each tense. Have them write an example sentence for each verb form given.

- Allow time for students to complete the activity, and then have some pairs report back to the class. Have the students comment on the accuracy of the sentences they hear.
- Explain to the students that they are going to read a text about a criminal. Have them read the text quickly, and then elicit what crime Pattersen was guilty of (tricking people into investing in non-existent companies).
- Have them read the text again, this time paying particular attention to the blanks. Have the students complete the text by writing the correct verb form from the box in each blank.

ANSWERS: 1 used to live 2 has been living 3 has lived 4 lived 5 was living 6 had lived

2b

- Have the students read explanations a–f. Explain that each one refers to a reason why we use a particular past tense.
- Put the students into pairs. Ask them to look at the forms of the verb *live* that they used to complete the passage. Have them match each verb form to one of the explanations.
- If any students are still unclear on the functions of past tenses, direct them to a grammar reference source.

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

Teaching tip Although students may know the uses of the different past tense verb forms in theory, it takes longer for them to use them accurately in practice. For this reason, at an appropriate point when studying a text, it is worth regularly asking them why a particular verb form has been used.

Additional **E**

You could ask the students to find other verbs in the passage that are in the past tense, including negative forms. Have them then match these other verbs with the correct explanations.

3 Speaking, writing and reading

3a

- Ask the students what they know about Interpol.
- What do they think are the main areas of crime dealt with by Interpol?
- Explain that they are going to read and complete an interview with an Interpol officer.
- Put the students into pairs. Explain that they must complete the interviewer's questions.
- Explain that they should read the officer's answers before they complete the questions.
- They should discuss the appropriacy of the questions as well as the correct English.
- Monitor the work in progress.

POSSIBLE ANSWERS:

Have you always worked for Interpol?
What did you do before that?
Had you always wanted to be a policeman?
So how long have you been working for Interpol?
How did you use to store the information?
Why did you say that?

Additional E

Students can role-play the completed interview.

Learner development

A useful thing to remember when answering questions is that the appropriate tense for a response is often the same as the tense used in the question, since both the question and the answer often refer to the same time frame. Make your students aware that listening closely to a question they are asked can provide them with a lot of help in formulating an appropriate answer.

3b

- Ask the students, still in pairs, to write up the interview as a newspaper article.
- They should plan what information they are going to include in the paragraphs before they start.
- Monitor the planning. Check that each pair has a reasonable plan before they start writing. Make suggestions if necessary.
- Have the students write their article, paying particular attention to past tenses.

3c

- Have students swap their work with another pair to check their answers.

Additional E

Before students write, have them analyse the interview (and their completed questions) in terms of the tenses of the verbs. Have them underline all the verb forms and comment on why the writer or speaker has chosen that particular tense.

Workbook D

Have your students work through the exercises on pages 50 and 51. Answers on page 84.

Preparation

For lesson 4 exercise 2, you may want to bring in a map of Australia.

For lesson 4 Additional exercise 2, bring in, or ask the students to bring in, postcards of a city in Saudi Arabia or of cities in other countries.

4 Saudi Arabia and the World: choosing jobs

Aims Activation (+ Access)

Discourse objectives

- Develop the unit topic: crime and law
- Expose students to written discourse (people talking about being a policeman)
- Expose students to spoken discourse (giving directions)

Language objective

- Review asking for and giving directions

Specific skills objectives

- Develop reading skills: reading for relevant information
- Develop listening skills: listening for information regarding asking for directions
- Develop writing skills: writing an email giving directions
- Develop speaking skills: giving directions

1 Speaking and reading

1a

- Tell the students that they are going to read some texts about people's views on becoming policemen.
- Tell the students to look at the photograph of the police trainees at their training ground. Put the students into pairs and have them discuss the questions in exercise 1a. Try to get the students to develop their discussions as much as they can by giving reasons for their opinions.
- Finish the discussion by asking the whole class's opinions.

1b

- Draw the students' attention to the four photographs of young men.
- Tell the students that they are going to read four paragraphs about becoming a policeman and that they have to match the paragraphs with the summaries of the paragraphs which are in the speech bubbles coming from the young men. Explain that what they have to do is read the texts to find their general meanings. When they have done this, one of the speech bubbles should have more or less the same meaning.
- Ask the students to read the texts individually. Monitor progress and be available for students who may need help with some of the vocabulary.

Teaching tip

Especially if your class is not very strong with vocabulary, it is a good idea to pre-teach some of the more difficult words to be found in a text. This will make reading easier for the students and they will be able to perform better when doing the reading exercises.

1c

- Put the students into pairs and ask them to check each other's answers.

ANSWERS:

Hassan: I'd be concerned that the job might be dangerous.

Kamal: I'd much rather do something else.

Maher: Being a policeman would be an amazing job.

Mustafa: My parents would ideally like me to be a lawyer.

1d D

- In the same pairs, have the students read the texts again and this time discuss where the information is that helped them to arrive at their answers.
- Go through the answers with the students, eliciting from them where they found the relevant information to answer the questions. Point out where the information is if they have not been able to find it themselves.

2 Listening

2a

- Explain to the students that they are going to spend some time listening to people giving directions, as well as giving them orally and writing directions themselves.
- Tell the students to look at the picture of the policeman giving directions and elicit from them what they can see in the picture and what they personally do when they do not know how to get to a particular place.

2b

- Tell the students that they are going to listen to a conversation between a policeman and a member of the public (Anas).
- Tell the students to read through the seven questions in the exercise so that they know what they are listening for. Play the recording while the students answer the questions. You may need to play the recording twice if the students are having difficulty.
- Go through the answers with the students.

ANSWERS: 1 The post office. 2 It's quicker. 3 The supermarket. 4 The second. 5 Turn left into Medina Street. 6 An apartment block. 7 The traffic.

AUDIOSCRIPT TRACK 41

- Anas:** Excuse me, is this the way to the post office?
Policeman: Well, you can go this way but it's better to go back to the station and go along Abah Street.
Anas: Oh, why's that?
Policeman: It's quicker. If you went this way, it'd take at least twenty minutes.
Anas: OK. So, go back to the station?
Policeman: Yes, and then walk along Abah Street for about a hundred metres.
Anas: Should I go as far as the mosque?
Policeman: No, when you come to the supermarket, you have to turn left into Riyadh Street. That's the second turning on the left, not the first.
Anas: Right. And is the post office in that street?
Policeman: No, but it's not far. Go straight on, and at the end of the street you'll see a crossroads and some traffic lights. At the traffic lights turn left into Medina Street. The post office is the third building on the right. It's easy to find because there's a really high apartment block opposite it.
Anas: It sounds like a long way. Would it be better if I took a taxi?
Policeman: Not at this time of day. The traffic can be terrible.
Anas: Yes, I suppose I should walk then. Thanks very much for your help.
Policeman: You're welcome.

2c

- Have the students listen again and this time, tell them to complete the table with the expressions used for asking for and giving directions.

2d

- Put the students into pairs and have them check their notes together.

ANSWERS:

Asking for directions	Giving directions
Is this the way to ...?	Go back to ...
Should I ...?	Walk along ... for ... metres
Is it in that street?	When you come to ..., you'll see ...
Would it be better if ...?	You have to ...
	Turn left / right
	Go straight on ...

3 Grammar builder: asking for confirmation and expressing uncertainty

3a

- Elicit the meaning of *expressing uncertainty* and *asking for confirmation*. Explain to the students if necessary.
- Put the students into pairs and ask them to put the sentences into the two function groups.
- Go through the answers highlighting the italicised words in the sentences as these will be important in the coming exercises.

ANSWERS: asking for confirmation 1, 3 and 5; expressing uncertainty 2, 4 and 6

3b

- Explain that the students are going to create a dialogue using the sentences A-H. Ask the students to read the sentences alone; then put them into pairs to work together to put the sentences in the correct order.
- As the students are working, make sure that they are being logical and that their sentences cohere sequentially.
- Go through the answers with the students.

ANSWERS: 1C 2E 3H 4G 5F 6A 7D 8B

3c

- Put the students into pairs and ask them to practise saying the dialogue aloud. Check on their intonation and remind them this is also important when trying to communicate meaning.

4 Speaking and writing

4a

- Put the students into pairs and have them draw a simple map as per the instructions in the Student's Book. Make sure the students know what to include in the map (again, information is in the Student's Book).

4b

- Tell the pairs to exchange their maps with another pair, who then have to use the map together to practise asking for and giving directions in a role play. There is no need to write yet as this is a purely spoken activity.

4c

- Each pair should now act out a mini role-play in front of the class using the maps given to them and the directions they have practised in pairs.

4d D

- Tell the students that they are now going to write an email to a friend giving them directions from their house to another place in the town or city.
- Have the students write the emails. They should not make the email either too short or too long, but should include at least four or five directions.

4e D

- Have some of the students read out their emails to the class. Ask the other students if they can follow the directions.

Progress test Units 5–8

- This test has been designed to act as a measure of progress over Units 5–8 of *Flying High for Saudi Arabia 2*. There are grammar, vocabulary, reading and listening tasks, as well as a writing task. The tasks have been designed so as to replicate the type of activities that are found in the Student's Book and the Workbook.
- The test can be taken as a whole test, but if it is the case that lesson lengths do not permit this, the various parts of the test could be taken at different times, with the scores being added up to give a final score, once all parts have been taken.
- The amount of time needed to take the test will depend on the ability of the students to a large degree, but a rough guide might be as follows:
 - Grammar 1 – 15 minutes
 - Grammar 2 – 10 minutes
 - Vocabulary – 10 minutes
 - Reading 1 – 15 minutes
 - Reading 2 – 15 minutes
 - Listening – 15 minutes
 - Writing – 20 minutes
- With regard to the administration of the listening aspect of the test, teachers will know their students well enough to decide whether the recording should be played once or twice. It is probably good practice to allow the students to listen twice, as the first time they will be busy writing their answers and may miss some details. It is also probably advisable to give the students about five minutes to look through the questions, so that they can listen knowing what they are listening for. The script used in the listening part of the test follows the answer key for the listening task.
- On the right you will find the answers to the various tasks in the test. Some of the answers are clearly right or wrong and will attract a mark or not accordingly, but teachers may wish to exercise some discretion when marking the tests. For example, in the first grammar task, a minor misspelling of 'found', perhaps as 'founnd', might not be so serious as to lose the mark. Of course, it will depend on the teachers and the students involved. Similarly, in the listening task the main objective is to test understanding so teachers may wish to overlook minor misspellings or even small grammatical errors there.
- At the end of the answers there is a marking grid that teachers may wish to use as a way of assessing different aspects of writing. The grid covers a range of traits and aims to allow teachers to look at students' writing holistically. Again, how a teacher interprets this grid will depend largely on the local teaching environment and the overall aims and objectives of the course being provided.

1 Grammar – tenses (10 marks)

ANSWERS: 1 Using 2 was stolen 3 will be found 4 has been arrested 5 have 6 would pay 7 will be able to 8 had seen 9 has been sewing 10 had known

2 Grammar (10 marks)

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

3 Vocabulary (10 marks)

ANSWERS: 1 witness 2 manager 3 profit 4 rob 5 synthetic 6 flexible 7 laundry 8 satisfying 9 assassin 10 thief

Reading 1 (6 marks)

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

Reading 2 (6 marks)

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

Listening (8 marks)

ANSWERS: 1 next month 2 the university 3 3,000 SAR
4 third bedroom 5 furnished 6 included 7 see the apartment
(for themselves) 8 owner

AUDIOSCRIPT TRACK 42

Nasser: Hi Tariq. I've been looking at the advertisements for apartments and I think I've found a good one that we could move into next month.

Tariq: Where is it? Near the shops in the city centre?

Nasser: No, but it's great for the university – it's only a five-minute walk.

Tariq: That's good, but you know apartments near the university are expensive. My friend is paying 4,000 riyals a month and another one 4,500.

Nasser: Yes, but this one is only 3,000 riyals a month.

Tariq: That would be 1,500 riyals each.

Nasser: Yes, but it's got three bedrooms and Lufti could have the third bedroom and make the rent cheaper.

Tariq: Good idea, Nasser. The apartment is furnished, isn't it?

Nasser: No, but my granddad's got lots of old furniture that we can use.

Tariq: So what *is* included? Air conditioning of course?

Nasser: Yes, that's included – all apartments have that these days. More importantly, there's free wifi. We'll need that for our studies.

Tariq: Sounds good, but is it clean?

Nasser: I haven't seen it, but I've got this photo. Look, it looks nice, doesn't it?

Tariq: Yes, but photos don't always tell the truth do they, Nasser? We should go and see it for ourselves.

Nasser: That's true. There's a contact telephone number in the advertisement. We can arrange to meet the owner and see the apartment on Saturday or Sunday.

Tariq: Let's go on Saturday, Nasser. I'm busy on Sunday.

Nasser: OK, Tariq. I'll call the owner and arrange it.

Marking grid for assessing writing task

Marks	Grammar	Vocabulary	Spelling and Punctuation	Task Fulfillment
2.5	Very accurate use of a wide range of grammar implied in the question.	Very accurate use of a wide range of vocabulary implied in the question.	Extremely accurate in terms of spelling and punctuation. No significant errors.	Has addressed all points in the question fully.
2	Quite accurate use of a range of grammar implied in the question. Some errors evident.	Quite accurate use of a range of vocabulary implied in the question. Some errors evident.	Reasonably accurate in terms of spelling and punctuation. Few errors.	Has addressed most points in the question; maybe not in great detail.
1.5	Some accurate grammar usage together with other inaccurate but communicative usage.	Some accurate vocabulary usage together with other communicative usage.	Some accurate spelling and punctuation. Several errors may be apparent.	A reasonable attempt at addressing some of the points, if not always well.
1	Mostly inaccurate grammar usage with a little accurate usage.	Mostly inaccurate vocabulary usage with a little accurate usage.	Mostly inaccurate with a little accurate spelling and punctuation	A poor attempt at addressing the points and not presented well.
0.5	At least one recognisable piece of grammar noted.	At least one recognisable piece of vocabulary noted.	At least one recognisable piece of spelling or punctuation noted.	At least one point addressed recognisably, even if badly written.
0	Nothing written.	Nothing written.	Nothing written.	Nothing written.

Unit 1 Seeing the world

Lesson 1 Armchair travel

- 1** A1 B2 C6 D5 E8 F4 G3 H9 I7
2a 1 single (ticket) 3 return (ticket) 5 one night
 2 room only 4 bed and breakfast
2b 1 single 3 Bed and breakfast 5 one night
 2 return 4 Room only
2c A2 B1 C3 D4
2d Students' own answers.

Lesson 2 The real thing

- 1** 1 says / thinks / claims 4 believe / think
 2 told 5 believe / think
 3 say 6 said
2a 1 tells 2 says 3 claims 4 told 5 say / believe / claim
2b Students' own answers.
3b 1 is it
 2 It's about 260 km from Amman, in the south of Jordan
 3 is Petra
 4 It's a ruined city
 5 about Petra
 6 I think it's one of the most spectacular ancient cities in the world
 7 I get there
 8 By bus, mini bus or taxi
 9 places to stay and eat
 10 There are guest houses, hotels and restaurants in Wadi Mosa
 11 there guides
 12 are very knowledgeable

Lesson 3 Visitors from abroad

- 1a** 1b 2a 3b 4a 5b
1b 1 Can you tell me what time it finishes?
 2 Is there a restaurant near here?
 3 Do you know how much this postcard is?
 4 What time does the bank close?
 5 Can you tell me when the museum opens?
2a 2E 3A 4D 5F 6B
2b 1 Can you tell me / Do you know where the public telephones are?
 2 Can you tell me / Do you know where luggage can be left?
 3 Can you tell me / Do you know where I can rent an audioguide?
 4 Can you tell me / Do you know where the café is? / Is there a café here?
 5 Can you tell me / Do you know where the restaurant is? / Is there a restaurant here?

Unit 2 Progress?

Lesson 1 Early breakthroughs

- 1a** 1D 2C 3E 4B
1b 1 a calendar 3 toiletries
 2 gunpowder 4 a road sign
1c A painter: brushes, pencils, paint, water A writer: pens, pencils, dictionary A cleaner: detergent, bucket, cloth, water

Lesson 2 Important inventions

- 1a** 1 was invented 3 was constructed 5 was built
 2 was discovered 4 was named 6 was, used
1b 1 The polio vaccine was discovered by Jonas Salk.
 2 Compact discs were invented in 1982.
 3 Textiles were invented in Egypt.
 4 The sewing machine was invented by an American.

- 5 Vulcanised rubber was invented in the 19th century.
1c 1 Columbus discovered America in 1492.
 2 Willem Kolff invented the artificial heart.
 3 A Mexican inventor developed colour television.
 4 The Russians launched the satellite last Monday.
 5 The Earl of Sandwich made the first sandwich.
 6 John Wilkes Booth assassinated Abraham Lincoln.
2a 1b 2a 3d 4c
2c James Murray Spangler a machine for cleaning carpets
 William H. Hoover Spangler worked for the company until he died, but only the Hoover name is remembered.
2d 1 He worked as a cleaner.
 2 The idea was developed by William H. Hoover.
 3 William Hoover formed a company in 1908.
 4 James Spangler was employed by the company.
 5 James Spangler died in 1915.

Lesson 3 Unexpected outcomes

- 1a** 1 was going to study 4 was going to come 7 stayed
 2 invited 5 was going to drive
 3 was going to be 6 got
1b 1 I was going to apply for a new job but I missed the closing date.
 2 I was going to move to Amman, but I couldn't find an apartment there.
 3 I was going to buy a new car, but I didn't have enough money.
 4 We were going to stay at home, but we decided to go out to a restaurant.
1c Students' own answers.
1d Students' own answers.
2 1 in, something that causes difficulties
 2 ir, something that cannot be replaced
 3 in, something that is relaxed
 4 ir, something that is said or done without thinking of the results
 5 un, something that is not fair
 6 im, not polite or kind
 7 un, sad
 8 im, too big to be measured

Unit 3 Consumerism

Lesson 1 Patterns of buying

1a

T	O	P	E	S	W	D	N	I	L	F	E	K	S	A
S	O	S	W	V	C	H	Y	K	U	G	B	N	K	A
B	H	D	E	M	L	P	J	U	E	I	M	B	I	A
N	M	O	E	I	A	U	S	B	M	E	K	L	R	O
T	F	S	W	E	A	T	E	R	R	B	C	S	T	E
S	H	O	E	S	S	G	I	D	G	S	E	I	Z	R
T	H	S	A	V	C	N	E	C	N	K	R	W	O	M
T	H	O	B	E	S	T	R	A	I	N	E	R	S	F
P	V	I	B	R	M	N	E	E	H	X	J	Z	B	O
O	H	A	E	S	K	J	S	C	J	J	J	R	S	T
V	G	B	V	L	K	Z	J	H	B	A	A	S	D	E
E	N	A	D	R	E	S	S	D	Y	W	C	A	H	N
S	P	Y	J	R	Z	O	L	I	M	N	K	T	Q	G
T	M	A	J	V	Z	I	E	N	Z	W	E	I	E	J
S	J	S	X	A	X	I	X	P	V	L	T	X	F	T

Workbook answers

- 1b** Suggested answers: 1 dress 2 jacket 3 skirts 4 tops
5 shoes 6 trainers 7 boots 8 sweater 9 jacket
10 gloves
- 1c** 1 It's very fashionable 4 It's last year
2 it's out of fashion 5 it doesn't fit
3 My blouse is 'in' 6 doesn't match your jeans
- 2b** Suggested answers: 1 Because it was cheap and nutritious.
2 Because it was not socially acceptable for the queen to eat
the food of the poor.
3 They had the colours of the Italian flag.
4 Because it was good enough for the queen.
- 2c** Students' own answers.

Lesson 2 The hard sell

- 1a** 2g 3b 4c 5a 6e 7f
- 1b** 1 How have you been feeling?
2 I've been living here since I was a baby.
3 George hasn't been sleeping well recently.
4 Have you been memorising your verbs?
5 Acme Chemicals has been distributing that product for years.
- 1c** 1 have been working 4 have been studying
2 has been writing 5 has been running
3 has been cooking 6 have been driving
- 2a** Students' own answers.
- 2b** laundry detergent: not brown soda: red tuna fish: blue or
green sour cream and onion crisps: blue or green
- 2c** 1T 2F 3F 4T 5F

Lesson 3 Spotlight on a corporation

- 1** 1 worked as 5 set up 9 attracted
2 a waiter 6 a meeting place 10 over 200 regular
customers
3 invest 7 launched 11 won
4 \$5,000 8 his new business 12 a Young Entrepreneur
award
- 2a** 1 has been reading 5 have been writing
2 has read 6 have written
3 has been working 7 has been
4 has worked 8 has been working
- 2b** 1 have, been 4 have, been playing 7 has told
2 have been calling 5 have heard
3 Have, been working 6 have been working
- 2c** 2d 3a 4b 5f 6c

Unit 4 Relationships and communication

Lesson 1 Parents and children

- 1a** 2b 3d 4e 5f 6a
- 1b** Students' own answers.
- 2b** 1 Because he has always taken an interest in Robert's
education. 2 Because he is fascinated by the Middle East.
3 He would like to travel in the Middle East. 4 Students'
own answer.
- 2c** Students' own answers.
- 3** 2g 3e 4a 5b 6d 7h 8f

Lesson 2 In the workplace

- 1** 1 homework 4 self-control
2 downside 5 laptop computer
3 Internet café
- 2a** 1 Hiba asked her sister to make a cup of coffee.
2 Karim said his friend was a policeman.
3 Reeta asked me what food I liked.
4 I told my friend to stop driving so fast.

- 5 She said she had been to the museum.
6 He asked me when I would get home.
- 2b** 1 He said he would be there at 8pm.
2 Musa asked how much it cost.
3 She asked John what he was doing this evening.
4 Hamid asked Lutfi which cities he had been to.
5 Tariq asked Jalal where he liked going at the weekend.
- 3b** 1 Can you tell me at what time it starts?
2 Do you know whether / if the kitchen equipment is reduced?
3 Do you know whether there is somewhere to eat?
4 Can you tell me whether I can take the children?
5 Do you know whether they have parking spaces at Burton's?

Lesson 3 Between friends

- 1a** 1 honest 3 patient 5 a loner
2 reliable 4 sociable
- 1b** Suggested answer: intelligent: He's good at thinking clearly and
quickly.
- 1c** Students' own answers.
- 2a** 1 met 4 were 7 was
2 always went 5 died 8 convinced
3 has always been 6 have never felt 9 have also comforted
- 2b** 1 since 2 never 3 ever 4 for 5 since 6 already 7 just
- 2c** 1 was 5 travelled 9 have spent
2 studied 6 was 10 have visited
3 wanted 7 were 11 have never been
4 stayed 8 fell
- 2d** 1 Yes, I have 4 Did you like it?
2 Where did you go? 5 What did you like best?
3 How long did you go for / stay?

Unit 5 Work and money

Lesson 1 Working to live, or living to work?

- 1a** 2c 3a 4f 5b 6e
- 1b** 1 varied 2 flexible 3 satisfying 4 boring 5 well-paid
- 1c** Students' own answers.
- 1d** 2c 3a 4b
- 1e** 1 a dentist dentistry dental / dentistry 2 a lawyer law
legal / law 3 an architect architecture architectural
4 a chemist chemistry chemical / chemistry 5 an
administrator administration administrative / administration
6 a doctor medicine medical 7 an engineer engineering
engineering
- 2** 2 Network 4 Analyse this
3 Learn, learn, learn 5 Above all, be happy!

Lesson 2 Making and spending money

- 1** Ways of gaining money (nouns): work, salary, investment; Things
you can do with money (verbs): donate, invest, spend, win, lose.
Odd one out: loss
- 2a** 1 Mexico City was conquered by the Spanish in 1520.
2 The independence process was begun in 1810.
3 Modern Mexico was born after the Mexican Revolution.
4 A lot of money is invested in Mexico from the United States
and Europe / Europe and the United States.
5 More money will be invested if the economy improves.
- 2b** 1 was made 5 were dedicated
2 was forced 6 was discovered
3 lost 7 was executed
4 arrived
- 2c** 1 Holidays are often taken in the summer.
2 More money is being spent on IT equipment.

- 3 The teapot was designed in China.
 4 The supermarket will be opened on 5th January.
 5 This book has been translated into many languages.

- 2d** 1 was named 3 has just been entered
 2 was awarded 4 plans
3 2a 3h 4g 5e 6f 7c 8d

Lesson 3 Entrepreneurs

- 1a** skin: soap, moisturiser teeth: toothpaste, dental floss
 hair: conditioner, shampoo
1b Students' own answers.
1c 2a 3c 4b 5f 6d
1d 1 haircare products 2 wasteful packaging 3 animal testing
 4 synthetic substances 5 natural ingredients
2a 1 A thing that you use to take photographs is called a camera.
 2 A person who represents you in court is called a lawyer.
 3 A thing that you use to wash your skin is called soap.
 4 A person who takes care of your teeth is called a dentist.
 5 A thing which is sent to someone on their graduation day is called a present.
 6 A person who designs buildings is called an architect.
 7 A thing that you use to write emails is called a computer.
2b 1 a camera 2 soap 3 a dentist 4 present / card
 5 an architect 6 computer
2c 1 He's an accountant who works in the legal department.
 2 We sometimes use soaps that / which are tested on animals.
 3 George enjoys tea that / which is grown in India.
 4 Paul is a manager who works in the city.
 5 This shampoo is made from cocoa butter that / which comes from Belize.
 6 I love stores that / which sell elegant clothes.
 7 I think that is the woman who visited my aunt last month.
 8 The company buys buildings that / which are environmentally safe.

Unit 6 Keeping up with technology

Lesson 1 Developing the car

- 1a** 2e 3g 4c 5b 6a 7h 8d
1b 1 fast, expensive 2 slow, cheap 3 noisy, expensive
 4 dirty, noisy 5 quiet, clean
2a 1c 2b 3a 4c 5b
2b 2, 5, 8
3a Students' own answers.
3b Students' own answers.

Lesson 2 Communication systems

- 1a** 2f 3b 4c 5a 6e
1b 1 interested in 2 accused of 3 aimed at 4 useful for
1c Students' own answers.
2 1 In the evening, between 6:00 pm and 9:00 pm.
 2 Watching television.
 3 In the early morning, at breakfast time.
 4 Students' own answers.
 5 Because they want to see what influence computer use is having on TV viewing.
3 2a 3c 4b 5d 6e

Lesson 3 Using technology

- 1a** kitchen: dishwasher, microwave oven, stove; bathroom: electric toothbrush, electric razor; living room: stereo, armchair, DVD player
1b Students' own answers.

- 2a** 1 push / turns 4 rains / won't
 2 were / would 5 met / would
 3 would / turned 6 go / change
2b 1 weren't 3 don't plug 5 call
 2 wouldn't have 4 won't work 6 will record
2c Possible answer:
 1 take it out 2 it works 3 know 4 for fun
3 1c 2b 3c 4a

Unit 7 House and home

Lesson 1 Home away from home

- 1**
- | | |
|----|-------------------------------|
| | 14 |
| | 1 l a u n d r y |
| 2 | s t r i c t |
| 3 | p r i v a c y |
| 4 | s t u d i o |
| | 5 m e a l s |
| 6 | d o r m |
| 7 | a t m o s p h e r e |
| 8 | d r i e r |
| | 9 a p a r t m e n t s |
| 10 | r e n t |
| 11 | u n f u r n i s h e d |
| 12 | a i r - c o n d i t i o n e d |
| 13 | i n d e p e n d e n c e |
- 2** Students' own answers.
3b 1F 2T 3F 4F 5F 6F 7F 8T
3c Students' own answers.

Lesson 2 Decoration

- 1a** walls: paint, poster, picture lighting: lamp, candles, lampshade
 floor: mat, wood, carpet
1b Students' own answers.
1c 2g 3a/e/g 4b/g 5f/a/c/e/g 6d/e/g 7c/e/g
1d 1 take care of 2 throw out 3 turn off 4 gave / away
 5 moved out 6 broke down 7 go out
2 1 Petrol prices sometimes go down.
 2 Turn the radio down. / Turn down the radio.
 3 He's going to give the laptop away. / He's going to give away the laptop.
 4 My brother's moved out of the family apartment.
 5 I want to throw out that old sofa. / I want to throw that old sofa out.
 6 Put your toys away before you go out to play. / Put away your toys before you go out to play.
2b 1 turn off 4 take down
 2 give away 5 turn down
 3 puts away 6 put up with
2c Students' own answers.

Lesson 3 Street scenes

- 1a** 2c 3f 4a 5b 6e
1b 1b 2b 3b 4a 5a 6b
1c 1 had 2 used to live 3 used to be 4 used to have / would have
 5 used to love / would love 6 used to go / would go
 7 used to spend / would spend 8 used to call / would call
 9 got 10 used to have / would have
1d There used to be a hotel. There used to be a store called Lifestyle.
 There used to be old street lamps. There didn't use to be much traffic or many planes. There didn't use to be skyscrapers.

Unit 8 Crime and law

Lesson 1 Unsolved crimes

- 1a** 1 a murder 2 an assassin 3 to commit a crime
4 an arrest 5 a robbery 6 a robber / thief
- 1b** 1 rob 2 robbery / witnessed 3 assassination 4 Murder
5 stolen 6 police / thief 7 crime / criminal 8 murderer / shot
- 2a** 2e 3b 4d 5c 6a
- 2b** 1 After 2 Following 3 interrogated 4 Some
5 Ask 6 in the vicinity 7 visible 8 said

Lesson 2 Crime and punishment

- 1a** 2a 3b 4f 5c 6e
- 1b** 1 said 2 had made 3 had reserved 4 was
5 sat 6 waited 7 had hidden 8 had
- 1d** 3 Pip's parents died.
7 Pip went to live with his sister.
6 Magwitch escaped from a ship.
9 Pip met a convict.
1 Pip started training to become a blacksmith.
10 A lawyer visited Pip.
5 Pip went to London to study.
2 Magwitch escaped Australia.
4 Magwitch arrived in London.
8 Magwitch died.

Lesson 3 Crime knows no borders

Grammar builder: 2b 3c 4d 5a 6f

- 1a** 1 used to be 2 was living 3 had 4 had had
5 had just got 6 asked 7 met 8 have been
- 1b** 1 had been living 2 met 3 wasn't 4 had had
5 was working 6 died 7 decided 8 quit 9 moved
10 has been living
- 1c** 2e 3c 4g 5a 6d 7b
- 2a** 1 How long have you been a policeman?
2 How old were you when you joined the police force?
3 Did you always want to be a policeman?
4 Why did you change your mind?
5 Do you ever think of changing your job?
6 What is / has been your greatest achievement?
- 2b** Students' own answers.

Syllabus checklist Flying High 2

Listening skills SELF requirements	Included in Flying High 2
Recognise various intonation patterns	X
Understand the main idea and/or specific information in monologues or dialogues about common everyday topics	X
Follow straightforward short talks on familiar topics provided these are delivered slowly and clearly	X
Understand the main ideas in radio or TV programmes, such as interviews and news reports	X
Understand clearly articulated questions	X
Follow detailed directions and instructions	
Speaking skills	
Use a variety of vocabulary and structures in order to successfully communicate information in everyday situations	X
Deal with common aspects of everyday life (e.g. travel, eating, shopping) and get the information needed	X
Manage less routine situations (in a post office, bank, etc.); ask and answer questions and check and confirm information	X
Establish social contact: greetings and farewells; introductions; giving thanks	
Give and follow detailed instructions and directions	X
Initiate, maintain and close a conversation on familiar or everyday topics	X
Logically link ideas by using a variety of connectors	X
Ask for repetition, clarification or elaboration to fill in gaps in understanding	X
Briefly give reasons and explanations for opinions, plans and actions	X
Discuss and compare alternatives in order to reach a decision	X
Produce a series of sentences: to describe people and places in detail	X
to describe experiences, events (real or imaginary), daily routines, future plans, arrangements, past activities, everyday aspects of one's environment, dreams, hopes, ambitions, etc.	X
to express and ask for opinion on topics of interest including cultural topics (e.g. the plot of a book)	X
to express and respond to feelings (e.g. surprise, happiness, interest)	X
to politely express agreement and disagreement	X
Reading skills SELF requirements	
Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests	X
Understand the description of events, feelings and wishes in personal letters/e-mails	
Understand the main points in newspaper and magazine articles on familiar topics	X
Understand sequence	X
Transfer from textual to visual information	X
Transfer information from a text to a table	X
Understand text cohesion	X
Guess the meaning of unknown words	X
Find and understand specific information in simple everyday material such as letters, brochures, etc.	X
Writing skills SELF requirements	
Write straightforward connected texts on familiar topics, by linking a series of shorter discrete elements into a linear sequence	X
Deal with specific aspects of writing (paragraphing, purpose, audience, cohesion, coherence)	X

Write notes and short messages conveying simple information	X
Write informal letters and e-mails (giving news, asking for and giving information, describing experiences, asking for and giving advice, expressing feelings, making suggestions, giving directions)	X
Write an account of an event	X
Narrate a story	X
Write short simple essays on familiar topics	X
Write short descriptions of people, places and events	X
Functions SELF requirements	
exchange basic personal information	
express commands/requests	X
greet and say goodbye, introduce oneself and ask about one's health	
identify objects and express possession	
make comparisons; find similarities and differences; describe the manner in which something happens	X
express feelings and strong emotions	X
discuss habitual actions, routines and current activities and distinguish between temporary and permanent situations	
express opinion and agree/disagree	X
refer to size and quantity	X
ask for, understand and give directions / instructions	X
express preference	X
discuss past habits and situations; narrate and sequence past events	X
refer to and link past and present time	X
express necessity, obligation, lack of obligation and prohibition	
express possibility, ability, make requests and ask for permission	
ask for information (politely)	X
discuss future arrangements and make predictions; on the spot decisions; promises and requests	
stress the action in a sentence rather than the agent	X
express degree	
express enthusiasm, interest and surprise, make exclamations	
make and respond to suggestions	
carry out bank transactions	X
discuss conditions and their results, discuss imaginary situations	X
express reason	X
express wishes/regret	
ask for and give advice	X
make appointments	
report statements, questions, commands and requests	X
define and give information about people, things and places	X
express uncertainty and ask for confirmation	
discuss a range of familiar topics	X

Grammar	
Articles (<i>a(n) / the</i>)	
Subject Personal Pronouns – Object Personal Pronouns – Reflexive Pronouns	X
Questions – wh- questions; question tags, negative questions, indirect questions	X
Plurals – Determiners (This – These / That – Those) – There is – There are	X
Possessive Pronouns – Possessive adjectives – Possessive case	
Quantifiers (<i>some/any/no/much/many/a lot of/lots of/(a) little/(a) few</i>)	
Present Simple – Time expressions	
Present Progressive – Time expressions – Stative verbs	
Past Simple – used to – Time expressions	X
Imperative	
Modal verbs (<i>can, could, be able to, may, might, must, mustn't, have to, don't have to, need (to), needn't, don't need to</i>)	
Past Progressive	
Comparative and Superlative forms – Other forms of comparison (<i>as + adj. + as</i>), (<i>not as + adj. + as</i>)	
Present Perfect Simple – Time expressions – <i>since/for, yet/already – have gone / have been</i>	X
Time Clauses (Present – Future – Past) with <i>when, while, as, after, before, until, as soon as</i>	
Future will – Future going to – Time Expressions – <i>will have to, will be able to too / enough – one / ones</i>	
<i>too / enough – one / ones</i>	X
Relative clauses (Relative pronouns: <i>who, which, that</i> – Relative adverb: <i>where</i>)	X
Full and bare infinitive	
<i>-ing</i> form	X
Let's... / How about...? / Why don't we/you...?	
<i>So / Neither / Too / Either</i>	
<i>Should(n't) / Had better</i>	
Exclamatory sentences	
Clauses of result	
Past Perfect Simple – Time expressions	X
Passive Voice (Present Simple – Past Simple)	X
Conditional Sentences Types 1 & 2 – <i>if vs when</i>	X
Present Perfect Progressive – Time expressions	X
Reported Speech (Statements – Questions – Commands and Requests)	
Wishes and unreal past	