

**Language and Culture: Representations of English-speaking Cultures in
1st year Secondary English Language Coursebooks in the Kingdom of
Saudi Arabia**

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Language and Culture: Representations of English-speaking Cultures in 1st year Secondary English
Language Coursebooks in the Kingdom of Saudi Arabia
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Abstract

The integration of language and culture has been one of the most noticeable concerns of teaching English as a second language during the past few years. This concern has become more important with the spread of English and the role of English as a global language or international language. Therefore, it is a must to integrate the English-speaking countries' culture in English coursebooks in order to be able to contribute to the education of an intercultural student. Following this, the current study argues for the need to integrate more cultural elements and culture from English-speaking countries in English coursebooks. The aim of this study is to look at the relationship between culture and language in depth and to analyze the English coursebook of the first secondary year in Saudi Arabia according to cultural elements. The students' age is around 15 years old and their level of English should be intermediate (B2). The study found that the coursebook depends only on the local culture in Saudi Arabia. Such lack of cultural elements and culture from English-speaking countries does not contribute to develop the student's intercultural communicative competence and, in fact, it creates difficulties or barriers for students' intercultural learning.

Key words: language-culture relationship, intercultural communicative competence, coursebooks, ELT, cultural content, culture.

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Chapter 1: Introduction

1.1 - Introduction

English has become a world language and in almost every country in the world, English is taught in schools. In the Kingdom of Saudi Arabia, English is a very important language. Students start learning English at a young age. In private schools, they start since kindergarten on a daily basis. In public schools, students start learning English in 6th grade when they are around 10 years old. They have four hours a week, four days a week. Even though English is an important subject at school, there are no public speeches by the government, syllabus, or curricular guidelines given in English. To learn a foreign or second language, one must learn about its culture too. Unfortunately, this is apparently not the case in the English coursebooks in Saudi public schools.

This study aims to analyze one of the coursebooks; the first secondary year English coursebook. The students' age is around 15 years old and their level of English should be intermediate (or about level B2 of the Common European Framework of Reference). The coursebook is called *English for Saudi Arabia* (EFSA). The title of the coursebook is very revealing as it states the separation of the culture from English-speaking countries and countries and replaces it with the local culture of Saudi Arabia. It should also be added that the title is very straightforward and it admits this separation.

The objective of the current study is to reach an understanding of the separation of the target culture from the target language.

1.2 - Statement of purpose

The purpose of this study is to analyze the English coursebook of the first secondary year in Saudi Arabia in relation to the cultural representations and other cultural elements displayed.

It tries to understand the cultural gap the coursebook apparently displays. Specifically, this study will attempt to answer the following questions:

- What is the relationship between culture and language displayed in the coursebook?
- What culture(s) and cultural elements does the coursebook address?
- What are the reasons (explicit and/or implicit) that account for those cultural elements?
- Does the coursebook help the students develop intercultural learning?

All these questions are discussed in this study in detail in the hope of reach suitable answers. These answers would hopefully help improve and develop English coursebooks.

1.3 - The structure of the study

The study consists of six chapters. Chapter one is the introductory chapter with the statement of purpose, objectives and a brief description of the organization of the study. The second chapter is a general view of the education system in the Kingdom of Saudi Arabia. After that, chapter three discusses the relation between language and culture in detail. Chapter four studies the need for coursebooks and authentic texts. Then, chapter five presents the analysis of the 1st year secondary English coursebook and the findings of these analyses. Finally, chapter six concludes the study and offers a few suggestions and recommendations for future reference.

1.4 - Limitations of the study

Although the research has provided some answers to the research questions, there were some unavoidable limitations to start with. In the first place, being away from my country for quite some time, it was not possible to implement research tools such as questionnaires or interviews in order to provide sounder data triangulation and to provide further insights and

get to know the opinions of teachers and students about the topic. Therefore, the study does lack evidence from the actual students and teachers working in the Kingdom at the moment. As a result, a certain degree of subjectivity can be found in this study. Second, as mentioned earlier, this is a very small-scale study with just one coursebook as a sample. Therefore, it is not the intention of this study to generalize its findings. However, it will offer some interpretation and analysis of the coursebook analyzed and recommendations for future reference.

Chapter 2: Education in the Kingdom of Saudi Arabia

2.1 - Introduction

In this chapter, a brief background to education in Saudi Arabia will be presented. First a general overview of the divisions of the school system in Saudi Arabia is presented. Secondly, an overview of English in schools will be discussed. Then, the aims of teaching English in the Kingdom of Saudi Arabia (K.S.A.) are presented. After that, some light will be shed on English coursebooks in high schools. Next, the pre-service training given to English language teachers is discussed.

2.2 - The organization of the school system in K.S.A

The school system in Saudi Arabia is organized into five levels: kindergarten for children from three to five years old, primary school, which lasts 6 years, from ages 6 to 11 and from grade one to six. Then, intermediate school for three years, from 12 to 14 and from grade seven to nine. After that, high school for another 3 years from 15 to 18 and from grade ten to twelve. Finally, higher education level from 18 to 24, depending on the subjects studied. The compulsory age for starting school in Saudi Arabia is 6 years old and the duration of compulsory education is 6 years. In other words, primary school is compulsory. This system is strictly followed in both state and private schools.

In addition, in Saudi Arabia school is available to all with free coursebooks provided and no fees whatsoever are charged.

One interesting point to note about Saudi schools is that they are single-sex schools and not mixed owing to the principles of the Islamic religion.

2.3 - The Education Administration

All educational policies in the Kingdom of Saudi Arabia are subject to government control and supervision by the Ministry of Education. All coursebooks are written, produced and imposed by the Ministry of Education. They are used all over the country and teachers cannot change, select or modify any part of them.

In the past, girls had different curricula and syllabi which led to different coursebooks. These followed the rules of the General Presidency for Girls' Education. Nowadays, the General Presidency for Girls' Education is no longer active and it was incorporated into the Ministry of Education on 31st March 2002 following a royal order, according to Aljashi (2011) from the Saudi Press Agency (SPA). However, subjects and coursebooks are still slightly different for girls' and boys' education. For example, boys are taught some subjects that girls are not. In state schools, physical education is only taught to boys and not to girls. However, in some private schools, physical education is taught to girls as an extra activity. Some subjects are only taught to girls such as cooking and sewing in both private and state schools. On the other hand, *National Education* is only taught to boys. This subject looks at the history of Saudi Arabia and the accomplishments and achievements of the country in different fields.

However, the number of hours given for English and the English coursebooks and topics are the same for boys and girls.

2.4 - Importance of English in Saudi Arabia

Learning English is essential as it is a global language nowadays. It puts people in touch more than any other language. Crystal (2012:3) states that "a language achieves a genuinely global status when it develops a special role that is recognized in every country". Siqueira (2011:48) recognizes the spread of English around the world, and he argues that "English is

there, in the streets, in the media, traveling the highways of the internet, bombarding our eyes, our ears, our lives and in the current circumstances, to ignore it is an act almost inconceivable".

In Saudi Arabia, English is spoken as a second language to Arabic. The reason for this is because of the number of foreigners in the country, a number that keeps on increasing, and English is the language of communication. In the Kingdom, Saudis occupy high-level jobs such as managers, engineers, teachers and doctors, whereas lower level jobs are done by foreign migrant workers. For example, waiters, sanitation workers, hairdressers and housekeepers are usually people of Asian origin. For that reason, English is the language of communication with non-native Arabs. These foreigners are very important to the economy in Saudi Arabia as they carry out a very important role by doing these important jobs.

Saudi Arabia is a country that has one of the highest proportions of foreign residents from distant countries compared to the native Saudi population according to Parfit (1998). Non-native speakers of English are from countries like Pakistan, India, the Philippines, Indonesia and Bangladesh. Foreigners in Saudi Arabia belong to the inner, outer and expanding circles. According to Kachru (1990), as seen in Figure 1, the inner circle represents countries where English is spoken as a first language and so has native speakers of English: the United Kingdom, the United States, Australia, New Zealand, Ireland, Canada and South Africa. The outer circle includes countries where English is not the native tongue, but is often spoken as a second language, and where it is important for historical reasons and plays a part in institutions and education. This circle includes India, Nigeria, the Philippines, Bangladesh, Pakistan, Malaysia, Tanzania and Kenya. Finally, the expanding circle includes those countries where English plays no historical, official or governmental role, but where it is nevertheless widely used as a foreign language. This group includes China, Russia, Japan, most of Europe, Korea, Egypt, Saudi Arabia, Kuwait, the Emirates, Qatar and Bahrain.

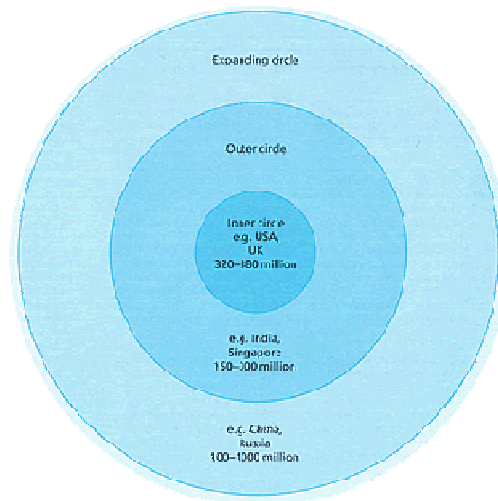


Figure 1 – Kachru Circles of English (languagedossier.webs.com)

Another reason for the importance of English in Saudi Arabia is that before students major in college, they must take an English proficiency exam to be admitted to college. If the student is majoring in medicine, engineering, business, computer sciences or English, he/she is obliged to pass a proficiency exam. On the other hand, some subjects do not require any proficiency exam such as Arabic, Library Studies, Geography and History. This proficiency exam is designed by the university and it is similar to the TOEFL¹ or IELTS² exams.

However, some new universities have a preparation year for all students before they start their first year. In this preparation year, students are taught intensive English along with other subjects. These subjects are computers, mathematics, health education, and thinking skills. However, these students have the option to take the IELTS exam and if they get a 5.5 or

¹ The Test of English as a Foreign Language (TOEFL) measures the ability of non-native speakers of English to use and understand North American English as it is spoken, written and heard in college and university settings.

² IELTS, the International English Language Testing System, is designed to assess the language ability of candidates who need to study or work where English is the language of communication. IELTS is jointly managed by the University of Cambridge ESOL Examinations (Cambridge ESOL), British Council and IDP: IELTS Australia. IELTS is recognized by universities and employers in many countries, including Australia, Canada, New Zealand, the UK and the USA. It is also recognized by professional bodies, immigration authorities and other government agencies.

more, they are not obliged to take the English course and so they drop down from a five-day schedule to two days only.

As has been shown above, English is a language of importance in Saudi Arabia for these reasons and others mentioned below in 2.5.

2.5 - Aims of Teaching English in K.S.A

For the reasons given above, the Saudi government included English in the curricula to fulfill certain objectives:

1. To provide the student with a language of importance to continue to higher education:

Some courses in the university are taught completely in English such as computer science, engineering, medicine, business. Other courses must have English as a subject during one or two years, for instance, law, languages, art and almost all other courses. Therefore, students must have good English skills to pass through to college. Many argue against teaching sciences in English in higher education and call for "Arabizing" higher education. In other words, teaching the sciences in Arabic. Al-Shammary (1989:2) argues that:

[...] It is also important to recognize the vitality of arabizing higher education. A nation that has pride in its native language should not continue to teach sciences in English forever in its institutions. These two trends in the debate are contradictory. However, they can be made complementary. This can be done by a plan whereby efforts to improve English teaching become a part of a more comprehensive plan for arabizing higher education in Saudi Arabia.

2. To help the students communicate abroad:

Saudis travel a lot in the summer holidays. Many of them actually own houses in Europe to leave the country when it is too hot and spend a cooler summer. Others like to do their shopping abroad. The most important factor is to be able to study abroad. The Saudi government sends thousands of students abroad on scholarships to get their degrees from

the UK, USA, Australia, and many other countries. For that reason, Saudis must know how to communicate in English.

3. To enable Saudis to communicate with foreigners in the country.

4. Most importantly, to give students a language tool to defend Islam:

The Kingdom of Saudi Arabia is a profoundly Islamic country. However, it would seem that, generally speaking, Islam is not well viewed in the Western world. Therefore, Muslims always try to defend their religion and try to clarify misconceptions that others may have about it. Without speaking English, Muslims would not be able to mediate any cultural or religious issues. For that reason, Saudis learn English and are able to communicate using it. For example in the coursebook analyzed, in unit 5, lesson 4, in the Word Study, one of the examples given for the word 'introduce' is "We, Muslims, should introduce Islam to non-Muslims". That is to imply that students should introduce Islam if they can to non-Muslims. (See Appendix 1)

5. To give the students a language that will give access to knowledge :

Many books are written in English and not translated into Arabic, for example, important scientific books, such as: medical books for medical students are always in English and students must have good reading skills and a good vocabulary background to be able to succeed in their fields.

6. To promote the economy:

The economy in Saudi Arabia has developed strongly since the discovery of oil and the country plays a major role in the world's economy. The growth of the Saudi economy has achieved international respect. Therefore, it has become a big market for many countries. Moreover, as a member of the world community, Saudi Arabia has diplomatic relationships with countries of native speakers of English and non-native speakers as well which is yet another reason for teaching English in schools.

In order to meet these country-specific objectives, coursebooks have been produced specifically for Saudi schools, teachers and students.

2.6 - English in the K.S.A school system

English is one of the most important subjects in school. In state schools, students have four hours of English a week in all years of study. It is as important as Mathematics or Science. In private schools, it is given even more importance. It varies from one school to another from five to ten hours per week. Some private schools follow the content and language integrated learning method (CLIL) where all subjects are taught in English. It is a tendency in many new schools to do so.

English used to be taught only in Intermediate and high school. In other words, 7th to 12th grade. However, lately it has been introduced in the 6th grade, that is, the last year of primary school. Some argue against introducing English in Primary school. Al-Shammary (1989:2) claims that:

The teaching of English was and still is the topic of debate among concerned Saudi educators. This debate has produced two distinct trends. The proponents of the first trend suggest extending the English instruction to the elementary stage. They justify their proposition by the realistic growing need for English in many sectors of Saudi society. They also have some educational justifications for their suggestions. The proponents of the second trend suggest eliminating the English instruction. As an alternative they propose establishing a national agency for translation and arabization from all languages into Arabic. They also call for the arabization of university education. They justify their proposition by the weakness of Saudi students in English despite the long time and high expenses allocated for English instruction. They also justify their proposition by some linguistic, cultural and religious considerations. [...] It is very important to improve English instruction for those who need it. However, pushing English instruction into the elementary stage will not improve English learning. This solution has been tried in many countries and failed. In addition to the reservations that many parents have about this solution, it will be very costly and difficult to attain in Saudi Arabia.

The end of the 6th grade is equivalent to A1 level of CEFR (*Common European Framework of Reference*). Students then move on to intermediate school grades seven to nine with duration of three years and by the end of it, they should be at least at B1 level. Then at high school grades ten to twelve during three years they should graduate with a B2 level

minimum. This naturally varies from one school to another but graduates from private schools always have a much higher level of English than graduates from public schools. This is because the hours, the starting age for learning English are different and also most private schools add extra curriculum to the governmental one. Graduates from private schools should have at least CEFR C1 or C2 level.

2.7 - The English coursebooks in K.S.A

The coursebooks under study are called, *English for Saudi Arabia* (EFSA). Like all textbooks in the Kingdom, they reflect the national curriculum; indeed, the Ministry of Education is in charge of writing and setting these coursebooks. Not all skills are given equal importance in EFSA. Each year, the course concentrates on one or two skills so that all skills are brought to the highest possible standard by the end of the stage. For the Secondary books the emphasis of the Year 1 course is on listening and speaking skills, Year 2's emphasis is on reading and Year 3's emphasis is on writing. These coursebooks have 8 units each. Each unit is divided into eight lessons. Lesson 1 is meant to practice Listening and Speaking. The teacher is asked to use a poster to introduce the subject, and a cassette player to practice listening and speaking. Teachers still use cassette players despite the new technology. Even though the lesson is more focused on listening than speaking, at the end of the lesson there are a few questions that teachers discuss with students to encourage them to speak. Lesson 2 concentrates on grammar. The main grammatical points are summarized in the coursebook for the students. Lesson 3 is reading comprehension. After that, Lesson 4 is vocabulary and contains a 'Word Study'. New words are defined in English just like in a dictionary. Lesson 5 consists of writing. Students practice writing short paragraphs based on pictures or notes. Lessons 6 and 7 are activities lessons for students to practice speaking in different situations. Finally, Lesson 8 is a revision of the whole unit. (See Appendix 2 for an example of a whole unit.)

Hutchinson and Torres (1994) argue that the more complex a textbook becomes, the more skill is required of the teacher in using it. However, these coursebooks are very simple in terms of their structure and language, and teachers are supposed to follow them with no special skills being required from them. Thus, a Saudi EFL teacher does not have the latitude to select his/her own teaching texts.

2.8 - Teacher training

English teachers in Saudi Arabia are usually given “a teacher’s book” for the grade they are teaching (See Appendix 3). This is supposed to be sufficient training for them as the training programs provided need to be improved. Are these books enough? And are the teachers using them correctly? The writers of the coursebooks (1995:3) state: “The teacher’s book is a kind of in-service training course. If you use it carefully all the time, it will help you to improve your teaching.” This statement says it all as the teachers are on their own, training themselves to be adequate.

The Ministry of Education in Saudi Arabia adapted western models of teacher training programs to Saudi Arabia. This is because schools in Saudi Arabia are directed by Islamic law. As a developing nation, the Kingdom of Saudi Arabia pays a great deal of attention to education in general and to teacher preparation in particular. A university level is the minimum requirement for teaching. Many teachers graduate from universities without any experience, either theoretically or practically, in teaching and become school teachers.

In a survey conducted by Shadly (1978:104) at Riyadh University, the researcher examined the few teacher training programs. The study indicated that the training program graduates lacked adequate preparation: “The in-service graduates lacked basic knowledge about learning theories, trends, issues, schools of thought, and methodology”. Shadly recommended that the College of Education and the Ministry of Education provide a summer

program or workshops to increase the knowledge, the skills, and the competence of in-service graduates.

Alhwiti (2007:1) believes that there is a need for better in-service training:

The need for in-service teacher training emerged as a result of a combination of the low status of Saudi elementary teachers who were ill-prepared for the responsibility of educating the youth of an entire nation and the continuous need to provide them with new knowledge, skills, and techniques in order to achieve competency.

As an English teacher and a graduate from the College of English Literature and Translation, I only had one semester of practical training. However, this consisted basically of being a teacher. I taught the first secondary school year students for one whole semester. There was one supervisor who was a teacher in that school. I was one of four students in training, and each got one class or two. After that, we would have a meeting with the supervisor to discuss how we did. The coursebooks were quite straightforward and we did not have to do any extra work. We taught the language from a linguistic perspective only and did not introduce any cultural elements from English-speaking countries to the students.

2.9 - Conclusion

This chapter has focused on giving some background to education and ELT in Saudi Arabia in general. English is widely spoken in Saudi Arabia but cultural elements from English-speaking cultures are not integrated in learning or teaching the language. Students still speak English and they might be fluent but it is not enough to learn a language alone as what we say attempts to communicate what we think, how we feel and what we believe in. A more detailed analysis of this question is discussed in Chapter 3:

Chapter 3: Language and Culture

3.1 - Introduction

It is important to teach EFL students culture for many reasons, among which the most important one is to be aware of other cultures. It is important to be aware of other cultures for various reasons. One of the most important reasons is to be tolerant of other cultures and to accept and negotiate differences.

Language and culture are inseparable. Language is a part of culture and it reflects culture. As Brown (1987: 123) states: "A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven such that one cannot separate the two without losing the significance of either language or culture". Therefore, the language spoken by people affects the ease of understanding cultural values, beliefs, ideas and behaviors. This can be seen in the following example. The English word "aunt" and "uncle" represent two different types of a family relationship in Arabic: the mother's sister and brother are "khalah" and "khal". On the other hand, the father's sister and brother are "amah" and "aam". As per Arabic culture, the mother's family usually represents a relationship closer than the father's family. However, the father's family is more respected and treated more formally. It is interesting to note that Arabs have such a difference in words which is not present in English and it is important for learners to learn so. Another example is that in Arabic, the uncle's wife or aunt's husband are not considered a part of their partner's family after marriage. They are referred to as "my uncle's wife" or "my aunt's husband". However, while speaking to them directly you call them "aunt" or "uncle" out of respect. It is interesting to note that Arabs have introduced phrases like "uncle's wife" and "aunt's husband" in the English language they speak to serve the needs of local culture better.

For that reason, culture must be emphasized more in EFL coursebooks. Some coursebooks do attempt to reflect the cultural elements of English-speaking countries but the majority pays little attention to this aspect.

However, the question is what type of culture should we teach our students? It is very difficult to define culture, as the word itself carries a wide vast range of ideas. Condon (cited in Brown, 1987: 123), for instance, defines culture as “a system of integrated patterns, most of which remain below the threshold of consciousness, yet all of which govern human behavior just as surely as the manipulated strings of a puppet control its motions.” On the other hand, Moran (2001:4) sees culture as “the great achievement of people as reflected in their history, social institutions, works of art, architecture, music and literature.” Moran’s definition contrasts with Brown’s by considering culture as an achievement, more as something man-made. However, Moran views it as patterns that control humans, as if culture controls us. A further view is that of Hofstede (1994:5) who views culture as “the collective programming of the mind which distinguishes the members of one group or category of people from another”. According to Kramsch (1998:4), “Nature refers to what is born and grows organically (from the Latin nascere: to be born); culture refers to what has been grown and groomed (from the Latin colere: to cultivate)” Which leads us to question: Are human beings mainly what nature determines them to be or what culture enables them to become? Meanwhile, Risager (2007:156) sees culture as “a concept referring to ways of acting, believing, valuing and thinking which are shared by members of a community (social group) and which are transmitted to the next generation. A culture is dynamic and open to change as a result of a change in living conditions or through contact with other cultures”.

In my opinion, culture is all those definitions combined. It is a system of patterns and achievements of arts, history, music, literature and all achievements of a man in the particular place where he belongs. People of a certain culture use their language to portray their culture and to put their perspectives into practice and then to carry out their way of life.

There are further definitions but what we should know is what culture we should teach, and we should reflect on how culture and language are related to each other.

Byram (1994) believes that language learning does not stand apart from cultural learning. Culture is a complex concept that includes language. He argues that only when the cultural context is understood can the language in context be comprehensible. Kramsch (1993) also states that learning a foreign language is a way of making a cultural statement as well as learning a new way of making communication.

3.2 - Intercultural learning

Byram (2000:10) defines intercultural learners as “conscious of their own perspective, of the way in which their thinking is culturally determined, rather than believing that their understanding and perspective is natural”. Hammer and Bennett (2001:12) describe learners with basic intercultural sensitivity as “able to recognize and accept the complexity of cultural differences as different constructions of reality” and Risager (2007:257) emphasizes the need for intercultural education: “Apart from communicative linguistic competence, the goals of intercultural education contain both knowledge about culture and society, attitudes to culture and society, and non-linguistic skills as well as political awareness and a critical cultural awareness”.

Researchers have discussed the need for a new approach to teaching culture in languages. Risager (1998:243) describes four different ideal-typical approaches to foreign language teaching:

1. The foreign-culture approach, which has been losing ground since the 1980s;
2. The intercultural approach, which has replaced the foreign-culture approach, and is the dominant one today;

3. The multicultural approach, which has made its appearance since the 1980s, but still is in a marginal position;
4. The transcultural approach, which is just beginning to appear as a result of Internationalization.

Bennett's "Developmental Model of Intercultural Sensitivity" (1993, summarized in Hess 1997:5-6) identifies a six-stage process to become interculturally sensitive:

Number	Stage	Definition
1	Ethnocentrism	A simple denial that the differences exist. The pure ethnocentric believes that the whole world is like him or her, but pure ethnocentrism is a rarely found state of being.
2	Defensiveness	The perception that the differences one encounters are threatening. Barriers are raised and negative judgments made against those who are different.
3	Minimization of the perceived differences	The perception that the differences are not very great or very important: 'we're all alike under the skin,' is the minimalist's rubric
4	Acceptance	The recognition that differences exist, that they are substantial and important, and that they can be positive and negative.
5	Adaptation	The willingness to adopt and adjust one's behavior to the patterns and styles of another culture.

Number	Stage	Definition
6	Adoption and integration	The merging of selected aspects of another culture into one's own cultural identity or patterns of thinking and behaving, leading to one's becoming a bi- or multicultural person.

Table 1 – Bennett's "Developmental Model of Intercultural Sensitivity"

For students to be interculturally sensitive and go through the stages above, they should have intercultural learning. However, Intercultural learning is not a part of English coursebooks in Saudi Arabia and we need to ask ourselves why not. More attention should be given to this neglected area and teachers should be trained to teach using this approach. It is a part of teachers' job to address intercultural learning and this will be addressed in 3.6 below.

For students to be intercultural, they need to be aware of other cultures first, and then they need to understand them in order to communicate better. Hence, if the coursebooks do not include English-speaking cultures or integrate them with language learning, the learners will separate the language from the culture and that causes a gap in learning which leads them to learn to codify their own reality using a different code (English language). This can lead to creating a student who is not intercultural in anyway.

3.3 - Intercultural competence

Fantini (2006:12) defines intercultural competence as “a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself”.

There are many degrees of cultural competence and how people perceive culture. According to James Mason (1993) there are different stages. He views cultural competence as a continuum with six progressive stages. Below is an adaption of these stages:

Number	Stage	Definition
1	Cultural Destructiveness	Attitudes, policies and practices those are destructive to other cultures: dehumanizing other people, assumptions of superiority.
2	Cultural Incapacity	This includes unintentional cultural destructiveness, bias, paternalism, ignorance and/or fear.
3	Cultural Blindness	Involves the philosophy of being unbiased, belief that culture, class or color makes no difference, well-intentioned but ethnocentric
4	Cultural Pre-competence	Realization of weaknesses and gaps that are missing in working with other cultures; desire for inclusion; commitment to civil rights; implementation of training; danger of sense of false accomplishment and tokenism.
5	Basic Cultural Competence	Acceptance and respect for differences; continual inquiry about other cultures; expansion of knowledge; hiring of diverse staff
6	Advanced Cultural Competence	Cultures are held in high esteem; responsibility is taken for constant development of new knowledge and approaches to interaction; assumes responsibility to transfer skills to others; cultural competencies advocated with all systems and organizations

Table 2 – Mason’s stages of cultural competence

Based on their experiences in foreign language teaching, Byram (1997) and Risager (2007) proposed models of intercultural competence. Byram (1997) proposed the following model:

- 1) The attitude which includes curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.
- 2) Knowledge of one's self and others in which one has knowledge of his own cultural and other cultures including social groups, products and practices.
- 3) The skills of interpreting and relating in which one interprets other cultures and relates them to his own.
- 4) The skills of discovery and interaction, allows the individual to acquire new knowledge of culture and cultural practices elements including the ability to use existing knowledge, attitudes, and skills in cross-cultural interactions.
- 5) Critical cultural awareness, in which one has the ability to use perspectives, practices, and products in his/her own culture and in other cultures with the ability to evaluate.

Building on Byram's model, Risager (2007:227) expanded a few factors to Byram's intercultural competence model. Risager claims her model to be broader however, she proposes many linguistic elements:

1. Linguistic (languastructural) competence
2. Linguacultural competences and resources: semantics and pragmatics
3. Linguacultural competences and resources: poetics
4. Linguacultural competences and resources: linguistic identity
5. Translation and interpretation
6. Interpreting texts (discourses)
7. Use of ethnographic methods
8. Transnational cooperation
9. Knowledge of language as critical language awareness, also as a world citizen
10. Knowledge of culture and society and critical cultural awareness, also as a world citizen.

Teaching cultural differences will get the student to realize that we are not all the same and that every culture is unique. Moreover, it is necessary to realize that it is not only the differences that are important but also the similarities and so we should seek to focus on these as well. To be intercultural you need to understand both the similarities and differences and be able to be tolerant.

3.4 - Intercultural communicative competence (ICC)

Since it is important to be able to deal with other cultures in an appropriate way, students need to acquire intercultural competence and not only learn the foreign language. As a result, it is recommended that teachers integrate cultural elements in EFL lessons.

Intercultural communicative competence (ICC) is an extension of communicative competence according to Beneke (2000: 108-109):

Intercultural communication in the wider sense of the word involves the use of significantly different linguistic codes and contact between people holding significantly different sets of values and models of the world [...] Intercultural competence is to a large extent the ability to cope with one's own cultural background in interaction with others.

Byram's (1997:51) model of intercultural communicative competence (ICC) requires:

Certain attitudes, knowledge and skills in addition to linguistic, sociolinguistic and discourse competence. The attitudes include curiosity and openness as well as readiness to see other cultures and the speaker's own without being judgmental. The required knowledge is of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction.

That is to say, the learners' skills should include interpreting, discovery and interaction in addition to critical cultural awareness education.

The author also makes a strong case for including not only "cultural awareness" but "cultural experience" as well in his model of foreign language education (1989:145):

Learners need to be prepared for experience of the daily rhythm of the foreign culture; of the behaviors which are different and those which are the same but have a different significance. Such phenomena are verbal and nonverbal, and learners need both the skills of accuracy and fluency in the language and the awareness of the cultural significance of their utterances.

In other words, students are intercultural communicative competent, when they reach an understanding of other cultures and become tolerant and cultural mediators and researchers of culture. Not only are students tolerant of other cultures but are also able to communicate with others from these cultures in an appropriate way. As Wang (2008:59) states:

To speak a language well, one has to be able to think in that language, and thought is extremely powerful. A person's mind is in a sense the center of his identity, so if a person thinks in English way in order to speak English, one might say that he has, in a way, almost taken on an English identity. That is the power and the essence of a language. Language is culture.

For Seelye (1997:24-25), to have accurate intercultural communication, one should have an insight of what people think when they speak the target language:

Accurate intercultural communication is built on fluency in the target language, insight into what people are imaging when they speak, and the ability to decipher non-linguistic symbols such as gestures and icons. Because people use language to aid and complement other behavioral purposes, language cannot be understood in isolation from the larger context of behavior – all of which is culturally filtered and most of which is culturally originated.

To sum up, for the students to be intercultural they need to have elements of the local culture distinguishing between internal (first language contexts) and external cultural elements (foreign- and second-language contexts).

3.5 - Culture in the 1st Year Secondary Saudi English Coursebook

Weaver (1986) uses the image of an iceberg as seen in Figure 2 to explain the layers of culture. Like an iceberg, part of a culture is above water in that it is visible and easy to identify and know (art, food, architecture, landmarks, etc.), However, the biggest part of the iceberg is invisible (beliefs, ideas, values, attitudes, manners, love, etc.). But just as most of an iceberg is

out of sight below water, Paige (1986) states that nine-tenths of a culture is also hidden from view. This hidden part of culture has been termed “deep culture”. Deep culture includes elements such as the definition of sin, concept of justice, work ethic, eye behavior, definition of insanity, approaches to problem solving, fiscal expression, and approach to interpersonal relationships.

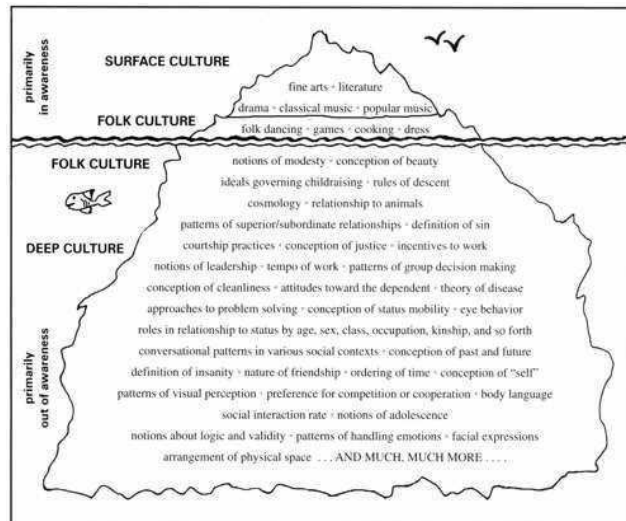


Figure 2 – Weaver’s image of an iceberg (www.cyc-net.org)

It is the elements of culture in both the visible and the invisible big body of the iceberg that should be dealt with in more detail in Saudi English language classes. In today’s communicative language teaching styles, it should not be difficult to make our lessons content- and task-based where the content is often culture and the tasks support the development of intercultural communicative competence.

Many argue that culture should be a fifth skill in an EFL classroom as Tomalin (2008) states:

What the fifth language skill teaches you is the mind-set and techniques to adapt your use of English to learn about, understand and appreciate the values, ways of doing things and unique qualities of other cultures. It involves understanding how to use language to accept difference, to be flexible and tolerant of ways of doing things which might be different to yours. It is an attitudinal change that is expressed through the use of language.

However, I tend to agree with Kramersch (1993:1) that:

Culture in language learning is not an expendable fifth skill tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one [...] challenging the good language learners

Therefore, culture should be integrated in classrooms activities and lessons. In my opinion, it does not stand as a skill on its own as Kramersch explains in the quote above. It should be integrated with the language.

Moran (2001:24) describes the five factors of culture: products (e.g. tools, food, clothes, documents, buildings, music), practices (e.g. verbal and non-verbal language, actions and interactions, taboos, notions of time), perspectives (e.g. values, beliefs, attitudes), communities (e.g. race, gender, religion, class) and persons (individuals). The author defines culture as:

The evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts.

In the next chapter, for the purpose of analysis, five broad categories were considered according to Moran's (2001) description of the five factors of culture:

1. Products - the things produced by a culture.
2. Practices - the actions by members of a culture.
3. Perspectives - the beliefs and values responsible for producing the products.
4. People or persons - the individuals living in a certain culture.
5. Communities - groups of people with things in common such as language, gender, religion, race, political parties and so on.

Based on the analysis, the coursebook contains very little American or English culture in it. The few cultural references concerned persons and products only. There is no reference to any perspectives, practices or communities. For example, unit 3 has the most references to

English or American culture as Lesson 1 speaks about school in Britain and Lesson 4 refers to school in the United States. More findings will be discussed in detail in Chapter 5.

Every culture has ideas that reflect on their practices and products. In the 1st secondary year book, we can immediately notice that there is a gap as there is no reference to any perspectives. The book is based on Saudi culture only - the characters are Saudi as are the costumes, customs, clothes, religious ceremonies and so on. The lack of English or American culture in the coursebook could be related to Cortazzi and Jin's (1999) theory in which they describe three ways of how culture can be presented in language coursebooks:

1. Source culture, which uses the learners' own culture - the coursebook analyzed belongs to this category as it uses the Saudi culture only.
2. Target culture, in which the culture represented, is of Inner circle countries.
3. International target culture, which draws on a variety of cultures from all around the globe.

Do students not learn English because they do not explore the cultural contexts of native British or North-American culture in the coursebooks? No, this is not true – students still learn the language. However, they learn a codified version of their own culture, which may strongly contribute to perpetuate or reinforce an ethnocentric perspective of the world (amongst other disadvantages). You should not separate the language from its natural cultural context. Just as Gillian Lazar (1993:66) has argued: "Our students' comprehension is frequently impeded not by linguistic features, but by cultural ones (...) Language can never be divorced from culture". Students must learn to be intercultural as Svalberg mentions below. They must be open to the outside world and learn to know the differences and otherness yet respect them. People use language for purposeful communication and learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language. This understanding of language sees a language not simply as a body of knowledge to be learnt but as social practice in which to participate, as discussed in chapter 2.

Svalberg (2007) argues that if language is a social practice of meaning-making and interpretation, then it is not enough for language learners just to know grammar and vocabulary. They also need to know how that language is used to create and represent meanings and how to communicate with others and to engage with the communication of others. This requires the development of awareness of the nature of language and its impact on the world. Furthermore, Byram & Morgan (1994: 50) also emphasize that learners should engage in interpreting and comparing the shared meanings of other cultures.

To communicate internationally involves communicating interculturally as well. The two are interrelated so that one cannot separate the two without losing the significance of either language or culture (Brown, 1994:164). Smith (1985:2), for example, adds that the presentation of an argument in a way that sounds fluent and elegant in one culture may be regarded as clumsy and circular by members of another culture.

Consequently, when we learn a language, intercultural learning skills (Byram's skills) are much more important than knowing information, facts about certain cultures (usually understood as national cultures).

3.6 - Teacher's role

Teachers have a very important role in integrating a cultural approach in classrooms. According to Kramsch (1998), language expresses cultural reality as common experience, embodies cultural reality as linguistic action, and symbolizes cultural reality as social identity.

Culture education is to be understood as a collaborative study which teachers and students engage in. As Armstrong (2005:457) states:

Our use of the term interaction foregrounds the give and take between pupils and teachers, which goes beyond a superficial learning scenario to a stimulating interplay which leads to new formulations and new understanding.

Some Language teachers have come to understand that culture in its anthropological sense is a proper domain of instruction in language classes (Brooks, 1968; Nostrand, 1974; Roberts, Byram, Barro, Jordan, & Street, 2001; Seelye, 1993).

From an intercultural perspective, the term 'culture' bears affinities with the anthropological concept of culture. More than equipping learners of a foreign language with knowledge about certain cultures, teachers of EFL are/should be interested in developing students' profile as autonomous researchers and readers of culture. Hosokawa (2003) states that learner-autonomy means learners detect problems to be tackled and solve them by themselves, while teachers design and organize classroom activities to support that process. Therefore, teachers must organize and prepare their classes with activities to get the student to learn to be intercultural. Unfortunately, in Saudi EFL classrooms, teachers teach explicit knowledge based on the coursebooks without any implicit knowledge or real life situations. For example, in Unit 5 Lesson 3 (see Appendix 4) the reading passage is about Saudi currency. A good way for teachers to include culture in this lesson would be by introducing other currencies from other countries and engage students in conversations about these countries and their currencies. Students could share their experiences of those countries. This way, they would learn about the "other way" and be open to other cultures and realities.

As teachers of English we must head towards teaching our students not only linguistics but intercultural competence since linguistic competence alone is never enough for language learners. Language learners need to be aware of the culture behind the language they are learning. They have to understand that, in order for communication to be successful, language use must be associated with cultural behavior and cultural believes. Thus, learning a language will also involve learning the culture(s) the language expresses. Therefore, we must aim to get our students to be intercultural.

3.7 - Student's role

As mentioned above, the learner has a very important role in detecting problems and tackling them. This is one of the elements of what we call "learner autonomy". Teachers cannot work alone in helping the students to be intercultural. Students have a very important role in the process.

Byram (1997) states there are four aspects of intercultural interactions (knowledge, attitudes, skills of interpreting and relating, and skills of discovery and interaction). These aspects can, in theory, be acquired through experience and reflection, without the interference of teachers or schools. This means that the learner plays the most important role in this learning process. It also means that if they are acquired with the help of a teacher, the learning process will have to take the learner's role and the autonomy process into account in the design of the curriculum. It will be the teacher's responsibility to promote learner autonomy and to create modes of teaching and learning accordingly. Therefore, teachers only promote intercultural awareness and the students should learn how to be intercultural.

Apple (1992: 10) notes the importance of the learners' role in this process, when he suggests that they too (as well as teachers) "accept, reinterpret, and reject what counts as legitimate knowledge selectively".

For Byram (1997:67), the classroom offers the students a potential for reflection:

So the classroom has a potential for two kinds of relationship with learning outside: a prospective relationship of developing skills in anticipation of learning through fieldwork, and a retrospective relationship in which learners can reflect on learning in the field. This critical reflection is particularly important and can focus on the efficacy of the skills learned in the classroom, and the need for further development.

This also means that the teacher has a specific role to play, as discussed earlier, and there should be an interaction between teachers and learners about the experiences and culture that they learnt from the lessons or from their own life experience. According to H  l  ne Zumbihl (2012:227-237): "Indeed Byram (1997) demonstrated that, generally, young people

acquire some information but very little knowledge of the foreign culture through language classes.”

3.8 - Conclusion

In this chapter, the relation between language and culture has been examined as well as the importance of the teacher’s role and student’s role in helping the student become intercultural. Concepts of intercultural learning - intercultural awareness, intercultural competence and intercultural communicative competence - were also introduced and discussed.

In the next chapter, coursebooks will be studied in depth. It will also look at authentic texts in language learning and EFL classrooms.

Chapter 4: Coursebooks

4.1 - Coursebooks

Coursebooks are a very important asset for EFL teachers. Many teachers want a coursebook that provides everything they need in one book. According to Cortazzi & Jin (1999), the coursebook can be a teacher, a map, a resource, a trainer, an authority, a de-skinner and an ideology.

Tomlinson (2012:158) has a strong opinion about coursebooks:

In attempting to cater for all students at a particular age and level, global coursebooks often end up not meeting the needs and wants of any. Based on my experience of talking to teachers and to learners, and of observing teachers using materials in over thirty countries, I would like to see more localized textbooks and more global textbooks which are designed to be flexible and to offer teachers and students opportunities for localization, personalization and choice. In addition, publishers could produce web-based global coursebooks which offer opportunities for choice, modification and replacement and which facilitate “an ongoing process where materials are refined and even changed throughout the life of a product.” Armani (2011:297)

Tomlinson (2012:159) also argues against the need of coursebooks in a classroom and he welcomes textbook-free classrooms. As he states:

My position is that most teachers and students welcome published materials and can gain from them. However, if a teacher has confidence, principled creativity and the respect of their learners, then a textbook-free course can actually be more facilitative in providing the personalized, relevant and engaging experience of language in use and opportunities for observing how the language is used and for meaningful communication, which many textbook authors find it difficult to provide.

All the grammar lessons in the 1st year secondary English coursebook follow this order; For instance, Unit 2, Lesson 2 is a grammar lesson (see Appendix 5). Firstly, it introduces the tenses in time lines (presentation). Then, the second part of the lesson is practice in numbers 2, 3 and 4 where students look at the tables and practice. Finally, the last part includes production at the end of the lesson in A+B. According to the teacher’s book (see Appendix 6), the teacher

should draw the time lines on the board while the students have their books closed and elicit the answers to each tense from the student. After that, students should open their books and read the examples for each tense. Then, the teacher must read aloud the balloons in part 2. In part 3, students must make meaningful sentences. In part 4, students are asked to form questions. Finally, the exercises which are supposed to be the production are supposed to be done at home as homework according to the teacher's book. From my point of view, the coursebooks can be enhanced to be more task-based to encourage the learner's autonomy and most importantly, there are no or few cultural elements in this unit and that should be improved.

Another aspect that is missing in the English coursebook of the 1st secondary year is culture. As mentioned in the previous chapter, language should not be separated from culture. However, in this coursebook, the main character that is mentioned in almost every lesson is Ahmad Al Ali, a Saudi TV host. There are very few supposedly English characters or references. For example, in unit 6 lesson 1 (see Appendix 20), we can only find Arabic culture. One of the characters in the lesson is Hamza, a Sudanese man who is going to perform his first Hajj (pilgrimage) and is interviewed by Ahmad Al Ali. This lesson could be replaced by something related to the English or American culture. For instance, the lesson could be about relationships or friendship in The UK or the USA. The content should enable a focus on deep culture (beliefs, attitudes and so on) like the invisible part of the iceberg.

One very important aspect that is missing in the coursebook is women. This reveals a very important cultural gap. The Western world in general and English-speaking countries in specific, call for women rights and equality. However, in the coursebook, there is not one female protagonist. Penny Ur (1991: 197/200 quoted in Hurst: 7) suggests analytical strategies:

[...] she also suggests analytical strategies; for example: for sexism: "If your book is illustrated, look at the first 30 pictures. Count the number of men and the number of women featured in them. If there are no pictures, look at the grammar and vocabulary exercises, and do the same count on pronouns or nouns of clear gender. In either case, was there a significant difference? If so, what is the implication?" Ur goes on to suggest further strategies under the headings of ageism, social orientation and values.

Following this suggestion, the coursebook was checked for the number of female illustrations. Not only does the book not have any female protagonists, but also only four illustrations of women. These women are all covered which reflects only the local culture. The women do not speak; they are only referred to, for example, "She is Saudi" (see Appendix 7). This also reflects the local culture as women in Saudi do not have the right to vote, to drive or to travel alone. In the introduction of the coursebook, all illustrations are also of men and all pronouns used are male pronouns. (See Appendix 8)

It is important to note the teacher's relationship to the coursebook in Saudi Arabia, as it has a huge impact on the teaching and the learning process. For an English teacher in Saudi Arabia, the coursebook is the central element in the classroom. All students are provided with free coursebooks by the government and they must have their coursebooks in the classrooms during the lesson. Basically, the teacher refers to the English coursebook during the entire lesson. Teachers in public schools are not allowed to not teach the coursebook provided by the Ministry of Education. It is the only option for them. What they could do is trying to change the lessons to be more task-based. Through changing the lessons to be more task-based, these tasks might help students develop intercultural communicative competence.

4.2 - Authenticity of texts and tasks in EFL Classrooms

Authenticity is a broad term that it is difficult to define. According to Widdowson (1983:30) authenticity can be defined as:

[...] attested language produced by native speakers for a normal communicative purpose. But the term can also be used, quite legitimately, to refer to the communicative activity of the language user, to the engagement of interpretative procedures for making sense.

It has been argued that using authentic materials in language classrooms is an essential feature of ELT. As Byram (1997:37) explains: "An individual coming across a 'document', used in the widest sense, from another country can interpret it with the help of specific information

and general frames of knowledge which will allow them to discover the allusions and connotations present in the document.”. Furthermore, authentic texts require students to make use of their prior knowledge and connect it with the new knowledge acquired from these authentic texts. However, some tend to disagree with the use of authentic materials. According to Day (2003) there is no empirical evidence that authenticity facilitates language learning or that learners find authentic texts more difficult than simplified ones. He refers to it as “the cult of authenticity”. Another important point of view is Trabelsi’s (2010) when talking of authenticity in relation to the learners’ culture. In other words, what is authentic for one learner might not be authentic for another. Day also (2003) claims that authentic materials can create problems for learners. Thus, he recommends materials that will simplify and facilitate learning. However I tend to agree with Tomlinson (2012:162):

For me, an authentic text is one which is produced in order to communicate rather than to teach, and an authentic task is one which involves the learners in communication in order to achieve an outcome, rather than practice the language. The text does not have to be produced by a native speaker and it might be a version of an original which has been simplified to facilitate communication. The task does not have to be a real-life task, but can be a classroom task which involves the use of real life skills in order to achieve not just communication but a non-linguistic outcome (e.g. one member of a group getting the others to draw a replica of a drawing she has been shown). Given these definitions, I think that every text that learners encounter should be authentic and that most tasks should be authentic too – otherwise the learners are not being prepared for the reality of language use.

Authentic texts help create an autonomous learner as Fenner argues (2000:7):

To promote autonomous learning textbooks should, therefore, place sufficient authentic texts at the learner’s disposal so that he can choose a text which he finds interesting, or at least, a way of approaching a specific text which accommodates his needs and interests. Authentic texts are also essential for discovering language as culture and as models for the learner to develop his own texts. The tasks in the textbook must encourage the learner to diagnose his own needs, assist his formulation of purposes, and point out the multiple possibilities inherent in a text, for enjoyment, analysis and learning.

Therefore, authentic texts and tasks are necessary to enable the students to be prepared for the actual use of the language outside the classroom.

The 1st secondary year English coursebook has no authentic language or tasks. In unit 1 for example, *Let's Meet the Team*, the text in lesson 1 is not authentic. It is about a Saudi TV host introducing himself. This host is the main character in the coursebook. A good authentic text would be based on a real life situation such as a Saudi student going abroad to study on a scholarship and introducing himself to English people. In lesson 2, the nationalities are all Islamic nationalities except Russian and Australian, and so there should be an expansion of the nationalities. In lesson 3, the text is about Ahmad Al Ali again, which is far from being authentic. In lesson 4, in the exercises, the first one is a sentence with a mere cultural fact: "It is a custom in England to take off your hat in a house". In lesson 5, a new character is introduced but this character is Saudi as well - Yasser Al Omar, the cameraman.

Looking at the first unit, in my opinion, there is a huge gap that should be filled with authentic materials that would actually help the students in using the language in real life situations. Authentic materials are significant in EFL since they increase the student's motivation for learning the language and expose the learner to the real language and to the culture. Authentic texts are representations of culture before the students' eyes.

4.3 - Coursebook adaptation

Professional teachers adapt the coursebooks they have to the context in which they are using them in order to achieve certain objectives.

To relate this to the present study, teachers must adapt the coursebooks to teach the target culture through them. Cunningsworth (1984:9) focuses on how to adapt materials to the teachers' objectives so that they get the learners to do what the teacher wants them to do:

No coursebook will be totally suited to a particular teaching situation. The teacher will have to find his own way of using it and adapting it if necessary. So we should not be looking for the perfect coursebook which meets all our requirements, but rather for the best possible fit between what the coursebook offers and what we as teachers and students need.

The author (1995:10) also warns of the total dependence on coursebooks: “Heavy dependence on coursebooks is far from ideal as it reduces the importance of the individual contributions that good teachers make at all levels in the learning process.”

In Hutchinson and Tortes (1994: 325) it was argued that:

Teachers and learners do not follow the textbook script. Most often teachers follow their own scripts by adapting or changing textbook based tasks, adding new texts or deleting some, changing the management of the tasks, changing task inputs or expected outputs, and so on. Moreover, what is also clear from the study is that the teacher’s planned task is reshaped and reinterpreted by the interaction of teacher and learners during the lesson.

Graves (2003: 230) argues, teachers should adapt coursebooks according to their learners needs. As he says: “Any coursebook must be adapted to your particular group of learners.” Using the acronym SARS (Select, Adapt, Reject, Supplement), Graves suggests ways of considering how to modify one’s own coursebook.

If EFL teachers in K.S.A wanted to adapt this to the coursebooks they are using, they could add more target culture to the context. They could select the texts then adapt them according to their objectives. After that, they could reject or leave the parts that do not help to educate an intercultural student. Finally, they can supplement and add whatever is necessary to build a cultural bridge.

An example could be in unit 1, lesson 2 (see Appendix 7), where the illustrations are all of the local culture with a picture of a covered woman, and men wearing the Saudi costume. The teacher could ask the students to give other nationalities rather than Saudi using Graves’ SARS. Teachers could also speak about the target culture and how people dress. This way, teachers would be actually adapting and supplementing the materials they have.

A different approach to coursebook adaptation according to Saraceni (2003) is to provide the learners with a role in adapting the materials. In order to involve them in the process, she suggests that materials should actually be written with learner adaptation in mind,

aiming to be learner-centered, flexible, open-ended, relevant, universal and authentic, and giving choices to learners.

Coursebooks adaption is an important way for teachers to build an intercultural student. As mentioned in 3.6, teachers play a very important role in doing so.

4.4 - Conclusion

As discussed in this chapter, language and culture should not be divorced. In my opinion, coursebooks play a very important role in integrating culture with language teaching and learning. Living in today's multicultural world, language learners need to develop not only their linguistic competence but also their intercultural communicative competence to overcome any linguistic and cultural barriers they may encounter in interaction with people from other cultures. If the coursebook does not do it then it fails to fulfill one of its most important roles. In the next chapter, the analysis will show the importance of culture integration in the coursebook and the damage caused when separating it.

Chapter 5: Coursebook Analysis

5.1 - Introduction

In this chapter, an analysis of the coursebook will be presented and the research methodology will be described. After that, the findings will be discussed in detail.

In brief, this chapter presents a general descriptive analysis of the first secondary year English coursebook. Such types of analysis are very significant in the EFL field of research, especially in Saudi Arabia, for two reasons: first, it is needed for educational planning because the English coursebooks need to be better planned. Secondly, the results could hopefully be applied to the school reality as the coursebook writers could take advantage of evaluation research findings and take them into consideration, making changes to new coursebooks or new editions.

5.2 - Coursebook evaluation

What is a good English coursebook? There is no definitive answer to this question. However, Stardling (2001:257) recognizes that “what counts as being a good coursebook in one place by a certain group of people is likely to be perceived differently by another group of people and that a definitive answer usually leads to little more than broad and rather platitudinous generalizations”. This is true because we could make our own coursebooks in Saudi Arabia and it could work for us but not necessarily for other students around the world.

The coursebooks should be designed for students to shape their cultural awareness and not to be ethnocentric. As Szymanska-Czaplak (2009:232) states:

When children start their school education many of them have primarily egocentric point of view on life in general. They believe that they are the most important members in their family since parents take care of them and satisfy their basic needs. Children can also infer from their

own family model that other families are similar, if not exactly the same. Starting school education, they meet other egocentric children and learn how to cooperate with them and, with time, to respect them. In a similar way, a foreign language lesson can open students' eyes on other cultures and teach them tolerance by developing their multicultural awareness.

Sheldon (1988:245) claims that "It is clear that coursebook assessment is fundamentally a subjective, rule of thumb activity, and that no neat formula, grid, or system will ever provide a definitive yardstick". It is obvious from this statement that there is no one absolute way and no definite system of evaluating the materials. In the literature, different theorists suggest many criteria to evaluate materials. Some offer categories more suitable for the current context.

Driskill & Brenton (2010) reveal five major cultural elements: values (master element), symbolic elements (symbols, stories, language, metaphors), role elements (heroes, outlaws), interactive elements (rituals, informal rules, organizational communication style), and context elements (history, place). These categories cannot be applied to the coursebook analyzed since it has almost none of these categories.

Reference should be made here to Hurst's (2008:6) contribution to coursebook analysis. The author refers to two basic concepts that should be included in any discussion of cultural content: first, inclusivity, which in his words:

Refers to issues such as gender roles as well as age, class, ethnicity or ability/disability are included. For example, in terms of gender roles, the way in which women/men are represented may directly reflect on students' motivation to learn. How often are women depicted as being self-assertive or initiative taking or men as being emotionally open? Current linguistic norms should also be taken into account: the use of "men" as a generic to mean both genders and the careful use of his/her in rubrics/instructions for exercises.

Secondly, appropriacy, which implies "that certain topics should be avoided because they are perceived to be sensitive or offensive." In this context an acronym may prove a useful guide:

P politics

A alcohol

R religion

S sex

N narcotics

I -isms

P pork

With the above in mind, the coursebook is analyzed based on Moran's (2001) five categories. These categories were chosen because, in my opinion, they represent the most important cultural elements. These categories were more suitable to this study as they are broader and the book has a very limited number of cultural elements from the English-speaking countries:

1. Products; what did the culture produce as in the production of movies, currencies, music, art and so on.
2. Practices; how was it produced and how is it practiced. The process of the production and how the people practice it.
3. Perspectives; why was it produced and why is it practiced. The ideas, beliefs and values of people.
4. People; who are the people in this specific culture. Their common names, their looks, their clothes.
5. Communities; race, tribes and so on.

As noted earlier, the aim is to analyze elements of American or English culture found in the coursebook.

Table 3 below shows the analysis in detail according to the five categories above:

Products	Practices	Perspectives	People	Communities
School in Britain (See Appendix 9)	Take off your hat in England inside a house (custom) (See Appendix 15)	-	Richard Smith (See Appendix 18)	-
Comparing schools in different countries (See Appendix 10)	Going to school in the USA (See Appendix 16)	-	Mr. Smith (See Appendix 18)	-
Houses in Canada (See Appendix 11)	British children go to ... when they (See Appendix 17)	-	James (See Appendix 18)	-
Pounds Sterling, dollars (See Appendix 12)	American children go to ... when they (See Appendix 17)	-	-	-
He's from Britain, he's British. He's from England, he's English. (See Appendix 13)	At 17, Saudi students have to study more subjects than British students (See Appendix 17)	-	-	-

Products	Practices	Perspectives	People	Communities
He's from Canada, he's Canadian. (See Appendix 13)	Saudi children have more time in class than British children (See Appendix 17)	-	-	-
British Airways (See Appendix 14)	The school day in Britain seems longer than Saudi (See Appendix 17)	-	-	-

Table 3 - Analysis

Based on Table 3 above, it is very noticeable how few are the examples from English or American culture referred to in the coursebook. Clearly, there are no elements that could be related to the categories perspectives and only a few to practices, products and three names of English people. It is startling how empty the table above is of any target culture. This could be because the foreign culture was replaced with the local one and the objective is teaching English through the Saudi culture. This means that the students will simply learn to codify their cultural reality with a new linguistic code.

Why is it necessary for students to be familiar with the target culture along the target language? Kramsch (2011: 18) claims that “learners are constrained, not by the English grammar, nor the English vocabulary, but by the patterns of native speaker discourse they have been exposed to”. However, in this coursebook, native discourse is missing. In our speech, we always display our cultural background whether we intend to or not. “When language is used in contexts of communication, it is bound up with culture in multiple and complex ways” (Kramsch, 1983: 3, cited in Chang, 2003: 25). This quote shows the relation between culture and language and how related they are. It points out how people convey their culture in their speech. According to Risager (2007), discourse is a concept connecting language and culture in accordance with the social network theory (The social network theory views social relationships

between human beings as nodes and ties; nodes being the entities within the networks and ties being the relationships between them) where discourses flow across language communities in a variety of genres and may develop autonomously in several language communities.

Does the coursebook provide students with a solid cultural background knowledge offering enough protection from cultural shock if they happen to visit other countries? Every year, Saudi students are sent abroad on scholarships to study. These students are not prepared enough to face the huge cultural differences they will necessarily find. Most of them have travelled before for tourism but once they leave to live within a new culture; this is when they might face cultural shock. They are exposed to a totally new way of life, one that is very different from what they are used to and they have not been adequately prepared to face the difference or to mediate cultural differences.

Having said that, students do learn the language and are able to communicate from the coursebook but it is not enough. Pulverness (1995:9) claims that

In teaching English for communication and neglecting culture, we may be giving our learners access to an impoverished means of communication, effective survival and for routine transactions, but lacking much of the cultural resonance that makes it fully meaningful for native speakers.

He also argues that cultural learning will only be truly meaningful if it is “comparative and contrastive.” In the coursebook analyzed, there are no good examples of this. One unit in the coursebook compares the schools in the USA and the UK to schools in Saudi Arabia (See Appendices 9, 10, 15 and 16). The book authors provide the comparison based on some factual information only. The students are not the authors of the comparison and they are not analysing authentic materials or comparing based on explicit criteria. This comparison suggests that there are only a few differences such as some subjects and the hours which is surprising as there are huge differences between UK and North-American schools and the same would apply if we compare one of those with the Saudi Arabian schools.

It has been clear to the outside world how Saudi coursebooks eliminate culture from their English coursebooks. For example, Gray (2000: 275) states:

Thus, Moroccan teachers of English have expressed their concern about the danger of 'the erosion of belief in the ability of native culture and language to deal with the modern world' (Hyde 1994: 296), while **Saudi Arabia**³ and China have gone to the extreme of producing materials with almost no references to English-speaking cultures.

This quote is really important and relevant, as it is now known that the English coursebooks in the Kingdom separate the culture from the language. The separation of culture and language in the English coursebooks could be, in my opinion, due to issues of cultural identity. Saudis are very proud of being Saudi and Muslim. Therefore, I believe the coursebook producers force the Saudi culture instead of the English or American one to keep the Saudi identity in the students' minds even while they are learning another language. However, learners are able to learn a language with its culture and yet retain their own identity. *The Common European Framework of Reference*, like other recent publications, thus introduces the 'Intercultural Dimension' into the aims of language teaching. Its essence is to help language learners to interact with speakers of other languages on equal terms, and to be aware of their own identities and those of their interlocutors. It is the hope that language learners who thus become 'intercultural speakers' will be successful not only in communicating information but also in developing a human relationship with people of other languages and cultures.

5.3 - Findings

1. The most important and noticeable finding is that the coursebook is totally localized and shaped according to the Saudi culture. The use of local characters, places, and issues as the content for all the units is hardly related at all to any cultural contexts of English-speaking countries. Students should be able to explore texts with cultural

³ My highlighting

representations of English-speaking countries. As language and culture are inseparable entities, it is necessary to develop the ability, the skill and the knowledge “to mediate between the two languages and the ability to reflect on issues in connection with this” according to Risager (2007: 237).

2. An important finding is that there are not a lot of positive attitudes towards the English or American cultures. There is the unit on the school system comparison (see Appendix 19) which shows to a certain extent a positive attitude towards the target culture. That is to say, they go to school the way we do with slightly different schedules and subjects. In other words, if students had a positive attitude towards the target culture, they would find learning the language easier as it promotes some sort of affinity which leads the students to feel more familiar and closer to the target culture. In contrast, if learners feel alienated from the target language and culture, language learning is certainly restricted by this cultural gap.
3. Based on the above, it is essential to bridge the cultural gap as it could pose difficulties in communication mainly when the learners of English come into direct contact with people from English-speaking cultures. This gap can be demonstrated through the example of the verb ‘to be’. The verb ‘to be’ does not exist in Arabic. Hence, Saudi (or Arabic) EFL learners have a tendency to produce linguistic errors such as, “he happy” or “she sad” omitting the verb ‘to be’. Wrong assumptions about the conceptual systems of the two languages, such as that every word of the mother tongue has an equivalent in the target language, will result in linguistic errors which will harm successful communication. Another example is some untranslatable words from Arabic to English, mainly religious words. For example, the word دعاء in Arabic is translated as ‘prayer’ in English which is not the same. This can be due to cultural differences. It shows that Arabs are very religious and have some acts that are not apparent in other cultures.
4. The overall content analysis shows that the Saudi cultural elements are represented more frequently than the cultural elements of English-speaking countries. Thus, it can

be said that the coursebook is dominated by a Saudi focus. In the six units, almost all lessons are somehow related to the Saudi culture. Reference should be made to Nicholas Hurst's theory of inclusivity and appropriacy as discussed in 5.2. The Saudi cultural elements have been 'sanitised' and 'manipulated' as there is no reference to women, foreigners, teenagers, old people, different social classes, problematic issues and much more elements. The first unit, "Let's Meet the Team", is about a Saudi TV host in a Saudi Channel. The second unit, "The First Programme", is about his programme, "In Focus". The third unit, "School in Britain", is the unit that reflects a mere cultural elements from the British and American culture which belongs to the category (practices). It also has people from England. However, it is very artificial and based on non-authentic text. In unit 4, "Houses", Ahmad Al-Ali the TV host, interviews Mr. Al Nasser, another Saudi man, who is interested in houses. This unit has Saudi people only. In unit 5, "Money", shows the exchange rate from dollars, euros and so on. It also has the Saudi currency in detail. In the last unit, 6, "Before Al- Hajj", Ahmad Al-Ali interviews a Sudanese man going on his first pilgrimage to Makah⁴. The book basically neglects English speaking cultures and replaces it with elements from the Saudi culture.

5. The findings show that the most represented cultural aspects are products and practices even though there are few cultural aspects. After that, there is a reference to only three English people in the whole coursebook in all the six units. However, there is no reference to any perspectives or communities whatsoever. This is a big absence in the coursebook. It needs to be filled with many more cultural aspects, especially perspectives and ideas. When we learn another language, we need to become aware of and understand the people's perspectives - how they think, and why they think so, their beliefs and so on. When you look at a culture, the first thing you see is the surface, then

⁴ Makah has different spellings; Makah, Makkah, Mecca. However, the closest to the pronunciation in Arabic would be Makkah. مكة

the products then practices. However, to be intercultural, you need to look at it in depth; see what caused these practices and how the products were produced.

6. The coursebook is called “English for Saudi Arabia”, but in my view a language should not be taught differently depending on the country of origin. The title of the coursebook is very clear and straightforward about the separation of culture and language. Kramsch (1993) refers to establishing what she calls a “sphere of interculturality”. She claims that a foreign culture and one's own culture should be joined together for learners to understand a foreign culture. Learners' interaction with native speakers or authentic texts requires them to construct their own meanings rather than have teachers simply transfer information about people and their culture, and therefore non-native speakers should have opportunities to make their own meanings and to reflect on both the target culture and their own.
7. The overall analysis demonstrates that the representation of cultures in terms of people in the coursebook is dominated by people from Saudi Arabia (Ahmad Al-Ali, the TV host is the main character). This dominance may be attributed to the fact that the coursebook is teaching English through Saudi characters.
8. In addition, the findings of the present study show that the least frequently represented cultural element is perspectives. This could be due to the fact that this aspect is more abstract while, on the other hand, cultural products and practices are much more concrete and easier to teach to young learners than abstract aspects of perspectives; in addition, incorporating visible facets of culture, such as school in England and the USA is useful to catch the students' attention. Yet there is a need to add much more practices and products and a lot less of Saudi culture. In addition, there is a need for some perspectives as mentioned above in finding number 5. Some perspectives could be simplified to the level of the students even if they are abstract. It all depends on the way they are approached. For example, with young learners, the concept of family and blood relationships can be approached. They could reflect on cultural views/perspectives of

family and the importance of it. For example as mentioned in 3.1, In Arabic there is different titles for uncles and aunts depending whether they are the mother's family or the father's. Learners could reflect on these cultural differences in views or perspectives.

9. It can be concluded from the findings above that the low percentage of the target culture in the coursebook might not be sufficient for the development of the Saudi students' ability to mediate in intercultural settings. For example, they learn the English names for their religious beliefs such as 'pilgrimage' for Al-Hajj in unit six (see Appendix 19) and the way of speaking about them, which is important. In contrast, they are not taught about festivals, beliefs or ceremonies in English-speaking cultures. Thus, the students need to be equipped with cultural knowledge of mainly English-speaking countries.
10. According to the findings above and based on Cunningsworth's (1995) notion of the "hidden curriculum", it can be implied from a few lessons that the coursebook was designed to instill moral values to shape the character of students rather than to help them develop their intercultural aspects. An example of this is clear in unit 6 lesson 1, in the conversation between Ahmad Al-Ali (the TV host) and Hamza (the Sudanese man on his first pilgrimage). Hamza says: "As you know every Muslim must make the pilgrimage, if he can at least once in his life. I may never get another chance" (see Appendix 19). Another example is in unit 2 lesson 2, number 2; in the conversation practice the two Saudi characters greet each other saying "Assalamu Alaikum" which is how Muslims greet each other (see Appendix 17). However, it is very clear that the coursebook displays a highly censored view of the Saudi society and life. It is a fictional world of adult men, all dressed alike, who occasionally travel to some countries and they talk about subjects such as house construction and currency.
11. An important finding is, as Cunningsworth (1995) claims, that "teacher's books are an effective source of information in classroom due to the function of guiding the whole

class". However, most of the notes in the teachers' book for the coursebook analyzed in this study only describe how to carry out classroom activities or explain language and grammar while cultural information is never referred to. Teachers, usually, follow the teacher's book blindly without explaining any cultural points or integrating culture with the language teaching. But if they were given a different teachers' book with more references to the target culture and more cultural information, they would be able to integrate more culture into the classroom activities and help the learners learn more about the target culture.

12. As mentioned earlier in 3.5 - , the study showed a lack of English or American culture in the coursebook. This could be due to the fact that the Ministry of Education deliberately decided to use the source culture, the students' own culture, to familiarize the student with the language and to simplify it by using the culture they know instead of complicating, in their view, the learning process by learning not only the language but the culture too.
13. Despite the above, there could be an advantage of including aspects of the local culture in EFL coursebooks which is, as Cummins (1994) claims, that "choosing a familiar content, basically, home culture, facilitates the learning process and gives cognitive power to learners and brings in the positive contribution of Zone of Proximal Development (ZPD) as a gateway for identity formation". The ZPD, as described by Cummins (1996:26), "is the interpersonal space where minds meet and new understandings can arise through collaborative interaction and inquiry". An interesting example can be seen in unit 6, lesson 1, as Hamza goes on his first pilgrimage (see Appendix 19). This empowers the student's cultural identity. By learning a language with the local culture, students empower their identity. In intercultural learning one important step is to generate self-cultural awareness. This implies the students actively finding out about how their own culture is and also a social construction that offers them a certain (cultural) perspective. However, this is not the case with this coursebook because the text is totally artificial and a pretext to teach grammar. There is no

possibility of having the students think or act as ethnographers, or of being critical unless the teacher would be able to have the students analyse how their culture is misrepresented in the book but this would be a very heavy burden on the teacher to do so as the coursebook should work with the teacher on this.

14. It is assumed that children acquire their first language along with its cultural background knowledge. This may lead to the belief that no language, whether it is a second language or a foreign one, should be learnt separately from the culture to which it belongs. Therefore, many ESL and EFL teachers (Byram, 1986) claim that it is not advisable to teach the target language without teaching the target culture. If so, the learners will be exposed to an empty frame of language and damage may occur.
15. Analyzing the coursebook, it was noticeable that the coursebook focused on all the four skills - listening, speaking, reading, and writing. This is a point of strength as it is very important for learners to learn all the four skills integrated together.

5.4 - Conclusion

The main intention of the coursebook analysis was to investigate its contribution to the improvement of the students' intercultural communicative competence. The results showed that the coursebook does not improve students' intercultural communicative competence or cultural understanding. The evidence does not show a positive contribution, deliberate or not, since the coursebook has very limited and basic references to North-American or English culture. The English language coursebook is the documented and authoritative representative of the English and American culture. Consequently, the cultural element in the textbook will leave a lasting impression on the learners especially on how they view English or American culture and their own culture in comparison. Therefore, the coursebook should include more cultural elements and representations of the English-speaking culture for the learner to be able to explore these cultural elements. Hence, more in-depth analysis needs to be done on EFL

coursebooks in the Kingdom of Saudi Arabia from different perspectives. As mentioned in the findings, it is clearly beneficial to include the local culture. Yet the culture of English-speaking countries must also be presented.

Chapter 6: Conclusion

6.1 - Conclusion

As already mentioned in this study, the first year secondary English coursebook in Saudi Arabia was analyzed with reference to the cultural elements from English-speaking contexts. Based on the analysis, very few cultural elements were referred to in the coursebook. Therefore, it is suggested that many more should be included. Furthermore, Even the very few cultural elements are artificial and based on a fake world with men around the same age that are all dressed alike and discussing subjects like pilgrimage, schools, currency and houses.

This study has a number of implications. First of all, it might provide some insights for the coursebook authors to include more cultural elements from English-speaking cultures in the coursebooks and maybe to use a different perspective including authentic texts and giving more autonomy to students to explore them. This would apply to texts about the students' native culture, too. Secondly, teachers as well might use the findings and suggestions of this study to try and include authentic tasks that help the learners become more aware of cultural differences and learn how to mediate them. Also, this study could be an eye-opener for English teachers in Saudi Arabia who are currently involved in the process of English language teaching, making them more conscious and critical of what goes on in the coursebooks they teach. Finally, the coursebook authors can investigate the learners' attitudes towards their coursebooks and produce a new coursebook with more English or American culture included.

The aim of education in general is to develop the learner's personal and intellectual growth. Therefore, it is important that the learners learn how to learn about cultures and mediate differences and enhance their tolerance by teaching them about other cultures.. That is to say, the learning process has a gap and could cause damage to the students.

6.2 - Suggestions and recommendations

Based on the results of the study, the following suggestions and recommendations are made for authors and teachers to take into consideration:

1. More cultural aspects of English-speaking countries should be integrated in the coursebook to stimulate intercultural learning.
2. Based on the findings in chapter 5, teachers are an important element in educating students in an intercultural perspective. Therefore, intercultural teacher training courses are highly recommended. Whether for in-service or pre-service training, there must be more training courses.
3. It is my recommendation that more authentic materials be added to the English coursebooks. Using authentic texts enables students to reflect on cultural elements during the class while developing their language skills as they are presented with a variety of texts and examples of real language use in real life situations.
4. The integration of the four skills is an asset to the coursebook analyzed. This definitely should continue.
5. It is recommended for teachers who are teaching this coursebook now to try and integrate the target culture in the classroom. For example, teachers could ask the students to reflect on a lesson integrating the target culture. In other words, in the unit of currency (see Appendix 4), the teacher could ask the students to tell her more about other currencies. Through this, teachers could ask them about the trips they have made or where they spend their vacations and about the real use of English abroad. Teachers dominate the classroom so it is up to them to help create intercultural communication opportunities for the students. In other words, teachers must adapt the materials they have and try to get the best out of them.
6. It is recommended that not only products, practices and people from the target culture but also perspectives be included as well as how people from the target culture think

and feel about these practices and products. EFL students need to learn perspectives of the target culture to understand the culture better which will lead them to a better understanding of the language.

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Appendix 1- 'Introduce' in 'Word Study' to defend Islam



Unit 5 - Lesson 4

Word Study

appear (a regular verb) To appear means to arrive so that people can see it.

The first cars appeared about 1890.

*When did the first airplane appear?

*The people in the picture hope that something is going to appear soon. What is it?



gold (an adjective and a noun) Gold is a yellow metal which has a very high value. It is also the name of the colour.

The shop in the picture sells gold.

We often use gold to make ladies watches.

*Complete this sentence:

Before we had paper money, many coins were made of ____.



introduce (a regular verb) To introduce something means to bring it into use for the first time.

The Arabs introduced the zero into mathematics.

*What did the man in the pictures introduce to the world in 1878?

*Do you know the man's name?

*We, Muslims, should introduce Islam to non-Muslims.



set (a noun) A set is a group of things which go together:

a set of banknotes, a set of knives, forks and spoons.

*What sets of things can you see in the picture?

A set of _____, a set of _____.



silver (an adjective and a noun) Silver is a white metal which has a high value (but not as high as gold). We use it to make coins and jewelry. It is also the name of a colour.

We often use silver for ornaments.

*What can you see the pictures below?



a _____ necklace



a _____ ring

Appendix 2- A whole unit of the coursebook



Unit 4 - Lesson 1

Listening



Houses

Listen. Then read.

Mr. Al-Nasser is interested in people's houses. Mr. Al-Ali has asked him about the past.

Thousands of years ago, people lived in caves. Caves sheltered them from the weather. In cold climates, they could light fires. In hot ones, they could keep cool.

So thier caves were natural places, not man-made.

In them, the caveman could protect themselves from dangers like wild animals. So they felt safer and more comfortable there.

But caves weren't very comfortable places, were they?

No, they weren't.

Caveman didn't have any furniture. They probably covered the floor with grass or leaves to make beds. And they sometimes drew pictures on the walls to decorate them.

Well, there's a big difference between those caves and our modern houses isn't there?

Yes, there is.

Nowadays, we build houses with many materials, like concrete and steel. These houses shelter us better than caves. We make them more comfortable furniture and machines. We make them more beautiful, too, with ornaments and pictures. Of course, they cost a lot of money. But that's another subjects.

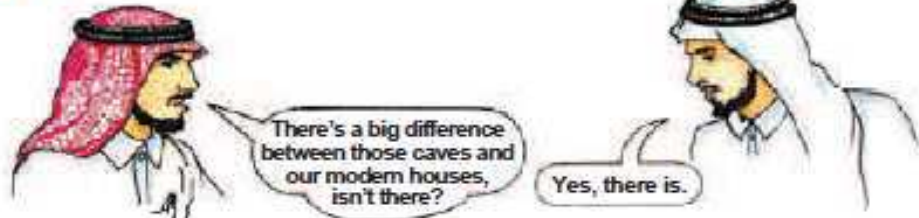
Answer the following questions:

1. What is Mr. Al-Nasser interested in?
2. What are the differences between caves and modern houses?
3. What is the opposite of comfortable?
4. How did people live thousands of years ago?
5. What is meant by ornaments?



Conversation Practice

① Look at this:



② Make more questions and answers with the sentences which follow:

Use *couldn't, isn't, hasn't, weren't, aren't*.

- Mr. Al-Nasser is interested in people's houses.
- Mr. Al-Ali has asked him about the past.
- In cold climates, they could light fires.
- The first homes were natural places.
- Modern houses are more comfortable.
- That's another subject.

Grammar

The Past Tense

Remember this time line:



It shows the past tense.

1

Now look at the **verbs** in these sentences

*Thousands of years ago, people **lived** in caves.*

*They **covered** the floor with the grass.*

*They **could** light fires.*

*The first houses **were** natural places.*

*People **felt** safer.*

*They **did not have** our kind of furniture.*

Use the past tense, e.g. *lived*, when you want to talk about a time in the past, e.g. *Thousands of years ago*.



Unit 4 - Lesson 2

2

Look at these verbs:

everyday

yesterday

has / have
until now

1.	cover/covers	covered	covered
2.	live/lives	lived	lived
3.	shelter/shelters	sheltered	sheltered
4.	am/is/are	was/were	been
5.	can	could	_____
6.	draw/draws	drew	drawn
7.	feel/feels	felt	felt
8.	have/has	had	had

Remember:

Regular verbs add *d* or *ed* in the past tense or after *has* or *have*.

Irregular verbs change in different ways.

Which verbs in this box are regular? Which are irregular?

3

Remember the changes for questions and negatives:

A. Regular *Caveman covered the floor.*

Did they cover the

floor?
ceiling?

 Yes, they did.
No, they didn't.

They didn't cover the ceiling.
They did not cover the ceiling.

B. Irregular *They drew pictures.*

Did they draw pictures of

animals?
houses?

 Yes, they did.
No, they didn't.

They didn't draw pictures of houses.
They did not draw pictures of houses.



A. These sentences are in the present tense.

Write them in the past tense:

Example:

Caveman live in caves.

Caveman lived in caves.

1. They protect themselves from dangers.
2. They cover the floor with leaves and draw on the walls.
3. They feel safe there.
4. They are more comfortable there than outside.
5. They can shelter from the weather.
6. They do not have any furniture.

B. Make these sentences negative: Use . . . did not.

1. Caveman lived in houses.
2. They felt safe outside.
3. They drew pictures on the floor.

C. Ask questions from these sentences:

1. Caveman lived somewhere. Ask, *Where . . . ?*
2. They covered the floor with something. Ask, *What . . . ?*
3. They had fires in the caves. Ask, *Why . . . ?*



Different Kinds of Houses

In parts of Asir, it rains a lot. It also gets cold, especially in the winter season. Some of the houses there are stone-built and have sloping walls. They are box-shaped and have flat roofs. The rooms in many of these houses are small. They have thick walls and low ceilings. In this way, people can keep themselves warm more easily.

5

10

In parts of south-eastern Asia, there are plenty of trees. The climate is hot and Humid. It rains a lot, too. For this reason, some people build houses with sloping roofs and thin walls of leaves. These houses stand on wooden legs. In that way, the wind can blow around and into them and keep them cool. Their legs keep them dry above water.

15

20

25



Stones



Answer these questions in your copybook:

1. When does it get cold?
2. How are the houses built in Asir?
3. What is the climate like in south-eastern Asia?
4. Why do people build houses with sloping roofs and thin walls in south-eastern Asia?
5. Why do houses in south-eastern Asia stand on wooden legs?



Word Study

danger (the noun from *dangerous*) The signs in the picture means danger. If you drink from the bottle, it will kill you. It is dangerous to touch the box.

- *Where do you see the third sign?
- *What does it mean?



furniture (Remember: this word NEVER ends with s.) A bookcase is a piece of furniture. Two armchairs are two pieces of furniture.

- *How much furniture is there in your classroom? Count the pieces.



man-made, natural A cave is a natural place. People did not make it. Builders make modern houses. So they are man-made.



materials We make things with materials. We make windows with glass, model airplanes with wood, pots with clay. So glass, wood and clay are all materials. There are many more.

- *What materials do you usually write on?
- *What materials do many people wear in cold countries? (It comes from sheep.)



reason When we ask "Why . . .?", we want to know the reason for something.

Why did caveman use caves? Reason: to shelter from the weather.

- *What are your reasons for coming to school?
- *What reasons do pupils have when they come late to class?







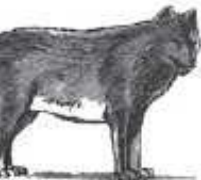
Unit 4 - Lesson 4


Word Study

Choose the correct words, then write the sentences in your copybook:

	1. Be careful not to _____ a fire near petrol.	a. light
	2. Parents _____ their children from danger.	b. draw
	3. I cannot _____ pictures of people as well as you can.	c. cover
	4. Some drivers _____ their trucks by painting different colours on them.	d. decorate
	5. You should _____ your head in the sun to protect it.	e. protect

	6. It's nice to picnic outside on some _____.	a. climate
	7. Paper is a _____ that comes from wood.	b. furniture
	8. Britain has a cold, wet _____.	c. grass
	9. The room was empty. There was no _____ in it.	d. ceiling
	10. You can't reach the _____ without a ladder.	e. material

	11. A wolf is a _____ animal.	a. wooden
	12. _____ houses burn more easily than stone-built ones.	b. wild
	13. A lot of modern concrete houses are _____.	c. sloping
	14. You do not need a _____ roof in a dry climate.	d. man-made
	15. Stone is natural, but steel is _____.	e. box-shaped

	16. The garden has a _____ wall around it.	a. Asia
	17. House are expensive _____.	b. low
	18. Thousands of years ago, men lived with _____.	c. especially
	19. Pakistan, India and Japan are all in _____.	d. caves
	20. In Saudi Arabia, you need a/c, _____ in summer.	e. nowadays

Writing

- ① In September, Mr. Al-Nasser went to Libya. He made some notes about the house that he stayed in. Make sentences about the house from his notes.

1. September - Libya
2. hot, dry climate
3. concrete house
4. T-shaped
5. flat roof
6. single floor
7. big rooms
8. old furniture, expensive curtains, thick carpets
9. garden - trees
10. wall round it



- ② Now read this paragraph about the house in Libya:

In September, I went to Libya. It has a hot, dry climate. I stayed in a concrete house. It was T-shaped. It had a flat roof. There was a single floor. The rooms were big. They had old furniture, expensive curtains and thick carpets. Outside, there was a garden with trees in it. It had a wall round it.

- ③ Now make sentences about another house from these notes:

1. Last month - Canada
2. cold, rainy climate
3. brick-built house
4. box-shaped
5. sloping roof
6. two floors
7. small rooms
8. modern armchairs and couches.
9. flowers and grass in the garden.



- ④ Finally use the sentences you wrote in No. 3 to write a paragraph in your notebook. The title of your paragraph should be "The House in Canada"



Unit 4 - Lesson 6

Activities

A. Complete the spelling of these words from lesson 1-4 of this unit:

1. no__n

2. c__ill__g

3. e__pec__all__

4. r__as__n

5. t__i__k

6. c__rta__ns

7. st__e__

8. ma__e__ia__s

9. O__na__ents

10. n__wa__ays

B. Look at the two houses on page 47:

(first house:) *This house is T-shaped. It is a T-shaped house.*

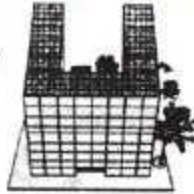
(second house:) *This house is box-shaped. It is a box-shaped house.*

Now write two sentences about each of the things below in your copybook:

①



②



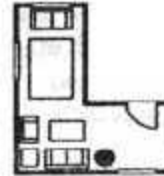
③



④



⑤



C. Answer these questions in your notebook:

1. What shape is your house?
2. What shape is your classroom?
3. What shape is your school?
4. What shape is your book?



Activities

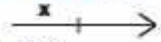
Interviewing Someone with the Past Tense

Mr. Saleh has just built a house in Kuwait. He is in Jeddah now.

Read the notes.

With another pupil, practice the questions and answers for an interview:

Use the past tense.



Example: Where ... build?

Notes:

1. Where ... build?
2. How long ... take?
3. ... weather like?
4. ... kind of house ... ?
5. What shape ... ?
6. ... kind of roof ... ?
7. How many floors ... ?
8. ... big or small rooms?
9. ... kind of furniture ... ?
10. ... in the garden?



(Mr. Saleh is wearing a helmet on his head.)

B. Complete the conversation and copy it in your copybook:

Mr. Saleh built a house in Kuwait. Mr. Al-Ali is interviewing him about it.

1. Mr. Al-Ali: ?
Mr. Saleh: We built it in Kuwait.
2. Mr. Al-Ali: ?
Mr. Saleh: We took three months.
3. Mr. Al-Ali: ?
Mr. Saleh: A wooden house.
4. Mr. Al-Ali: ?
Mr. Saleh: It was L-shaped.
5. Mr. Al-Ali: ?
Mr. Saleh: Yes, it had a lot of furniture.
6. Mr. Al-Ali: ?
Mr. Saleh: Yes, there was a big garden with grass, flowers and trees in it.



Unit 4 - Lesson 8

Revision

Read, learn and remember.

The Past Tense

1

A **was** \xrightarrow{x}

Was Mr. Saleh here yesterday.	No, he wasn't.
Where was he?	He was at the studio.
<i>Remember the long form: Practice with he or she and it as well.</i>	Mr. Saleh was not here.

B **were** \xrightarrow{x}

Were Mr. Saleh and Mr. Al-Ali here yesterday?	No, they weren't.
Where were they?	They were at the studio.
<i>Remember the long form: Practice with you and we as well.</i>	Mr. Saleh and Mr. Al-Ali were not here.

C **could** \xrightarrow{x}

Could caveman build houses?	No, they couldn't.
What could they do?	They could light fires.
<i>Remember the long form: Practice with you and we as well.</i>	Caveman could not build houses.

Comparing 2 Things

2

Remember _____ er than ... for short adjectives
 more _____ than ... for long adjectives

House are	warmer more modern	than caves.
-----------	-----------------------	-------------

Practice with safe comfortable beautiful cool expensive good

Appendix 3- A lesson plan for unit 4 from the teacher's book

UNIT 4, lesson 1

OBJECTIVES:

- Check the homework in class.
- Introduce *Caves* through a poster.
- Practise listening.
- Practise the new vocabulary.

NEW VOCABULARY:

cave, cavemen, climate, cover (v), danger, decorate, drew, furniture, grass, leaves, light (v), man-made, natural, protect, shelter

WHAT YOU NEED:

- poster 8 (Caves)
- cassette player
- recording 7 (Caves and Houses)

RECOMMENDED ACTIVITIES:

A. Check the homework in class. (5 min.)

Have pupils turn to their workbooks, page 23. Ask, *How many of you found all the words?* Get a show of hands. Walk round, give encouragement and spot-check their work, but do not collect the workbooks now.

MOVE ON TO ACTIVITY B.

B. Introduce *Caves* through a poster. (15 min.)

1. On the board, write in a column the first letters of all the new words that you will introduce in this lesson. Take your list from the New Vocabulary list above. As you introduce the words during the lesson, complete the spelling of the words. Get the class to help you do this. This way you will make sure that you introduce all the words, and that they can be seen by the class, ready for reading, pronunciation and spelling practice.

2. Hang up poster 8 (Caves). Point to it and say, *This is a cave.* Ask,

Notes:

Do we live in caves now?
(No, we don't.)
Did people live in caves many years ago?
(Yes, they did.)
What do we call people who lived in caves?
(Introduce *cavemen*.
Cavemen lived in caves.)

3. Ask, *What did cavemen do there? Why did they live there?* Have pupils make suggestions. Point to the signs of bad weather, to the wild animals and to the fire on the poster. Say,

They sheltered from the bad weather.
They protected themselves from wild animals.
They could light fires.

4. Introduce the new words:

shelter: When it rains heavily, you do not want to be wet and cold. Where do you shelter from the weather? Where can you be dry and warm?

protect: If you are in the desert, you must protect yourself from the sun. You wear a ghutra. This protects your head.

UNIT 4, lesson 1

light: When you go camping in the desert, you may want to have a fire. You bring some wood and then you light – or start – a fire.

5. Point to the grass on the floor of the cave and ask, *Did they cover the floor?* Demonstrate *cover* by e.g., covering a book with another poster.
6. Ask, *What did they cover the floor with?* Point to *leaves* and *grass* as you introduce them.
7. Point to the cave walls and ask, *Did they draw (make pictures) on the walls?* (Yes, they did.) Say, *Yes, they drew on the walls.* Ask, *Is this the present or the past of the verb 'draw'?* (past)
8. Ask questions to elicit answers with the new vocabulary. Point to the poster and ask these questions:

What is this? (a cave)
Who lived here? (cavemen)
Where did they shelter in bad weather?
 (They sheltered in the caves.)
What could they do with fires in the caves? (They could light fires.)
What kinds of animals are these?
 (wild animals)
Where did cavemen protect themselves?
 (They protected themselves in their caves.)
What did they cover the floor with?
 (They covered the floor with leaves and grass.)
What did they do on the walls of the caves?
 (They drew pictures of animals.)

9. Have pupils read the words on the board.

Climate, dangers, natural, man-made, furniture and decorate have not been introduced yet.

MOVE ON TO ACTIVITY C.

C. Practise listening.



(10 min.)

1. Ask, *Were caves natural or man-made places?* (natural). Say, *If you listen carefully, you can find out the meaning of the words 'natural' and 'man-made'.* You will ask them for the answer after you have played the recording.
2. Play the recording as far as . . . *And they sometimes drew pictures on the walls to decorate them.*
3. Repeat the question in step 1 and have pupils try to answer the question.
4. Play the recording again from the beginning in sections. Have the pupils repeat sentences that contain new words or items for conversation or grammar practice later. Divide longer sentences into smaller parts.
5. Elicit the meanings of the remaining new words, e.g.:

climate: say, *Saudi Arabia has a warm climate but England has a cold climate. Saudi Arabia has cold weather on a few days but it has a warm climate because it is usually warm here.*

natural: ask, *Did cavemen build their caves?* (no) *Were there any caves before the cavemen lived there?* (yes) *So they were natural. People, cavemen, did not make them.* Perhaps you should translate *natural* into Arabic.

man-made: have pupils look at the picture at the bottom of the poster and ask, *Is this room natural?* (no) *Did people make this room and the things in it?* (yes) *So they are man-made.* Ask for an Arabic translation. Point out that *natural* and *man-made* are opposites.

dangers: say, *Do you remember the word 'dangerous'?* *It is dangerous to drive too fast. Some sports are dangerous. Accidents may happen. What was dangerous to the cavemen?* (the animals) *So the wild animals were dangers.* Remember the different pronunciation of *dangers* and *dangerous*.

UNIT 4, lesson 1

Recording 7, Unit 4, lessons 1 and 2
(Caves and Houses)
[beginning]



Mr. Smith is interested in people's houses.
Mr. Al-Ali has asked him about the past.

Mr. Smith: Thousands of years ago, people lived in caves. They sheltered there from the weather. In cold climates, they could light fires. In hot ones, they could keep cool.

Mr. Al-Ali: So these caves were natural places, not man-made.

Mr. Smith: That's right. In them, the cavemen could protect themselves from dangers like wild animals. So they felt safer and more comfortable there.

Mr. Al-Ali: But caves weren't very comfortable places, were they?

Mr. Smith: No, they weren't. Cavemen didn't have any furniture. They probably covered the floor with grass or leaves to make beds. And they sometimes drew pictures on the walls to decorate them.

furniture: say, *There are some things in the room that are not in the cave. What are they?* Have pupils look at the poster or quickly in the book. Have pupils say the words. Then say, *There is one word for the table, chairs and bookcase — furniture.* Ask these questions to demonstrate that the word is uncountable: *Is there much furniture in the picture?* (No, there isn't) *How many pieces of furniture are there?* Ask, *What furniture is there in the classroom?* (chairs, desks, shelves, etc.)

decorate: ask, *Why did cavemen draw on the walls? (to decorate them) Was this to make them more beautiful or less beautiful? (more beautiful). So you dec-*

orate a place in order to make it more beautiful.

MOVE ON TO ACTIVITY D.

D. Practise the new vocabulary. (10 min.)

1. Have pupils open their pupils' books at page 31. Have them read in chorus after you. Read sentences or short sections aloud as a model for the pupils.

2. Have pupils find sentences with the new words in. Have individuals identify the box and then read the appropriate sentence aloud.

3. Point at random to the new words on the board and choose pupils at random to practise their pronunciation. Cover single words and have pupils spell them.

END OF LESSON 1

UNIT 4
HOUSES

LISTENING

Houses

Listen. Then read.

Mr. Smith is interested in people's houses. Mr. Al-Ali has asked him about the past.

Thousands of years ago, people lived in caves. They sheltered there from the weather. In cold climates, they could light fires. In hot ones, they could keep cool.

So these caves were natural places, not man-made.

In them, the cavemen could protect themselves from dangers like wild animals. So they felt safer and more comfortable there.

No, they weren't. Cavemen didn't have any furniture. They probably covered the floor with grass or leaves to make beds. And they sometimes drew pictures on the walls to decorate them.

But caves weren't very comfortable places, were they?

That's right. In them, the cavemen could protect themselves from dangers like wild animals. So they felt safer and more comfortable there.

Well, there's a big difference between these caves and our modern houses, isn't there?

Yes, there is.

nowadays, we build houses with many materials, like concrete and steel. These houses are safer and better than caves. We make them more comfortable with furniture and machines. We make them more beautiful, too, with ornaments and pictures. Of course, they cost a lot of money. But that's another subject.

31

UNIT 4, lesson 2

OBJECTIVES:

- A. Practise listening.
- B. Introduce questions with negative tags.
- C. Revise the simple past tense.
- D. Homework: workbook page 24.

NEW VOCABULARY:

armchair, bookcase, carpet, concrete, couch, curtains, drawn, e.g., irregular, materials, ornaments, regular, steel, tense, verb

WHAT YOU NEED:

- A. poster 9 (Houses)
- B. cassette player
- C. recording 7 (Caves and Houses)

RECOMMENDED ACTIVITIES:

A. Practise listening.

(15 min.)

1. On the board, write in a column the first letters of all the new words that you will introduce in this lesson. Take your list from the New Vocabulary list above. As you introduce the words during the lesson, complete the spelling of the words. Get the class to help you do this. This way you will make sure that you introduce all the words, and that they can be seen by the class, ready for reading, pronunciation and spelling practice.



2. Hang up poster 9 (Houses) and say, *This is a room in a modern house. Is this natural or man-made?* (man-made) Introduce materials say *The builder built it with different materials.* (Point to the poster) *This* (the bookcase) *is wood.* *The window* (the window pane) *is glass.* *The wall* (showing the concrete blocks) *is concrete.* *This* (showing the steel beam) *is steel.* Have pupils repeat the new words. Write them on the board and have choral and individual repetitions.

3. Ask as you point, *What furniture can you see?* Model the new words for correct pronunciation: armchair, bookcase, couch. Model the other new words in the picture: carpet and curtains.



4. Tell pupils to listen for the answer to this question:

What are the differences between caves and modern houses?

(Caves are natural. Houses are man-made. Caves did not have any furniture. Houses have furniture. Houses are more comfortable than caves. Houses are safer than caves. Houses have carpets on the floor. Caves do not.)

5. Play the recording right through. Elicit answers to the question.

6. Have pupils open their pupils' books at page 31. Tell them to read the text as you play the recording through again, and to underline lightly in pencil the words they do not understand. The only remaining new word is ornaments.



ornaments: tell the class that there are some ornaments at the bottom of the picture. Ask, *What do ornaments do?* The

UNIT 4, lesson 2

answer is in box 7: ...*make them* (houses) *more beautiful*. Have pupils try to identify the ornaments in the picture (the two birds on the table). Elicit the Arabic word for *ornaments*.

7. Have pupils repeat the new words on the board chorally and individually and have spelling practice with them.

MOVE ON TO ACTIVITY B.

B. Introduce questions with negative tags.

(15 min.)

1. Write the main features of the question tag on the board:

There is . . . , isn't there?
Yes, there is.

Point out the change from *There is . . .* to *isn't there?*

Point out that the answer is *Yes, . . .*

➡ Like *Wh*-questions, question tags are usually said with falling intonation. E.g.,
. . . isn't there?

2. Have pupils practise the question and answer chorally and across the class.
3. Have pupils turn to page 32 in their pupils' books. Have two pupils read the conversation aloud in section 1 at the top.
4. Have pupils work together (in pairs) on section 2.
5. After a few minutes, call out sentence letters (a-f) in random order and choose pairs at random to say and answer the full sentences plus tags. When mistakes occur, allow other pupils to say the answers correctly.
6. Model the tagged sentences and answers for choral repetition, as follows:

- a. *Mr. Smith is interested in people's houses, isn't he? Yes, he is.*

Recording 7, Unit 4, lessons 1 and 2
(Caves and Houses)
[continued]



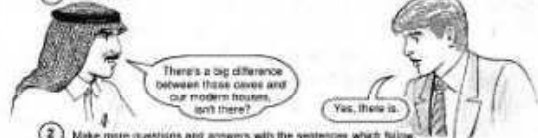
Mr. Al-Ali: *Well, there's a big difference between those caves and our modern houses, isn't there?*

Mr. Smith: *Yes, there is. Nowadays, we build houses with many materials, like concrete and steel. These houses shelter us better than caves. We make them more comfortable with furniture and machines. We make them more beautiful, too, with ornaments and pictures. Of course, they cost a lot of money. But that's another subject.*

UNIT 4 Lesson 2

CONVERSATION PRACTICE

- 1 Look at this:



- 2 Make more questions and answers with the sentences which follow. Use *couldn't, isn't, hasn't, weren't, aren't*.

- a. Mr. Smith is interested in people's houses.
- b. Mr. Al-Ali has asked him about the past.
- c. In cold climates, they could light fires.
- d. The first homes were natural places.
- e. Modern houses are more comfortable.
- f. That's another subject.

GRAMMAR

The Past Tense

- 1 Remember this time line: $\leftarrow \text{P} \rightarrow$ it shows the past tense.

Now look at the verbs in these sentences:

Thousands of years ago, people lived in caves.
They covered the floor with grass.
They could light fires.
The first houses were natural places.
People felt safer.
They did not have our kind of furniture.

Use the past tense, e.g. *lived*, when you want to talk about a time in the past, e.g. *Thousands of years ago*.

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UNIT 4, lesson 2

- b. *Mr. Al-Ali has asked him about the past, hasn't he? Yes, he has.*
- c. *In cold climates, they could light fires, couldn't they? Yes, they could.*
- d. *The first homes were natural places, weren't they? Yes, they were.*
- e. *Modern houses are more comfortable, aren't they? Yes, they are.*
- f. *That's another subject, isn't it? Yes, it is.*

MOVE ON TO ACTIVITY C.

C. Revise the simple past tense. (15 min.)

- Read aloud grammar section 1 on pupils' book page 32. Explain that *e.g.* means *for example*.
- Go through section 2 on page 33. Point out the verb *draw* in the table and have pupils repeat it and its past tense and its past participle—*drew* and *drawn*. Introduce the grammatical terms *verb*, *tense*, *regular*, and *irregular*.
- Have pupils open their workbooks at page 24. Read the instructions with them. Have individuals change the sentences orally.
- Have pupils begin writing the answers to the exercise done orally in step 3.

END OF LESSON 2

D. Homework

Have pupils complete the exercise on workbook page 24.

ANSWERS TO EXERCISES (workbook page 24)



- They protected themselves from dangers.
- They covered the floor with leaves and drew on the walls.
- They felt safe there.
- They were more comfortable there than outside.
- They could shelter from the weather.
- They did not have any furniture.

2 Look at these verbs:

P every day	X yesterday	→ has/have until now
1. covers/covers	covered	covered
2. lives/lives	lived	lived
3. shelters/shelters	sheltered	sheltered
4. sees/sees	was/was	seen
5. can/can	could	—
6. draws/draws	drew	drawn
7. feels/feels	felt	felt
8. has/has	had	had

Remember:
Regular verbs add *d* or *ed* in the past tense or other *has* or *have*.
Irregular verbs change in different ways.
Which verbs in the box are regular? Which are irregular?

3 Remember the changes for questions and negatives:

A. Regular *Cavemen covered the floor.*

Did they cover the floor?
ceiling?
They didn't cover the ceiling.
They did not cover the ceiling.

Yes, they did.
No, they didn't.

B. Irregular *They draw pictures.*

Did they draw pictures of animals?
houses?
They didn't draw pictures of houses.
They did not draw pictures of houses.

Yes, they did.
No, they didn't.

WORKBOOK
UNIT 4
Lesson 2

These sentences are in the present tense. Write them in the past tense.

Example:
Cavemen live in caves.
Cavemen lived in caves.

- They protect themselves from dangers.

- They cover the floor with leaves and draw on the walls.

- They feel safe there.

- They are more comfortable there than outside.

- They can shelter from the weather.

- They do not have any furniture.

UNIT 4, lesson 3

OBJECTIVES:

- Revise the simple past tense.
- Practise previewing, anticipating and reading for information.
- Start the homework exercises.
- Homework: workbook page 25.

NEW VOCABULARY:

Asia, box-shaped, ceiling, flat, low, roof, sloping, stone-built, thick, wooden

RECOMMENDED ACTIVITIES:

A. Revise the past simple tense.

(15 min.)

(Steps 1–3: 5 min.)

1. Have pupils open their pupils' books at page 31 (the interview about houses). Tell them to find **different** examples of verbs in the past tense.

2. As they find them—with box numbers—you write them on the board.

box 1: lived
box 1: sheltered
box 1: could
box 2: were
box 3: felt
box 4: weren't
box 5: didn't have
box 5: covered
box 5: drew

3. Ask pupils, *Why are these verbs in the past tense?* (Because they talk about "thousands of years ago".) Draw a time line and x to emphasize the time reference.



(Steps 4–6: 5 min.)

4. Have pupils turn to page 33 in their pupils' books and look at box 2. Explain that this box shows these verbs in different tenses.

5. Read the present tense forms of *cover*, *live* and *shelter* and have the class read their past and *has / have* forms.

Notes:

6. Read the explanation of regular and irregular verbs, then have pupils answer the two questions shown there (*Which verbs in the box above are regular? Which are irregular?*). As soon as a verb is named, ask, *Why do we call this (ir)regular?*

(Steps 7–8: 5 min.)

7. Have pupils look at box 3 on pupils' book page 33. Have individual pairs read out the questions and answers in the speech balloons in sections 3A and 3B.

8. Give prompts for pupils to ask and answer *Yes/No* questions, to make sentences negative, and to make *Wh-* questions. Use these prompts about cavemen:

live / houses
light fires / outside
have / our kind of furniture
cover / the walls
draw on / the floor
decorate / the floor

UNIT 4, lesson 3

The drill should go like this:

- T: *live / houses. Ask, Did ... ?*
 P1: *Did cavemen live in houses?*
 P2: *No, they didn't.*
 T: *Say a full sentence. Begin, "Cavemen ..."*
 P3: *Cavemen didn't live in houses.*
 T: *live. Ask, Where ... ?*
 P4: *Where did they live?*
 P5: *They lived in caves.*
 ... and so on. Think of more questions and prompts.

➡ Listen carefully for the base form (e.g., *live*) in the questions and negative sentences, and for the correct past tense form in the positive sentences.

MOVE ON TO ACTIVITY B.

B. Practise reading skills.
 (20 min.)

(Steps 1-3: 10 min.)

1. Have pupils turn their pupils' books to page 34.

2. Say, *Look at the first picture.* Ask these questions. As new words occur, practise them and write them on the board:

- a. *Is this a new house or an old one?*
 (an old one)
- b. *Is it an English house or a Saudi one?*
 (Saudi)
- c. *Where do you find houses like this in Saudi Arabia?*
 (in Asir / in the south-west)
- d. *Is this house like a circle or like a box?*
 (It is like a box.)
 Say, *That's right. It is box-shaped.*
- e. *What are the materials in this house?*
 (stone and some wood)
 Say, *In fact, it is a stone-built house.*
- f. *Tell me about the walls of this house. Are they thin or thick?*
 (They are thick.)

- g. *What about the ceilings of the rooms?*
 (Point to the ceiling in your classroom and then back to the picture.)
Are they high or low? (They are low.)
 Say, *The rooms have low ceilings.*
- h. *Look at the roof of this house.* (Point to the roof in the picture or make a quick drawing on the board.)
Is the roof flat or sloping? (It is flat)
 (Gesture or draw pictures to show the meanings of these words, then write them on the board for choral and individual repetition.)

3. Say, *Look at the second house.* Then ask these questions:

- a. *Is this house in Asir?*
 (No, it isn't.)
Where is it?
 Answer yourself, if necessary
 (It is in Asia.)


Ask, *Can you name three countries in Asia?*

UNIT 4
LESSON 3

READING



Different Kinds of Houses

In parts of Asir, it rains a lot. It also gets cold, especially in the winter season. Some of the houses there are stone-built and have sloping walls. They are box-shaped and have flat roofs. The rooms in many of these houses are small. They have thick walls and low ceilings. In this way, the people can keep themselves warm more easily.



stone

In parts of south-eastern Asia, there are plenty of trees. The climate is hot and humid. It rains a lot, too. For this reason, some people build houses with sloping roofs and thin walls of leaves. These houses stand on wooden legs. In that way, the wind can blow round and into them and keep them cool. Their legs keep them dry above water.

wood

34


UNIT 4, lesson 3

(Pupils should be able to name
Afghanistan, India, Japan and Pakistan.)

- b. *Does this house have a sloping roof or a flat one?*
(a sloping one)
- c. *Is it stone-built?*
(No, it isn't.)
- d. *What materials do you see?*
(wood)
Say, *Yes, they made this house from wood. It is a wooden house.*

(Steps 4-9: 10 min.)

4. Have pupils read the title. Ask, *Will you read about one kind of house or more than one?*
(more than one)

5. Have pupils close their books or turn them over. Write two questions on the board: 

1. What is the subject of paragraph 1?
(houses in Asir)
2. What is the subject of paragraph 2?
(houses in parts of south-eastern Asia)

6. Have a pupil read aloud the questions. Tell pupils that they must read the passage to answer the question, *What is each paragraph about?*

7. Tell pupils they have **two** minutes to read the passage silently.

8. After two minutes, ask for answers to the questions on the board.

9. Have pupils follow as you read the passage aloud. Make deliberate mistakes of fact as you read. Have individual pupils read correct sentences. E.g.,

T: *In parts of Asir, it rains a little.*
P: *a lot*
T: *It also gets hot*
P: *cold*
T: *especially in the summer season*
P: *winter season*
... etc.

MOVE ON TO ACTIVITY C.

C. Start the homework exercises. (5 min.)

1. Have pupils open their workbooks at page 24. Have one or two pupils read out the sentences they wrote for homework. Let others correct them, where needed.

2. Have pupils turn to workbook page 25. Have them do exercises A and B orally. Do not let them write anything now.

END OF LESSON 3

D. Homework

Have pupils complete exercises A and B on workbook page 25.

ANSWERS TO EXERCISES (workbook page 25)



(exercise A)

1. Cavemen did not live in houses.
2. They did not feel safe outside.
3. They did not draw pictures on the floor.

(exercise B)

1. Where did cavemen live?
2. What did they cover the floor with?
3. Why did they have fires in the caves?

UNIT 4, lesson 3

WORKBOOK
UNIT 4
Lesson 3

A. Make these sentences negative. Use ... did not.

1. Cavemen lived in houses.

2. They felt safe outside.

3. They drew pictures on the floor.

B. Ask questions from these sentences.

1. Cavemen lived somewhere. Ask, Where ... ?

2. They covered the floor with something. Ask, What ... ?

3. They had fires in the caves. Ask, Why ... ?

UNIT 4, lesson 4

OBJECTIVES:

- A. Check the homework.
- B. Check reading comprehension and reference.
- C. Do the Word Study.
- D. Homework: workbook page 26.

NEW VOCABULARY:

especially, noun, plenty of, reason

RECOMMENDED ACTIVITIES:

A. Check the homework.

(10 min.)

Have pupils read aloud sentences from workbook pages 24 and 25. Have other pupils correct if necessary. Walk round and check the homework at random.

MOVE ON TO ACTIVITY B.

B. Check reading comprehension and reference.

(15 min.)

1. Have pupils turn to their pupils' books, page 34. Tell them to read the passage silently and underline the words they do not know. Allow three minutes for this.

2. Explain the new words:

reason: a reason tells you why something is done.

especially: even more; more than usual.

plenty of: a lot of

3. Check comprehension by asking for *True* or *False* replies to the following statements. Pupils should give the line numbers and read the sentences that support their answers. E.g.,

- a. *There's plenty of rain in parts of Asir.*
(True, lines 1–2: In parts of Asir, it rains a lot.)
- b. *In Asia there aren't many trees.*
(False, lines 12–13: In Asia, there are plenty of trees.)

Notes:

c. *The wind cools the wooden houses.*
(True, lines 19–21:

The wind can blow round and into the houses and keep them cool.)

d. *The wooden houses become wet in the water.*

(False, lines 21–22: Their legs keep them dry above the water.)

4. Tell pupils to look quickly for words and expressions that mean or describe the following:

made of wood (wooden, line 19)
lots of (plenty of, line 13)
the opposite of wet (dry, line 22)
part of a room, above you. (ceiling, line 9)

5. Say, *Find words that mean the opposite of:*

thin (thick, line 9)
high (low, line 9)
flat roofs (sloping roofs, line 17)
wet (dry, line 22)

6. Have pupils say what these pronouns refer to in the passage:

UNIT 4, lesson 4

UNIT 4
Lesson 4

WORD STUDY

danger (the noun from dangerous) The signs in the picture mean danger. If you drink from the bottle, it will kill you. It is dangerous to touch the box.
*Where do you see the third sign?
*What does it mean?



furniture (Remember: this word NEVER ends with s.) A bookcase is a piece of furniture. Two armchairs are two pieces of furniture.
*How much furniture is there in your classroom? Count the pieces.



man-made, natural These two words are opposites. A cave is a natural place. People do not make it. Builders make modern houses. So they are man-made.
*Are these things natural or man-made? Wild animals, furniture, grass, leaves, concrete, steel, machines, wood, a table, rain, stone.



materials We make things with materials. We make windows with glass, model airplanes with wood, pots with clay. So glass, wood and clay are all materials. There are many more.
*What materials do you usually write on?
*What materials do many people wear in cold countries? (It comes from sheep.)



reason When we ask 'Why ...?', we want to know the reason for something.
Why do cowboys use caves? Reason: to shelter from the weather.



*What are your reasons for coming to school?
*What reasons do pupils have when they come late to class?



**Remember: God creates everything.

35

Line 4 *there* (= in parts of Asir)
Line 11 *themselves* (= the people)
Line 21 *them* (= the houses)
Line 21 *Their* (= the houses')

MOVE ON TO ACTIVITY C.

C. Do the Word Study. (15 min.)

(Steps 1-3: 10 min.)

1. Have pupils turn to page 35.

2. Read the first explanation to the class and discuss the answers to the questions. Introduce the new word **noun**. You can define it as *a word for a person, animal, place or thing*. Give examples of each.

3. Have pupils read the next explanations silently. Tell them they have one minute to read each. After each one, discuss the question or task with the class.

WORKBOOK
UNIT 4
Lesson 4

Word Study Choose the correct words.

1. Be careful not to light a fire near petrol. a. light
2. Parents warn their children from danger. b. draw
3. I cannot draw pictures of people as well c. cover
as you can. d. decorate
4. Some drivers decorate their trucks by painting different e. protect
colours on them.
5. You should protect your head in the sun to protect it.

6. It's nice to picnic outside on some grass. a. climate
7. Paper is a material that comes from wood. b. furniture
8. Britain has a cold, wet climate. c. green
9. The room was empty. There was no furniture in it. d. ceiling
10. You can't reach the ceiling without a ladder. e. material

11. A wolf is a wild animal. a. Wooden
12. Wooden houses burn more b. wild
easily than stone-built ones. c. sloping
13. A lot of modern concrete houses are d. man-made
box-shaped. e. box-shaped
14. You do not need a sloping roof in a dry climate.
15. Stone is natural, but steel is man-made.

16. The garden had a low wall around it. a. Asie
17. Houses are expensive nowadays. b. low
18. Thousands of years ago, man lived in c. especially
d. caves
19. Pakistan, India and Japan are all in Asia. e. nowadays
20. In Saudi Arabia, you need a/c, especially in summer.

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ANSWERS TO WORD STUDY QUESTIONS:

Word Study

danger: The third sign is seen on a road. It usually means that something is happening ahead. Drivers should go slowly and take extra care.

furniture: Count each chair, desk, etc.

man-made: Wild animals, grass, leaves, wood, rain and stone are natural. Furniture, concrete, steel, machines and a table are man-made.

materials: You write on paper. People wear wool.

reason: Some reasons for coming to school: (1) to learn useful things; (2) because my father tells me to come; (3) to study important things. Some reasons for coming late: (1) The car broke down; (2) I got up late; (3) I lost my books; (4) My father was late; (5) I couldn't find my watch.

UNIT 4, lesson 4

(Step 4: 5 min.)

4. Have pupils open their workbooks at page 26. Have individuals read the words on the right of each section aloud. Have pupils work in pairs to work out which words go in which sentences. Do as many as you have time for.

END OF LESSON 4

D. Homework

Have pupils write the correct words in the spaces in the Word Study exercise on workbook page 26.

ANSWERS TO EXERCISES (workbook page 26)



1. light
2. protect
3. draw
4. decorate
5. cover
6. grass
7. material
8. climate
9. furniture
10. ceiling
11. wild
12. Wooden
13. box-shaped
14. sloping
15. man-made
16. low
17. nowadays
18. caves
19. Asia
20. especially

UNIT 4, lesson 5

OBJECTIVES:

- Check the Word Study homework.
- Prepare for writing.
- Practise describing a house orally from notes.
- Write the description practised in activity C.
- Homework: workbook pages 27-28.

NEW VOCABULARY:

brick-built, single (only one), tree

RECOMMENDED ACTIVITIES:

A. Check the Word Study homework.

(10 min.)

- Have pupils open their workbooks at page 26. Call out the words on the right. Have individual pupils read the correct sentence for each word.
- Write up the numbers and correct words on the board.
- Go round the class to check that the homework exercise has been done.
- Check pupils' scores by a show of hands.
- Tell pupils that you will in future take in the Word Study exercises for marking.

MOVE ON TO ACTIVITY B.

B. Prepare for writing.

(12-13 min.)

- Have pupils open their pupils' books at page 36. Read the instructions at the top of the page.
- Have individual pupils try to form sentences from the notes in part 1. Then show the connection between each note in part 1 and corresponding sentences in part 2. Introduce and practise the new vocabulary: *single* (floor), *trees*.
- Call out each note in turn and have a pupil read the corresponding sentence. Repeat this with different pupils.

Notes:

UNIT 4 Lesson 5

WRITING

- In September, Mr. Smith went to Libya. He made some notes about the house that he stayed in. Make sentences about the house from his notes.
 - September - Libya
 - hot, dry climate
 - concrete house
 - T-shaped
 - flat roof
 - single floor
 - big rooms
 - old furniture, expensive curtains, thick carpets
 - garden - trees
 - well round it



- Now read this paragraph about the house in Libya:

In September, I went to Libya. It has a hot, dry climate. I stayed in a concrete house. It was T-shaped. It had a flat roof. There was a single floor. The rooms were big. They had old furniture, expensive curtains and thick carpets in them. Outside, there was a garden with trees in it. It had a well round it.

- Now make sentences about another house from these notes:

- Last month - Canada
- cold, rainy climate
- brick-built house
- box-shaped
- slating roof
- two floors
- small rooms
- modern armchairs and couches
- flowers and grass in the garden



- Finally, write the paragraph in your workbook, page 27.

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ANSWERS TO
EXERCISES
(workbook pages 27–28)



(page 27)

(exercise A)

Last month, I went to Canada. It has a cold, rainy climate. I stayed in a brick-built house. It was box-shaped. It had a sloping roof. There were two floors. The rooms were small. They had modern armchairs and couches in them. Outside, there was a garden with flowers and grass in it.

(exercise B)

- | | |
|---------------|--------------|
| 1. noun | 6. curtains |
| 2. ceiling | 7. steel |
| 3. especially | 8. materials |
| 4. reason | 9. ornaments |
| 5. thick | 10. nowadays |

(page 28)

1. a. This tool is Y-shaped.
b. It is a Y-shaped tool.
2. a. This building is U-shaped.
b. It is a U-shaped building.
3. a. This pipe is S-shaped.
b. It is an S-shaped pipe.
4. a. This goal is H-shaped.
b. It is an H-shaped goal.
5. a. This room is L-shaped.
b. It is an L-shaped room.

UNIT 4, lesson 6

OBJECTIVES:

- A. Check the homework and collect the work-books.
- B. Prepare an interview (past tense).

NEW VOCABULARY:

helmet, shape

RECOMMENDED ACTIVITIES:

A. Check the homework.

(15 min.)

1. Have pupils open their workbooks at page 27. Go round and make a quick check that the homework has been done.
2. Have one or two pupils read their paragraphs from part A aloud to the class. Have others suggest corrections where appropriate.
3. Check the spelling of words in exercise B.
4. Have individual pupils read sentences from the exercises on page 28. Have others suggest corrections.
5. Collect the workbooks.

MOVE ON TO ACTIVITY B.

B. Prepare an interview (past tense).

(25 min.)

(Steps 1-5: 10 min.)

1. Have pupils open their pupils' books at page 37.
2. Ask questions about the picture. E.g.,

What's happening in the picture?
 (Mr. Al-Ali and Mr. White are talking.)
What has Mr. White got in his hands?
 (plans)
What is he wearing on his head?
 (Introduce helmet.)

Notes:

UNIT 4
 Lessons 5 & 6

ACTIVITIES

Interviewing Someone with the Past Tense

Mr. White has just built a house in Kuwait. He is in Kuwait now.
 Read the notes.
 With another pupil, practise the questions and answers for an interview.
 Use the past tense. → ←

Example: Where ... built?
 Where did you build the house?
 We built it in the north of Kuwait.

Notes:

1. Where ... built?
2. How long ... take?
3. ... weather like?
4. ... kind of house ... ?
5. What shape ... ?
6. ... kind of roof ... ?
7. How many floors ... ?
8. ... big or small rooms?
9. ... kind of furniture ... ?
10. ... in the garden?

(Mr. White is wearing a helmet on his head.)

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UNIT 4, lesson 6

What does Mr. White do?

(He is a builder / an engineer.)

What are they talking about?

(building a house)

3. Read the instructions aloud. Go through the example.

4. Tell pupils they are going to make up (imagine) the complete conversation—both questions and answers. Say that you will ask different pairs to say it aloud in front of the class. Introduce the word *shape* in note 5 (*box-shaped* was introduced in lesson 3).

5. Divide the class into pairs. Remind them that the conversation is about the **past**.

(Step 6: 10 min.)

6. Have the pairs work out and practise their sentences. Try not to provide the language needed as pupils work out the sentences. Discourage writing. This is a speaking and, to a certain extent, memorizing activity.

⇒ Pupils should use full sentences and invent the answers to the questions. Allow any reasonable and correct answers.

(Step 7: 5 min.)

7. Stop the practice. Have one or two of the better pairs try to say the conversation in front of the class, using **only** the notes in the pupils' book.

END OF LESSON 6

Possible questions and answers in step 7 include:

1. Where did you build the house?
We built it in Syria.
2. How long did it take?
It took four months.
3. What was the weather like?
It was terrible.
4. What kind of house was it?
It was a brick-built house.
5. What shape was it?
It was L-shaped.
6. What kind of roof did it have?
It had a flat roof.
7. How many floors were there / did it have?
There were / It had two.
8. Were the rooms big or small?
They were big.
9. What kind of furniture was there / did it have?
There was / It had modern furniture.
10. What was there in the garden?
There was grass and some trees.

⇒ Remember: these are only examples. Allow other correct sentences.

UNIT 4, lesson 7

OBJECTIVES:

- A. Revise the past tense in a short conversation.
- B. Practise the conversation from lesson 6 for greater fluency.
- C. Prepare a guided conversation.
- D. Homework:
 1. Complete workbook page 29.
 2. Read pupils' book page 38.

RECOMMENDED ACTIVITIES:

A. Revise the simple past tense.



(10 min.)

1. Have pupils keep their books closed.
2. Remind pupils that verbs change their form to show the past tense. E.g.,

shelter / sheltered (regular)
take / took (irregular)

3. Practise past and base forms with a four-line conversation. For example, introduce the conversation by saying, *Mr. White built a house. It took a long time. Listen to the conversation about the house that Mr. White built.*

Did Mr. White take three weeks?
No, he didn't.
How long did he take?
He took three months.

Practise this short conversation with the class several times. Then practise it with at least five or six individuals.

⇒ We suggest *take*, rather than *build*, as the model because it is easier to hear the difference between the past form *took* and the base form *take*. However, if you want to practise the *d / t* sound difference and can be sure of hearing mistakes, you can use the four-line conversation that follows.

Notes:

Did Mr. Brown build a cave?
No, he didn't.
What did he build?
He built a house.

⇒ The intonation in the two questions is different. The *Did...* question ends with a rising voice. The *What...* question ends on a low note. Encourage pupils to follow this pattern.

Here is a suggested method of teaching the four-line conversation above:

- a. Make it clear that you are speaking for two people. You can either draw two stick men on the board—label them A and B—and then point to each in turn as you say the different parts; or, you can pretend to speak to another person by changing your position after each question and back after the answer.

UNIT 4, lesson 7



- b. Model the whole conversation (four lines) at least twice.
 - c. Have the class repeat the whole conversation at least twice.
 - d. Ask individual pupils the questions. Prompt the responses, if necessary, with *No, ...* and *He ...*
 - e. Have individual pupils ask the questions. Prompt, if necessary, with *Did...?* and *How long...?* Have other pupils answer.
 - f. Beckon (or point to) at least six different pupils to say the questions. Beckon (or point to) six different pupils to answer, too.
4. Remind pupils that *took* is the past form of *take*, but that after *did* or *didn't* we use *take*.

MOVE ON TO ACTIVITY B.

B. Practise the conversation from lesson 6.

(10 min.)



(Step 1: 5 min.)

1. Have pupils open their pupils' books at page 37. Have them sit together in pairs and practise the conversation they practised in the previous lesson. Remember that they have to invent the answers. Walk round and encourage them.

(Step 2: 5 min.)

2. Have pairs of pupils stand up and say their parts, using only the question notes in the pupils' book.

Possible questions and answers in step 2 include:

1. Where did you build the house?
We built it in Syria.
2. How long did it take?
It took four months.
3. What was the weather like?
It was terrible.
4. What kind of house was it?
It was a brick-built house.
5. What shape was it?
It was L-shaped.
6. What kind of roof did it have?
It had a flat roof.
7. How many floors were there / did it have?
There were / It had two.
8. Were the rooms big or small?
They were big.
9. What kind of furniture was there / did it have?
There was / It had modern furniture.
10. What was there in the garden?
There was grass and some trees.

Remember: these are only examples. Allow other correct sentences.

MOVE ON TO ACTIVITY C.

UNIT 4, lesson 7

C. Prepare a guided conversation. (15 min.)

1. Return the workbooks. As you do this, have pupils say and spell aloud the past forms of verbs that you say to them in the base form. E.g., *cover (covered), decorate (decorated), draw (drew), can (could), shelter (sheltered), protect (protected), feel (felt), is (was), are (were)*.

2. Have pupils open their workbooks at page 29.

3. Tell pupils to think of the conversations they have practised, in order to complete this written conversation. Work as a class.

4. Have individual pupils provide the questions. Have choral repetition of acceptable questions.

5. Have pairs of pupils stand and say the complete conversation from the half conversation in the book.

6. As pupils prepare to write, tell them to look at other parts of the page for help with spelling. For example, *L-shaped* helps when they want to write *What shape*? in the question. Also *furniture* and *garden* provide models.

7. Write up other words on the board after eliciting the spelling from the class.

8. Have them begin writing the conversation.

END OF LESSON 7

D. Homework

1. Have pupils complete the guided conversation on workbook page 29.

2. Have them read and study pupils' book page 38 (the Revision page for Unit 4).

Important: Tell pupils that you will dictate several sentences from pupils' book page 38 in the next lesson.

UNIT 4 Lesson 7

REVISION

Read, learn and remember.

Dictation

The Past Tenses

1 **was** →

Was Mr. White here yesterday?	No, he wasn't.
Where was he?	He was at the studio. Mr. White was not here.

Remember the long form:
Practice with you and **it** as well.

2 **were** →

Were Mr. White and Mr. Al-Al here yesterday?	No, they weren't.
Where were they?	They were at the studio. Mr. White and Mr. Al-Al were not here.

Remember the long form:
Practice with you and **we** as well.

3 **could** →

Could cavemen build houses?	No, they couldn't.
What could they do?	They could light fires. Cavemen could not build houses.

Remember the long form:
Practice with you and **we** as well.

2 **Comparing 2 Things**

Remember: **er than** ... for short adjectives
more than ... for long adjectives

Houses are	warmer	than caves.
	more modern	

Practice with safe, comfortable, beautiful, cool, expensive, good.

38

WORKBOOK
UNIT 4
Lesson 7

Complete the conversation.

Mr. White built a house in Kuwait. Mr. Al-Al is interviewing him about it.

1. Mr. Al-Al:
- Mr. White: We built it in Kuwait.
2. Mr. Al-Al:
- Mr. White: We took three months.
3. Mr. Al-Al:
- Mr. White: A wooden house.
4. Mr. Al-Al:
- Mr. White: It was L-shaped.
5. Mr. Al-Al:
- Mr. White: Yes, it had a lot of furniture.
6. Mr. Al-Al:
- Mr. White: Yes, there was a big garden with grass, flowers and trees in it.

29

UNIT 4, lesson 7

ANSWERS TO EXERCISES
(workbook page 29)



1. Where did you build the house?
2. How long did you take?
3. What kind of house was it?
4. What shape was it?
5. Did it have much / a lot of furniture?
6. Was there a garden?

Other questions may be possible.

UNIT 4, lesson 8

OBJECTIVES:

- A. Practise short conversations revising *was*, *were* and *could*.
- B. Revise comparatives with *—er* and *more...*
- C. Do a dictation.

RECOMMENDED ACTIVITIES:

A. Practise short conversations revising *was*, *were* and *could*. (25 min.)

(Steps 1–5: 10 min.)

1. Ask pupils, *Where was Mr. White yesterday afternoon?* Prompt, *at work*. Have the class repeat, *Mr. White was at work yesterday afternoon*.

2. Model this conversation.

Was Mr. White at home yesterday afternoon? (rising intonation)
No, he wasn't.
Where was he? (falling intonation)
He was at work.

3. Repeat the conversation. Model it for the class to repeat chorally at least twice.

4. Have individual pupils say the conversation across the class.

5. Prompt substitutions to the conversation in step 2, above. E.g.,

first line: *at lunch-time, last week, in September*

last line: *at the studio, in town, away, on holiday*

(Steps 6–7: 5 min.)

6. Model a conversation with a plural subject. E.g.,

Were Mr. White and Mr. Al-Ali at home yesterday?
No, they weren't.
Where were they?
They were at the studio.

Notes:

Have at least five pairs of pupils ask and answer the questions as you prompt substitutions with *we* and *you* (*you and your friend*).

7. Prompt *you* (singular) as a substitution. Take care with the *Were you ...?* questions and *I was...* answers. Involve at least five pairs of pupils.

(Steps 8–10: 10 min.)

8. Model a conversation to practise *could*. E.g.,

Could cavemen build houses?
No, they couldn't.
What could they do?
They could light fires.

9. Have pupils practise, as before. Prompt substitutions. E.g.,

first line: *furniture, cars*

last line: *shelter in caves, protect themselves, draw pictures.*

UNIT 4, lesson 8

10. Have pupils open their pupils' books at page 38. Read through boxes 1A, B and C with them.

MOVE ON TO ACTIVITY B.

B. Revise comparatives with *-er* and *more...*

(5 min.)

1. Read box 2 (*Comparing 2 Things*). Make sure pupils understand when they should use each form of the comparative.

2. Practise with substitutions: *safe — safer; comfortable — more comfortable; beautiful — more beautiful; cool — cooler; expensive — more expensive; good — better.*

MOVE ON TO ACTIVITY C.

C. Do a dictation.

(10 min.)

Follow the recommended procedures (see the *Guide to Dictation Practice* in Appendix H) and dictate three or four sentences from the Revision page (pupils' book page 38).

END OF LESSON 8

Appendix 4- Currency

Unit 5 - Lesson 3

Reading

Saudi Currency ②



Before 1952 AD, there was no Saudi paper money. People used coins. The most important one was the silver Saudi Riyal, but there were also gold coins.

5



In 1952, the government introduced the first paper money, called pilgrims' certificates. You can see an example of one on the left. At first, only pilgrims used them during Al-Hajj, but then everybody began to use them because they were easier to carry than coins. The first banknotes appeared in 1961. There is an example of one of

10

these notes on the right. A second set of banknotes appeared between 1967 and 1969, and the newest ones, the ones which we use today, came out in 1984.

There are eight notes in the new set: a one-riyal note, a five-riyal note, a ten-riyal note, a twenty-riyal note, a fifty-riyal note, a one-hundred-riyal note, a two-hundred-riyal note and five-hundred-riyal note.

15

Let's look carefully at the newest Saudi one-hundred-riyal note. It is 16 centimeters long and 7.2 centimetres wide. Its main colours are brown, red and green. On the front, there is a picture of King Fahd in the centre and the old part of the Prophet's Mosque at Madinah on the left. The value (the number of riyals) appears in Arabic in all four corners. The serial number appears, also in Arabic, in black in the top right corner, and in red in the bottom left corner. On the back, you can see the Prophet's Mosque and the value in English three times.

20

serial no.

⑤ the newest Saudi 100-riyals banknote



front



back

A. Now answer the following questions:

1. What was the name of the first paper money in Saudi Arabia?
2. When did the first banknotes appear?
3. What are the colours on the Saudi 100-riyal note?
4. Why do you think everybody wanted to carry paper money and not metal money?

B. Discuss with your teacher the latest Saudi banknotes:

Appendix 5- Unit 2 Lesson 2: a grammar lesson

Unit 2 - Lesson 2



4

How will you make questions? Remember the changes below.
(And remember the capital letter at the beginning of each sentence.)

He is going to ...	Is he going to	QUESTION MARK ?	Yes, he is. No, he isn't.
	How many / Where / Who / What is he going to	?	
They will	Will they	?	Yes, they will. No, they won't.
	Why / How long / How often / when will they	?	

Now look at box 3 on page 16 again. Make questions with the words there.
Answer them, too.

A. write new sentences. Do not change the meaning. Use *will* in each one.

Example: I am going to introduce you to people.

I will introduce you to people.

1. The programme is going to be about people.
2. It is going to take place every two weeks.
3. Mr. Al-Ali is going to be the host on the programme.
4. You are going to talk to foreigners.
5. We are going to do the exercise below.

B. Write new sentences. Do not change the meaning. Use ... *be going to* ... in each one.

Example: I will interview people.

I am going to interview people.

1. I will be your host.
2. He will talk about people's health.
3. They will discuss everything in English.
4. We will take a look at training in a technical school.
5. You will see me again soon.

Appendix 6- Unit 2 Lesson 2: a grammar lesson's plan, teacher's book

UNIT 2, lesson 2

OBJECTIVES:

- A. Hand back the homework.
- B. Practise a greetings conversation.
- C. Revise the future: *will* and *be going to*.
- D. Prepare for homework.
- E. Homework: workbook pages 11–12.

NEW VOCABULARY:

the beginning, below, instead

RECOMMENDED ACTIVITIES:

➡ Remember to have pupils give you today's date (AD) in English.

A. Hand back the homework. (5 min.)

MOVE ON TO ACTIVITY B.

B. Practise a greetings conversation. (15 min.)

1. Have pupils open their pupils' books to page 11. Have them look at the first pair of pictures (1a). Read the conversation aloud, twice. Have the pupils repeat after you chorally.

2. Have pupils close their books. Take the part of Sa'ad and say the first line, *Hello, I'm Sa'ad* to a pupil. Have him reply, *Hello, I'm (Ahmad Al-Ghamdi). It's nice to meet you.*

➡ Always give each pupil a fair chance to answer correctly. If he can't, go to another pupil for the answer. When you get the correct answer, go back to the previous pupil and have him say it correctly.

Notes:

UNIT 2
Lesson 2

CONVERSATION PRACTICE

1 Look at these



2 Read and practise. Fill the spaces with your own names.



3 Now practise the conversation again. This time do not use my programme. Use these words instead.

my home	our apartment
my classroom	Tafel
our school	Saudi Arabia

Continue on the next page. ➡

UNIT 2, lesson 2

3. Have the class repeat chorally. Then have individual pupils say the lines across the class. Use at least 5 different pairs of pupils.

4. Take Sa'ad's part again and add the third line, *Welcome to Saudi Arabia*. Choose a pupil and model the fourth line for him to repeat, *Thank you. It's nice to be here*. Have about five pupils repeat the fourth line one after another. Have the class repeat the third and fourth lines after you.

5. Take Sa'ad's part and address three or four different pupils. Have them reply. Finally, have at least five pairs of pupils say the conversation to each other across the classroom.

6. Repeat steps 1-5 with the second conversation (1b) on pupils' book page 11.

7. Have pupils open their pupils' books at page 11. Have two or three pairs of pupils read the conversation in number 2 aloud, filling the blank spaces with their own names.

8. Have several pairs of pupils practise the conversation using the words listed in part 3 instead of "my programme". Prompt the pupils yourself rather than expecting them to read the prompts; this will allow them to look at each other as they speak.

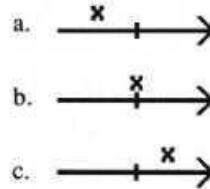
9. If there is time, divide the class into pairs and let them practise the conversation in numbers 2 and 3 with their books open. Introduce the new word *instead* (in the instruction for number 3).

MOVE ON TO ACTIVITY C.

C. Revise the future: *will* and *be going to*.

(15 min.)

1. Have pupils close their pupils' books. Draw three time lines on the board (these lines were used in the Intermediate course, so pupils should know them) like this:



2. Ask, *What are these? What do they mean?* Elicit the idea that they are time lines and that they show (a) the past, (b) the present and (c) the future.

3. Pupils should keep their books closed as you read the example sentences, in random order, from part 1 on pupils' book page 12. Have them tell you which time line is correct for each sentence.

4. Have pupils open their pupils' books to page 12. Have a pupil read out the example sentence for each time line in part 1.

UNIT 2
Lesson 2

GRAMMAR

The Future

1 Do you remember these signs called time lines?

$\xrightarrow{\quad \times \quad}$ means the past.
Example: Two weeks ago he introduced you to our driver.

$\xrightarrow{\quad \times \quad}$ means the present.
Example: Now he is on your TV screen.

$\xrightarrow{\quad \quad \times}$ means the future.
Example: I will be your host for the next few months.

2 Are these people talking about the past, the present or the future?

A

Are you going to introduce people?

You are. But we aren't going to ask to meet people.

Who are you going to talk to?

Who are going to introduce themselves.

B

Oh, but will you be back soon?

You will. But I want to know when.

When will you return?

It will be soon tomorrow.

3 Look carefully and remember the going to and will. Make sentences from the box below.

I	am	'm	going to	Introduce you to Ali. Be on TV. Tell a story. Enjoy the programme. Take place tomorrow. (It) work in Riyadh. come on the flag. discuss people's health. attend school.
He She It	is	's		
We You They	are	're		
I	will	'll		
He She It	is	's		
We You They	are	're		

12

Appendix 7- The only women illustrations in the coursebook

Be: Short Forms and Long Forms of *am, is* and *are*

1 Look at this:

			<p>Practice saying the short forms.</p>

We usually write the long forms but say the short forms.

2 Look at the long and short forms with *not*:

			<p>Practice saying the short forms.</p>

3 We can also ask questions and answer quickly.

<table border="1"> <tr><td>Am</td><td>I</td></tr> <tr><td>Is</td><td>he</td></tr> <tr><td></td><td>she</td></tr> <tr><td></td><td>it</td></tr> <tr><td>Are</td><td>you</td></tr> <tr><td></td><td>we</td></tr> <tr><td></td><td>they</td></tr> </table>	Am	I	Is	he		she		it	Are	you		we		they		<table border="1"> <tr><td>You</td><td>are.</td></tr> <tr><td>he</td><td>is.</td></tr> <tr><td>she</td><td>is.</td></tr> <tr><td>it</td><td>is.</td></tr> <tr><td>I</td><td>am.</td></tr> <tr><td>we</td><td>are.</td></tr> <tr><td>they</td><td>are.</td></tr> </table>	You	are.	he	is.	she	is.	it	is.	I	am.	we	are.	they	are.		<table border="1"> <tr><td>You're</td><td>not.</td></tr> <tr><td>he</td><td>isn't.</td></tr> <tr><td>she</td><td>isn't.</td></tr> <tr><td>it</td><td>isn't.</td></tr> <tr><td>I'm</td><td>not.</td></tr> <tr><td>we</td><td>aren't.</td></tr> <tr><td>they</td><td>aren't.</td></tr> </table>	You're	not.	he	isn't.	she	isn't.	it	isn't.	I'm	not.	we	aren't.	they	aren't.	
Am	I																																														
Is	he																																														
	she																																														
	it																																														
Are	you																																														
	we																																														
	they																																														
You	are.																																														
he	is.																																														
she	is.																																														
it	is.																																														
I	am.																																														
we	are.																																														
they	are.																																														
You're	not.																																														
he	isn't.																																														
she	isn't.																																														
it	isn't.																																														
I'm	not.																																														
we	aren't.																																														
they	aren't.																																														

Practice asking and answering.



Unit 1 - Lesson 2

A. Copy these words in your copybook:

1. Algeria Algerian
2. Egypt Egyptian
3. Iran Iranian
4. Jordan Jordanian
5. Libya Libyan
6. Morocco Moroccan
7. Palestine Palestinian

- Russia Russian
- Syria Syrian
- Tunisia Tunisian
- Afghanistan Afghanistani
- Pakistan Pakistani
- Qatar Qatari
- Yemen Yemeni

B. Write the sentences in your copybook: Use the long forms.

 **Example:**
We're Australian.

1.  I'm Saudi.
2.  He's Palestinian.
3.  You're Egyptian.
4.  I'm not Russian.
5.  She's Syrian.

We are Australian.

6.  They aren't Iraqi.
7.  We aren't Qatari.
8.  It isn't Omani.
9.  They're Tunisian.
10.  You aren't Afghanistani.



Unit 5 - Lesson 2

Grammar

... had better ...

Look at this:

1



We say this when we think something *Should* happen.

Now practice and learn the tables:

2

I	had better	fly there.	I'd He'd She'd It'd You'd They'd We'd	better	stop.
He		go by train.			wake up.
She		drink some water.			run.
It		sleep now.			swim.
We					
You					
They					

Finally, say some sentences about these pictures. Remember. Use the *short forms*.

3



Questions We Ask When We Think the Answer Will Be No

Look at this:

1



We only ask questions like this when we think the answer will be "No".
(We only use them when we speak to someone. We do not usually write them.)



2 Now look at some more questions and answers like those in box 1 but with different verbs:

You haven't got a car, have you?	No, I haven't.
He can't speak Arabic, can he?	No, he can't.
They aren't Saudi, are they?	No, they aren't.
She couldn't go, could she?	No, she couldn't.
I'm not next, am I?	No you aren't.
It isn't American, is it?	No, it isn't.

3 Finally, make questions and answers for these pictures:

It ...? No.	She ...? No.	They ...? No.	We ...? No.	I'm ...? No.	You ...? No.	He ...? No.
isn't American	hasn't got an ice cream	can't fly	aren't late	not winning	couldn't understand	can't speak Turkish

Whose ... ?

1 Look at this:

If you want traveller's cheques, you'd better go to a bank.

2 Do you remember this?

Whose book is this? It is Umar's.
What is his father's first name?

There is only one Umar and only one father, so we use 's (apostrophe+s).

3 If there are more boys and more fathers, we use s' (s+apostrophe). Here are some more examples:

the pilot's keys (1 pilot) but the pilots' keys (more than 1 pilot)

the boy's models (1 boy) but the boys' models (more than 1 boy)

Appendix 8- Introduction of the coursebook

كيف تتعلم ؟

لا نتوقع أن يكون الكتاب مفتوحاً أمامك دائماً في الفصل. فمعلمك يعمل مع معظم الأحيان من غير كتاب. ونادراً ما يتحدث بالعربية في الفصل. عليك أيضاً الالتزام بذلك وحاول التحدث والقراءة باللغة الإنجليزية والاستماع إليها بقدر الإمكان سواء كان ذلك داخل الفصل أو خارجه. وستكتشف في النهاية أن هذا مفيد جداً. كما يجب ألا نتوقع أن يروك أساتذك بالإجابة عن كل الأسئلة. لكنه سيساعدك فقط على ذلك. حيث إن أفضل وسيلة للتعلم هي التعود على بذل الجهود الذاتي.

هناك ست وحدات في هذا المقرر. تحتوي كل وحدة على ثمانية دروس أو حصص. وكل حصّة تستمر على النهج التالي :



الدرس الأول :

يبدأ الدرس دائماً بالاستماع إلى حوار مع شخص ما. ولن يبدأ معلمك أبداً الدرس بعبارته «الفتح كتابك صفحة كذا وكذا» بل سيناقش معك الشيء الجديد بالإنجليزية. ويعرفك ببعض الكلمات الجديدة مستخدماً للصفات ثم الاستماع إلى الحوار المسجل. ويتوقع المعلم منك أن تحاول وتجتهد لتعرف معاني بعض الكلمات الجديدة من تلقاء نفسك.

الدرس الثاني :

يبدأ هذا الدرس أحياناً بالتدريب على الحوار القصير المبني على ما سمعته في الحوار المسجل ويكون التركيز عادة على بعض القواعد التي لم تستعملها في الدرس الأول.

الدرس الثالث :

سيكون هذا الدرس للتدريب على القراءة الصامتة (وليس القراءة الجهرية). وتكون القراءة الجهرية فقط في نهاية الدرس بغرض التأكيد من صحة نطق الكلمات (قلو فكريت للحظة. ستكتشف أنك قد خُناج إلى القراءة بالإنجليزية جهراً في حياتك العادية). وستكون هناك مناقشة للعنوان والصور بالإنجليزية قبل الشروع في القراءة. وقد يروك معلمك قبل القراءة بملومات معينة يجب الانتباه إليها (وغالباً ما تكون أسماً وأرقاماً). وسيوجه إليك المعلم بعض الأسئلة عن القطعة ثم يطلب منك قراءتها سراً. لتتمكن من الإجابة عن الأسئلة. ويتوقع منك المدرس أن تحاول معرفة معاني الكلمات الجديدة من تلقاء نفسك. والكلمات الجديدة الأخرى ستعرف معانيها في الدرس الرابع.

الدرس الرابع :

هذا الدرس اسمه «دراسة الكلمات» وستعرف فيه معاني بعض الكلمات الجديدة التي اطلعت عليها في الدرس الثالث التي لم تتعرف على معانيها بنفسك. وصفحات كتاب التلميذ مرتبة مثل ترتيب صفحات قاموس الإنجليزي وقد تم إعدادها بحيث تهيؤك لاستعمال القاموس الإنجليزي عند الحاجة إليه. والفرق بين هذا الدرس وقاموس اللغة الإنجليزية الحقيقي هو أننا وضعنا أسئلة لتجيب عنها في نهاية كل تعريف للكلمات الواردة في الدرس.

الدرس الخامس :

ستتمرن في هذا الدرس على الكتابة. وبالتحديد سيطلب منك دائماً كتابة الخطابات بالإنجليزية. أشرت ربما لا خُناج كثيراً في حياتك العادية إلى الكتابة بالإنجليزية - ولن يطلب منك المعلم كتابة موضوع إنشائي حر - إلا إن العرض من الدرس هو ممارسة اللغة الإنجليزية وليس القدرة التخيلية. كما لن يطلب منك استعمال كلمات من عندك أي معنى آخر ستستعمل فقط الكلمات التي درستها. وستقدم لك نموذجاً ثم يُطلب منك عمل ما ياتله ولكن بشكل جديد.

الدرس السادس والسابع :

الدرس السادس والسابع يسمىان «الأنشطة» وقد تم إعدادهما بحيث يساعدانك على التحدث أكثر بغير ما يمكن. وسيتشارك الطلاب في المناقشات والمقارنة بين الأشياء وعمل مقابلات مع الآخرين. وقد يضل الأمر إلى التعليق على مباراة كرة قدم. وكذلك وصف الحج ووصف الأشياء المختلفة.

الدرس الثامن :

هذا الدرس عبارة عن مراجعة للقواعد التي درستها سابقاً. فهو يُلخص القواعد الجديدة بالنسبة لك. وتلك التي درستها من قبل ولكن توجد معها أمثلة كثيرة في هذه الوحدة - ويكتك هذا استعمال صفحة كتاب التلميذ للدرس الثامن كمرجع.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

نت وهذا المقرر

لأن قد أدرجت فائدة وأهمية تعلم الإنجليزية، ولننعمها على الوجه الأفضل لابد من مواصلة العمل الجاد وتكثيف التمارين ويبدو أن هذا العمل شاق ولكن قد يكون الأمر متعباً كثيراً نظراً فهذه المادة تركز على أن يكون تعلم الإنجليزية متعباً ومفيداً لك في التعبير عن الاستعمالات اليومية سواء كان ذلك داخل المملكة العربية السعودية أو خارجها.

هي هذا المقرر يمكنك مراجعة وصعقة كيفية عمل الآتي بالإنجليزية.



صف الناس والأشياء
وقارن بينهم



تكلم عن المستقبل



عرف نفسك والأشخاص الآخرين
وتكلم عن الجسيمات الأخرى



تحدث مع الناس عن آمالك
ومطموحاتك وعن تنظيم الرحلات



حول نفودك إلى عمالات
مختلفة



تكلم عن الماضي



واكتب وصفاً للأنشطة والأشياء



قرأ بهيوة وتركيز



الأشكال المختلفة للمدارس

يمكنك أيضاً تعلم الكثير من الحقائق الجديدة عن -



المدارس في بريطانيا
والولايات المتحدة



السفر بالطائرة



تاريخ عملة المملكة العربية السعودية

B

Appendix 9- School in Britain



Unit 3 - Lesson 1

Listening



School in Britain

Listen. Then read.

Ahmad Al-Ali is interviewing a young British boy called James Brown about school in Britain.

1 James, how does school in Britain compare with school here?

2 Well, Mr. Al-Ali, we start earlier. Children begin school at the age of five in Britain. It's compulsory. Everyone must go between the ages of five and sixteen, of course many pupils continue until they're eighteen.

3 Do you go to the same school all that time?

4 No. But I think we go to fewer schools than Saudi children. There's primary school for children from five to eleven. Then we go to secondary school from eleven to eighteen.

5 And what's the school day like? Is it long?

6 Well, it's probably the same as Saudi school day, but it seems longer. We start at about 9 a.m. and go on until 12, then there's lunch. School starts again at around 1:30 p.m. and lasts until 4. In secondary school, there's usually homework every evening.

7 O.K. Let's take a short break now.

8 We'll be back in a minute, viewers.

primary school (5-11)	secondary school (11-18)
9 a.m. - 12	9 a.m. - 12
12 - 1:30	12 - 1:30
1:30 - 4 p.m.	1:30 - 4 p.m.

Appendix 10- Comparing schools in different countries

Unit 3 - Lesson 7

Activities

Comparing School in Different Countries

① Study this table with your teacher:

	Saudi Arabia	Britain	U.S.A.
1. How old are children when they start school?	6	5	6
2. How old are children when they can leave school?	18	16	16
3. How many schools do children usually attend?	3	2	3
4. When does the school day start?	7:00 a.m.	9:00 a.m.	8:30 a.m.
5. When does the school day finish?	1 p.m.	4 p.m.	3:30 p.m.
6. How many hours do children spend in class?	6 hours	6 hours	6 hours
7. How many subjects do pupils take between 16 and 18?	All	2 or 3	All

- ② Now make sentences. Use the table to compare schools in the different countries. The words in this box will help you:

shorter later more older earlier longer younger

Example

Question: Look at number 1 in the table. Compare Saudi Arabia and Britain.

Answer: Children start school later in Saudi Arabia than Britain.

Or: Children start school earlier in Britain than in Saudi Arabia.

- Look at number 1 on the table.
Compare Britain and the U.S.A.
- Look at number 2 on the table.
Compare Saudi Arabia and the U.S.A.
- Look at number 3 on the table.
Compare Saudi Arabia and Britain.
- Look at number 4 on the table.
Compare Britain and Saudi Arabia.
- Look at number 5 on the table.
Compare Saudi Arabia and the U.S.A.
- Look at number 6 on the table.
Compare Britain and Saudi Arabia.
- Look at number 7 on the table.
Compare Saudi Arabia and Britain.



Appendix 11- Houses in Canada

Unit 4 - Lesson 5

Writing

- ① In September, Mr. Al-Nasser went to Libya. He made some notes about the house that he stayed in. Make sentences about the house from his notes.

1. September - Libya
2. hot, dry climate
3. concrete house
4. T-shaped
5. flat roof
6. single floor
7. big rooms
8. old furniture, expensive curtains, thick carpets
9. garden - trees
10. wall round it



- ② Now read this paragraph about the house in Libya:

In September, I went to Libya. It has a hot, dry climate. I stayed in a concrete house. It was T-shaped. It had a flat roof. There was a single floor. The rooms were big. They had old furniture, expensive curtains and thick carpets. Outside, there was a garden with trees in it. It had a wall round it.

- ③ Now make sentences about another house from these notes:

1. Last month - Canada
2. cold, rainy climate
3. brick-built house
4. box-shaped
5. sloping roof
6. two floors
7. small rooms
8. modern armchairs and couches.
9. flowers and grass in the garden.



- ④ Finally use the sentences you wrote in No. 3 to write a paragraph in your notebook: The title of your paragraph should be "The House in Canada"

Appendix 12- Currency

Unit 5 - Lesson 6

Activities

Talking About Exchange Rates

- ① Listen. Then practice the conversation: 

*You are at a money exchanger's.
You are going to go to Britain.
You need pounds sterling.
The exchange rates is 6.5 riyals to the pound.
You want to change 5000 riyals.
You get 769.2 pounds.*

Assistant: Next please. Can I help you?

You: Yes, I'm going to go to Britain.
I need some pounds sterling.

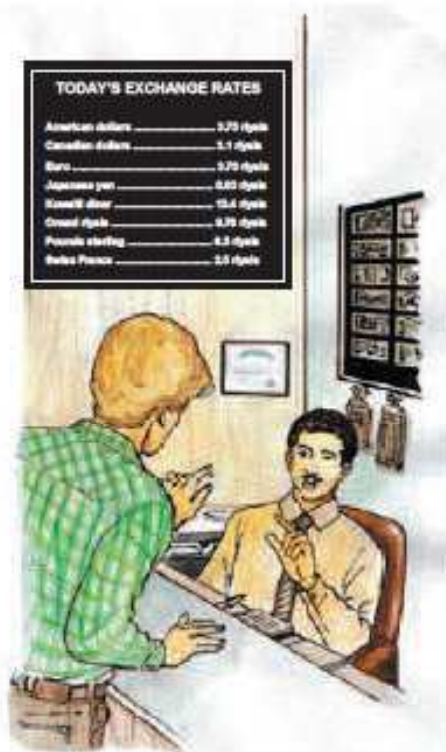
Assistant: I see, sir. How much would you like to change.

You: Five thousands riyals, please.

Assistant: Right. The exchange rate is 6.5 riyals to the pound. That means you get 769.2 pounds, sir.

You: Thank You. Where do I play?

Assistant: Please pay the cashier, sir.



TODAY'S EXCHANGE RATES	
American dollars	3.75 riyals
Canadian dollars	5.1 riyals
Euro	3.70 riyals
Japanese yen	0.03 riyals
Kuwaiti dirar	15.4 riyals
Omani riyals	0.70 riyals
Pounds sterling	6.5 riyals
Swiss Francs	3.6 riyals

- ② Now make another conversation like that. Use the notes which follow:

*You are at a money exchanger's.
You are going to go to France.
You need Euro.
The exchange rates is 3.70 riyals to the Euro.
You want to change 5000 riyals.
You get Euro.*

TODAY'S EXCHANGE RATES	
American dollars	3.75 riyals
Canadian dollars	5.1 riyals
Euro	3.70 riyals
Japanese yen	0.03 riyals
Kuwaiti dirar	15.4 riyals
Omani riyals	0.70 riyals
Pounds sterling	6.5 riyals
Swiss Francs	3.6 riyals



Activities

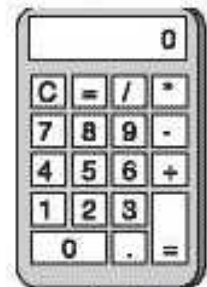
Talking About Exchange Rates

- ① Look at the list of exchange rates from a money exchanger's window:

TODAY'S EXCHANGE RATES

American dollars	3.75 riyals
Canadian dollars	3.1 riyals
Euro	3.70 riyals
Japanese yen	0.03 riyals
Kuwaiti dinar	13.4 riyals
Omani riyals	9.76 riyals
Pounds sterling	6.5 riyals
Swiss Francs	2.5 riyals



- ② Now make a conversation like the one in lesson 6.
 Your teacher will tell you which currency to talk about.
 He will also tell you how many riyals to change.
 You will probably need a calculator.
 Work with a friend.



a calculator

Appendix 13- British, Canadian


Unit 3 - Lesson 8 

F	 <p>Sa'ad Yasser Ahmad</p> <p>Ahmad is the tallest.</p>	tall	+ est	the tallest
		long	+ est	the longest
		wide	+ st	the widest
		big	+gest	the biggest
		hot	+ test	the hottest
		early		the earliest
		heavy	X + iest	the heaviest
Remember:		good		the best
		bad		the worst


The Present

2


A

I	Take	English and maths every year.	
You We They			
He She It	Takes		

B

Do	you we they	Take exams every year.	
Does	he she everybody		

C

I	do	not leave school at 15.	You We They	don't.	leave school at 15.	
You We They			He She It	doesn't		
He She It	does					

3

More Countries and Nationalities

He's from	Britain. England. Spain. Turkey.	He's	British. English. Spanish. Turkish.	
BUT 	Canada.		Canadian.	

Appendix 14- British Airways

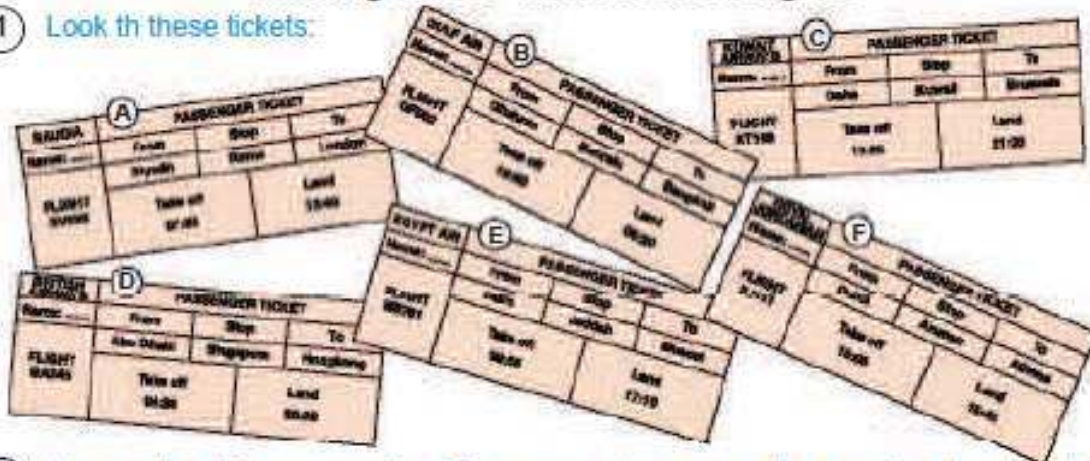


Unit 6 - Lesson 6


Activities

Talking about Tickets and Flights

- 1 Look at these tickets.



- 2 Now reading this conversation. The person who answers the questions has ticket A:

Where are you going?		To London.
When do you fly?		Tomorrow.
Which flight are you on?		SV039.
When do you take off?		At 7:35 in the morning.
Do you stop anywhere?		Yes. We stop in Rome.
When do you arrive in London?		At 1:40 in the afternoon.

- 3 Read the paragraph below. It gives the same information as the conversation in No.2. Now choose another ticket. First make the conversation, then copy it as a paragraph in your notebook:

I am flying to London tomorrow. I am not going on British Airways. I am on SV 039. I take off at 7:35 in the morning. We stop at Rome. We arrive in London at 1:40 in the afternoon.

Appendix 15 – Custom, take off your hat in England

Unit 1 - Lesson 4



Word Study

A. Write the correct word in each sentence. Then copy it in your copybook:

- a. an interviewer
- b. a player
- c. a university
- d. a custom
- e. a team

1. It is _____ in England to take off your hat in a house.
2. There are eleven footballers in _____.
3. Each footballer is _____.
4. A man who interviews people is _____.
5. Ahmad Al-Ali went to _____ in America.



- a. Palestine
- b. "In Focus"
- c. Khaled
- d. Umm Al-Qura
- e. Yemen

6. _____ is the Arabic name of Makkah.
7. _____ was a teacher before Ali.
8. _____ is south of Saudi Arabia.
9. _____ is north of Saudi Arabia.
10. _____ is the name of Ahmad Al-Ali's programme.

- a. called
- b. cameraman
- c. keen
- d. own
- e. various

11. Yasser, the _____, is from Ha'il.
12. He is _____ Sami.
13. Sa'ad is a _____ model-maker.
14. He has made _____ models of old cars.
15. He wants to sell his _____ car.



Reading

Going to school in the U.S.A.

They graduate at 18.



Every child in the U.S.A. must go to school from the age of six to sixteen, but most stay at school until they graduate at eighteen. Between those ages, they attend three different schools. From six to twelve, children go to elementary school. From twelve to fifteen, they attend junior high school. Finally, 5 from fifteen to eighteen, they go to high school.

P.E. is compulsory.



At high school, the day usually begins at about 8:30 a.m. and ends at about 3:30 p.m. Lunch lasts an hour and is usually from 12 to 1 o'clock. There is homework every evening. Pupils (called "students" in the U.S.A.) may choose some less important subject at high school. But, in general, everyone takes English, maths, one foreign language (often Spanish), history, geography, the science (physics, chemistry and biology) and P.E. until they leave at eighteen. 10

In general, students do not take exams when they leave school. Instead, they collect credits for every course which they attend. They do this until they have enough credits to graduate. For example, a student may need 120 credits to graduate. If he takes an English course, he will get 10 credits. If he takes three English courses, he will get 30 credits. So he will need 90 more credits to graduate, and so on. When a student collects all his credits, he can graduate with a high school diploma. About 50 percent of American students go on to 15

Read the passage silently then answer these questions:

1. What kinds of schools do children attend in the U.S.A.?
2. Do American children take exams when they leave school?
3. How many credits do students in America need to graduate?
4. Which school do children go to from 12 to 15?
5. What do the underlined words refer to? 20

Appendix 17 - Comparing




Unit 3 - Lesson 3

Grammar


Comparing

1 Look at these sentences with *more than*, *fewer than*, and *less than*:


A At 17, Saudi students have to study *more subjects than* British students.




B Saudi children have *more time in class than* British children.



C British children go to *fewer schools than* Saudi children.



D British children have *less time in class than* Saudi children.



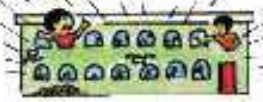
2 Look at these sentences:

A. The school day in Britain seems *longer than* Saudi Arabia.
 B. The start of school is *earlier in* Britain than in Saudi Arabia.

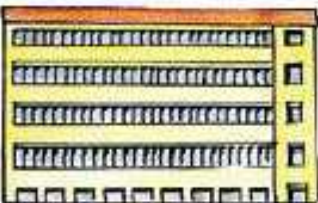
Now look at these two schools. Compare them. Use the adjectives in the box on the left.

high	wide	big
small	noisy	quiet
old	new	bad
good		

School A



School B



Conversation Practice

1 Look at these:



2 Read and practice. Fill the space with your own names:



3 Now practice the conversation again: This time do not use *my programme*. Use these words instead:

my home	our apartment
my classroom	Taif
our school	Saudi Arabia



Word Study

about, approximately, around, exactly

This ruler is exactly 30 cm long – not more, not less.
These pencils are about or around or approximately 30 cm long.
 *Look at the clocks. Which clock says exactly half past three?
 *What does the other clock say?



foreigner Ahmad Al-Ali is Saudi. He was born in Jeddah. His father is Saudi. Mr. Smith is from England. In Saudi Arabia, he is a foreigner.
 *Are you a foreigner in the United States?
 *Is Mr. Al-Ali a foreigner in Saudi Arabia?



guest, host, studio, take place On TV, the host is the person that introduces a programme. People that he invites to his programme are his guests. A television interview usually takes place in a studio.
 *Point to the studio, the host and his guest in the picture.



health, healthy How do you ask about a person's health?
 You say, "How are you?" The answer "Fine" means "I'm in good health" or "I'm healthy." "I'm not well". means "My health is not good."
 *Look at the picture. Which man's health is good?
 *Which one is not healthy?



intend To intend is to plan or to have plan in your head.
I intend to go to Egypt for my holiday next year.
He intended to do a lot of homework last night but he could not.
 *Complete this sentence:
 Faïsal _____ study mathematics at university.
 *What does the man in the picture intend to do?



A. Now choose the correct words:



1. You learn about tools and machines at a _____ school.
2. It is _____ 1000 k.m from Jeddah to Damman.
3. Good _____ depends on good food.
4. There are four big cameras in that TV _____.
5. My father let me _____ my swimming lessons.

- a. studio
- b. health
- c. technical
- d. go ahead with
- e. about



School in Britain

Listen. Then read.

Ahmad Al-Ali is interviewing a young British boy called James Brown about school in Britain.

1 James, how does school in Britain compare with school here?

2 Well, Mr. Al-Ali, we start earlier. Children begin school at the age of five in Britain. It's compulsory. Everyone must go between the ages of five and sixteen, of course many pupils continue until they're eighteen.

3 Do you go to the same school all that time?

4 No. But I think we go to fewer schools than Saudi children. There's primary school for children from five to eleven. Then we go to secondary school from eleven to eighteen.

5 And what's the school day like? Is it long?

6 Well, it's probably the same as Saudi school day, but it seems longer. We start at about 9 a.m. and go on until 12, then there's lunch. School starts again at around 1:30 p.m. and lasts until 4. In secondary school, there's usually homework every evening.

7 O.K. Let's take a short break now.

8 We'll be back in a minute, viewers.

primary school (5-11) **secondary school (11-18)**

9 a.m. - 12 12 - 1.30 1.30 - 4 p.m. every evening

You must go! I'm 16. I'm 18. I'm 5.

Unit 3 - Lesson 1

Listening 

School in Britain

Listen. Then read.

Ahmad Al-Ali is interviewing a young British boy called James Brown about school in Britain.

1 James, how does school in Britain compare with school here?

2 Well, Mr. Al-Ali, we start earlier. Children begin school at the age of five in Britain. It's compulsory. Everyone must go between the ages of five and sixteen. of course many pupils continue until they're eighteen.

3 Do you go to the same school all that time?

4 No. But I think we go to fewer schools than Saudi children. There's primary school for children from five to eleven. Then we go to secondary school from eleven to eighteen.

5 And what's the school day like? Is it long?

6 Well, it's probably the same as Saudi school day, but it seems longer. We start at about 9 a.m. and go on until 12, then there's lunch. School starts again at around 1:30 p.m. and lasts until 4. In secondary school, there's usually homework every evening.

7 O.K. Let's take a short break now.

8 We'll be back in a minute, viewers.

Listening



After the Break

Listen. Then read:

Welcome back, viewers. Let's ask James some more about secondary school in Britain. James, can you choose the subjects that you study in secondary school?

Not for the first three years. After that, we usually choose between science and arts subjects, but everybody takes English and maths. From the age of sixteen, we can specialize and study only two or three subjects.

11-14 All Subjects 14-16 Science Arts 16-18

Hmmm. Saudi school children have to study more subjects when they are older. What about exams?

Well, we take exams every year, but the important ones are at sixteen and eighteen. That's when we can leave school. If we pass those exams, we can get a certificate. It's like your school leaving certificate.

O.K. James, thank you for talking to us tonight.

You're welcome. Goodbye.

- A. Are the following sentences true or false? Correct the false ones:
1. The school day finishes at 2 p.m. in Britain.
 2. Pupils usually have homework every evening in British secondary schools.
 3. Everyone goes to school between the ages of five and eighteen in Britain.
 4. Children start school earlier in Britain than in Saudi Arabia.
 5. Everybody takes Arabic and religion in British school.



Comparing

1

Look at these sentences with *more than*, *fewer than*, and *less than*:

A At 17, Saudi students have to study *more subjects than* British students.

B Saudi children have *more time in class than* British children.

C British children go to *fewer schools than* Saudi children.

D British children have *less time in class than* Saudi children.

2

Look at these sentences:


- A. The school day in Britain seems *longer than* Saudi Arabia.
- B. The start of school is *earlier in* Britain than in Saudi Arabia.

Now look at these two schools. Compare them. Use the adjectives in the box on the left.


<p>wide big</p> <p>high noisy</p> <p>small quiet</p> <p>old new</p> <p>good bad</p>	<p>School A</p>	<p>School B</p>
--	-----------------	-----------------



The Present

1 Do you remember this time line? 
 (We use it to show something which happens again and again.)
 Look at this box. Make sentence from it.

I You We They	attend go to	primary school. intermediate school. secondary school. university.
He She	attends goes to	
It	goes to	town.





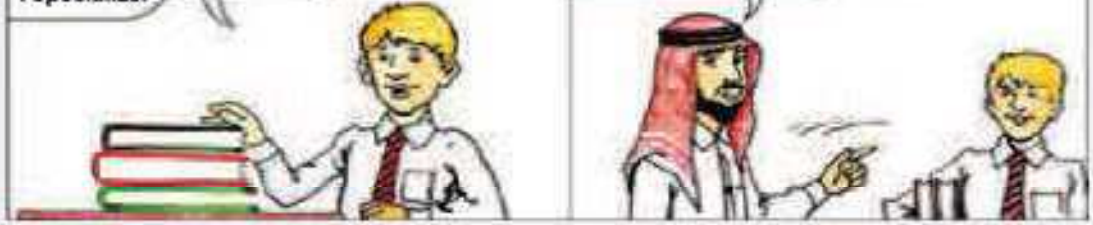
2 Now, do you remember how to ask questions?

<p>You start. Do you start?</p> <p>Do you start at 9 a.m?</p> <p>Yes, I do.</p> <p>No, I don't.</p>	<p>He start <input type="checkbox"/> Do <input type="checkbox"/> es</p> <p>Does he start at 9 a.m?</p> <p>Yes, he does</p> <p>No, he doesn't</p>
---	---



3 Finally, look at this:

<p>I do not study every subject. </p> <p>I'm 17. I don't study every subject. I specialize.</p>	<p>He does not study every subject. </p> <p>He doesn't study every subject. He specializes.</p>
--	--





Unit 3 - Lesson 3

Use the following words to complete the sentences below:

more

fewer

less

Example: Saudi Arabia has less rain than Britain.

1. There are _____ foreigners in Saudi Arabia than ten years ago.
2. We have _____ religion at school than geography.
3. We have _____ geography at school than religion.
4. A mechanic has _____ training than a doctor.
5. If you want to learn more, you must do _____ homework.
6. If you want become an engineer, you must study _____ science than arts.
7. Most boys think football has _____ fun than homework.

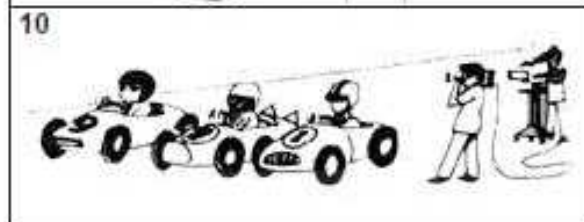
8. Adnan has _____ certificates than Ahmad.



9. Ahmad has _____ food than Adnan.



10. There are _____ cameramen than drivers in this picture.





Reading

Going to school in the U.S.A.

They graduate at 18.



P.E. is compulsory.



Every child in the U.S.A. must go to school from the age of six to sixteen, but most stay at school until they graduate at eighteen. Between those ages, they attend three different schools. From six to twelve, children go to elementary school. From twelve to fifteen, they attend junior high school. Finally, 5 from fifteen to eighteen, they go to high school.

At high school, the day usually begins at about 8:30 a.m. and ends at about 3:30 p.m. Lunch lasts an hour and is usually from 12 to 1 o'clock. There is homework every evening. Pupils (called "students" in the U.S.A.) may choose some less important subject at high school. But, in general, everyone takes English, maths, one foreign language (often Spanish), history, geography, the science (physics, chemistry and biology) and P.E. until they leave at eighteen. 10

In general, students do not take exams when they leave school. Instead, they collect credits for every course which they attend. They do this until they have enough credits to graduate. For example, a student may need 120 credits to graduate. If he takes an English course, he will get 10 credits. If he takes three English courses, he will get 30 credits. So he will 20 need 90 more credits to graduate, and so on. When a student collects all his credits, he can graduate with a high school diploma. About 50 percent of American students go on to

Read the passage silently then answer these questions:

1. What kinds of schools do children attend in the U.S.A.?
2. Do American children take exams when they leave school?
3. How many credits do students in America need to graduate?
4. Which school do children go to from 12 to 15?
5. What do the underlined words refer to?



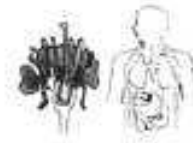
Unit 3 - Lesson 5

Word Study

biology Biology is the science which studies the bodies of plants, animals and people.

If you want to understand your own body, you must study biology.

*Can you think of any jobs which need a study of biology?



chemistry Chemistry is the science which studies these questions: What are things made of? How do they join together? How do they change?

If you want to examine your food, you must know some chemistry.

*What else can chemistry help you to understand?



course A course is a group of lessons which go together.

At university you can choose some of the courses which you study.

"English for Saudi Arabia" is the name of the English course in Saudi schools. The whole course lasts six years.

*What is the name of your mathematics course?

*How long does your mathematics course last?



credit Credits are mark which you get for finishing a course. *At some universities in Saudi Arabia, you get credits for your courses. For example, KFUPM in Dhahran gives its students credits for their courses.*

*Do you get credits for this course or must you pass an exam?



physics Physics is the science which studies light, heat, sound and electricity.

How does a radio work? If you want to understand, you must know physics.

*Who uses physics in his work.



light



heat



sound

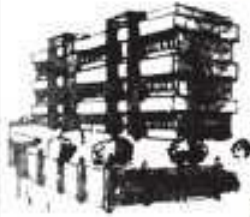


electricity



Word Study

Choose the correct words:



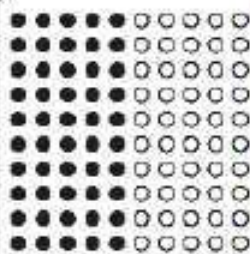
1. Saudi children go to _____
_____ when they are 6 years old.
2. British children go to _____
_____ when they are 5 years old.
3. American children go to _____ when they
are 16 years old.
4. Saudi children go to _____ from 15 to 18.
5. Americans go to _____ from 12 to 15.

- a. a high school
- b. a secondary school
- c. an elementary school
- d. a junior high school
- e. a primary school



6. Can you _____ an American
diploma with a British certificate?
7. Pupils must _____ religion and
Arabic in Saudi Arabian schools.
8. At university, students _____ in science or arts
subjects.
9. When you _____ from school at 18 in Saudi
Arabia, you take the school leaving certificate.

- a. graduate
- b. compare
- c. take
- d. specialize



50%

10. Fifty in one hundred is the same is fifty
_____.
11. In Saudi Arabia, religion and Arabic are
_____ subjects.
12. Many people in america speaks
_____.
13. He liked _____ at school. So, he decided to
be a doctor.
14. A person who watches television is a _____.
15. If you want to understand electricity, take a _____
in physics.

- a. percent
- b. Spanish
- c. viewer
- d. course
- e. compulsory
- f. biology



Unit 3 - Lesson 6

Writing

- A. Use these words to make three paragraphs with your teacher in class.
(The reading on page 31 will help you.)

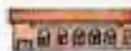
Going to School in Saudi Arabia

Paragraph 1

1. Most children in Saudi Arabia
2. Between . . . three different schools.
3. From . . . elementary school.
4. From . . . intermediate school.
5. Finally . . . secondary school.



ELEMENTARY



INTERMEDIATE



SECONDARY

Paragraph 2

1. At secondary school, the day
2. There is homework
3. In general, everyone takes



Paragraph 3

1. Pupils must . . . exams when
2. If a pupil wants to go to university, he must pass
3. Then . . . a secondary school certificate.
4. About 60 percent.



- B. Write about going to school in Saudi Arabia:

Use the words above to write the paragraphs. Remember to write the title.



Activities

Comparing School in Different Countries

① Study this table with your teacher.

	Saudi Arabia	Britain	U.S.A.
1. How old are children when they start school?	6	5	6
2. How old are children when they can leave school?	18	16	16
3. How many schools do children usually attend?	3	2	3
4. When does the school day start?	7:00 a.m.	9:00 a.m.	8:30 a.m.
5. When does the school day finish?	1 p.m.	4 p.m.	3:30 p.m.
6. How many hours do children spend in class?	6 hours	6 hours	6 hours
7. How many subjects do pupils take between 16 and 18?	All	2 or 3	All

② Now make sentences. Use the table to compare schools in the different countries. The words in this box will help you:

shorter later more older earlier longer younger

Example

Question: Look at number 1 in the table. Compare Saudi Arabia and Britain.

Answer: Children start school later in Saudi Arabia than Britain.

Or: Children start school earlier in Britain than in Saudi Arabia.

- Look at number 1 on the table.
Compare Britain and the U.S.A.
- Look at number 2 on the table.
Compare Saudi Arabia and the U.S.A.
- Look at number 3 on the table.
Compare Saudi Arabia and Britain.
- Look at number 4 on the table.
Compare Britain and Saudi Arabia.
- Look at number 5 on the table.
Compare Saudi Arabia and the U.S.A.
- Look at number 6 on the table.
Compare Britain and Saudi Arabia.
- Look at number 7 on the table.
Compare Saudi Arabia and Britain.





Activities

Comparing School in Different Countries

3 Listen. Then practice the conversation: 

Boy 1: Hello. You're from Saudi Arabia, aren't you?

Boy 2: Yes, I am.

Boy 1: What's it like? Does everybody have to go to school?

Boy 2: Yes, everybody goes nowadays.

Boy 1: Do you have a long day in school?

Boy 2: Well, we start at about 7:00 in the morning and finish at around 1 in the afternoon.

Boy 1: How often do you have homework?

Boy 2: Every evening.

Boy 1: Do you take exams or collect credits to get a school certificate?

Boy 2: We take exams.

Boy 1: It sounds like hard work.

Boy 2: It is!



4 Use the words in the table below to make conversation like the one above about New Zealand and Canada:

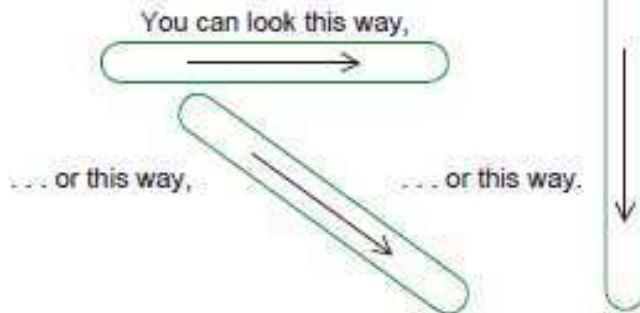
COUNTRY	New Zealand	Canada
IS SCHOOL COMPULSORY?	Yes	Yes
LENGTH OF SCHOOL DAY?	9 a.m. - 3:30 p.m.	8:30 a.m. - 3:30 p.m.
HOMEWORK?	Every evening	Every evening
EXAMS OR CREDITS?	Exams	Both

5 Use the information in this unit to make conversations like the one above about Britain and the U.S.A.:



There are 17 words about **SCHOOL** in this box.
 Look at the three examples: Can you find the rest?

- | | |
|------------|------------|
| absent | quiz |
| compulsory | revise |
| graduate | science |
| headmaster | specialize |
| homework | subject |
| lesson | teacher |
| mark | timetable |
| maths | university |
| primary | |



f	v	a	r	s	s	g	u	l	o	t	p	r	i	m	a	r	y
x	f	g	r	a	d	u	a	t	e	o	v	x	r	i	m	x	o
g	o	s	v	r	a	h	t	a	t	s	a	u	r	a	r	s	a
m	t	u	s	g	c	o	m	p	u	l	s	o	r	y	t	p	v
n	v	b	u	v	o	m	v	h	p	v	v	o	v	r	y	e	s
w	n	j	a	b	s	e	n	t	h	n	v	t	n	v	r	c	a
s	w	e	j	a	b	w	e	n	t	s	t	v	v	n	v	i	c
f	b	c	k	b	v	o	b	t	n	b	c	n	b	v	t	a	o
h	v	t	o	a	b	r	o	n	w	n	b	i	n	b	o	l	a
h	e	t	j	o	b	k	r	r	w	s	a	i	e	q	u	i	z
e	s	a	e	d	b	e	k	d	e	e	s	e	p	n	e	z	i
w	e	t	d	d	t	i	m	e	t	a	b	l	e	n	c	e	a
e	v	v	j	m	a	r	k	m	a	t	b	b	l	n	n	e	n
m	e	a	v	e	a	a	e	k	m	t	r	e	v	i	s	e	
u	n	i	v	e	r	s	i	t	y	m	a	r	r	e	i	t	a
v	u	n	j	v	v	s	t	i	t	v	r	t	t	r	r	i	t
n	v	a	u	j	n	v	s	e	i	n	y	j	h	t	n	r	v
j	a	v	t	e	a	c	h	e	r	i	n	y	j	s	t	r	r



Unit 3 - Lesson 8

Revision

Read, learn and remember:

Comparing

A

Yasser has more pens, books, and money than Sa'ad.

B

Sa'ad has fewer pens, books, and less money than Yasser.

C

Yasser has the most books. Ahmad has the most money. Ahmad has the fewest books. Sa'ad has the least money.

D

Remember:	Yasser is	tall	 Ahmad is	taller than	Yasser.
	long	+ er	longer than		
	wide	+ r	wider than		
	big	+ ger	bigger than		
	hot	+ ter	hotter than		
	early	X + ier	earlier than		
	heavy		heavier than		
good			better than		
bad			worse than		



F

<p>Sa'ad Yasser Ahmad</p> <p>Ahmad is the tallest.</p>	tall	+ est	the tallest
	long	+ est	the longest
	wide	+ st	the widest
	big	+gest	the biggest
	hot	+ test	the hottest
	early heavy	X + iest	the earliest the heaviest

Remember:

good		the best
bad		the worst

The Present

2

A

I You We They	Take	English and maths every year.	
He She It	Takes		

B

Do	you we they	Take exams every year.	
Does	he she everybody		

C

I You We They	do	not leave school at 15.	You We They	don't	leave school at 15.	
He She It	does		He She It	doesn't		

More Countries and Nationalities

He's from	Britain. England. Spain. Turkey.	He's	British. English. Spanish. Turkish.	
BUT	Canada.		Canadian.	

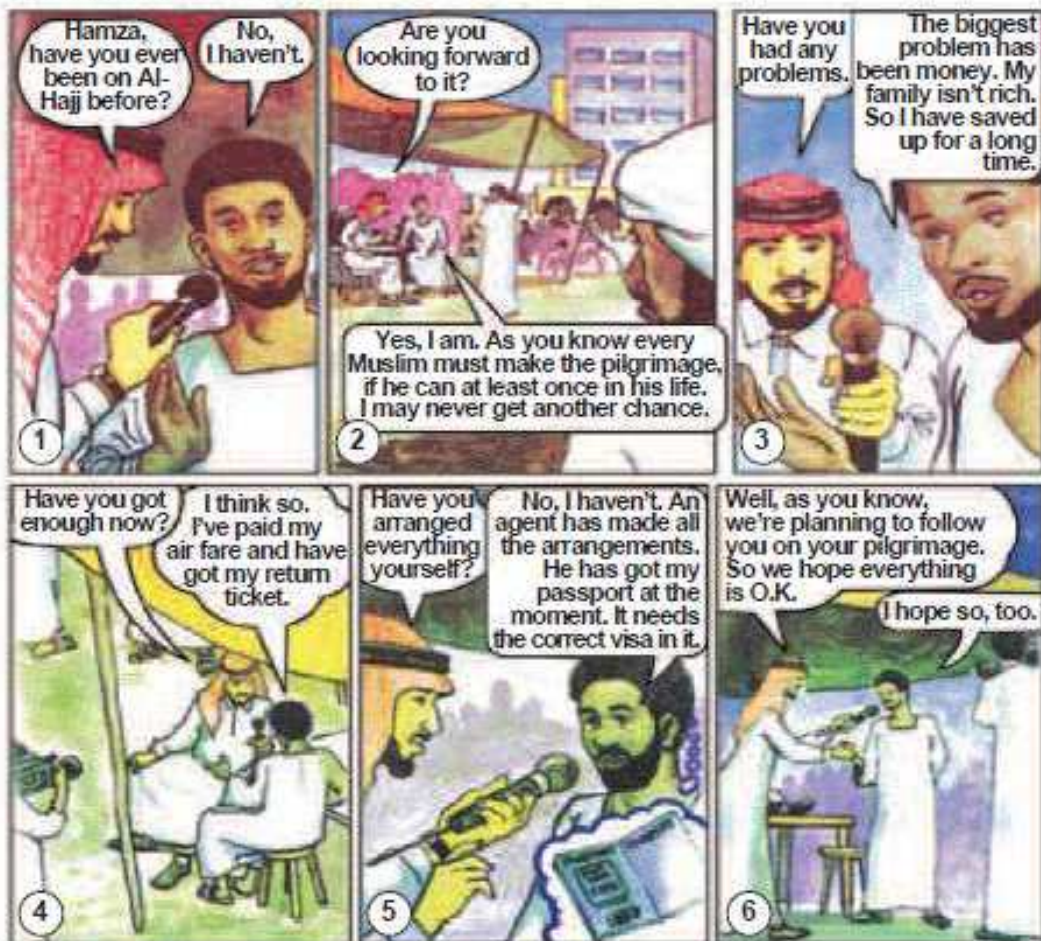
Listening



Before Al-Hajj

1 Listen. Then read:

Mr. Al-Ali is in Khartoum, the capital of Sudan. He is interviewing Hamza, a Sudanese man, who is going on his first Hajj soon.



2 Practice the conversation in No. 1.